



**Southern Association of Colleges and Schools
Commission on Colleges**

REPORT OF THE REAFFIRMATION COMMITTEE

Statement Regarding the Report

The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is responsible for making the final determination on reaffirmation of accreditation based on the findings contained in this committee report, the institution's response to issues contained in the report, other assessments relevant to the review, and application of the Commission's policies and procedures. Final interpretation of the Principles of Accreditation and final action on the accreditation status of the institution rest with SACSCOC Board of Trustees.

Name of the Institution: Louisiana State University - Eunice

Date of the Review: May 7-8, 2013 (Off-Site)
November 19-21, 2013 (On-Site)

COC Staff Member: Dr. Charles A. Taylor

Chair of the Committee: Dr. Jeremy P. McMillen (Off-Site)
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Part I. Overview and Introduction to the Institution

The law establishing Louisiana State University Eunice was enacted by the Louisiana State Legislature in 1964. The LSU Board of Supervisors approving the establishment in 1965. The original campus opened in fall 1967 with an enrollment of 343 students and one academic building, a library, and a utilities building. After adding sophomore level classes in 1968, LSU Eunice moved to develop two-year associate degrees, beginning with a program in office administration. Today, LSU Eunice, as an open admissions institution of higher education and in accordance with its mission, offers associate degrees, certificates, and technical diplomas, transfer curricula in most fields, continuing education activities for businesses and individuals, and community oriented activities. The institution offers the following degrees: Associate of Arts Louisiana Transfer, Associate of Science Louisiana Transfer, Associate of General Studies, Associate of Science in the Care and Development of Young Children, Associate of Science Criminal Justice, Associate of Science in Nursing, Associate of Science in Radiologic Technology, Associate of Science in Respiratory Care, and the Associate of Applied Science.

Additional facilities were added as enrollment grew, and today there are five academic buildings, a library, a student union, and a utilities building serving 2,673 students (fall 2013) with 79.5% of them being served on the main campus, 8.5% of them being served by dual credit, 8.8% of them being served at LSU Alexandria, and 3.2% of them being served online. The average age of the student body is 23 with nearly half (48%) being enrolled full-time. Just under 70% of the student body is female. Just under 70% of the student body is White (non-Hispanic) with one-fourth (25%) of the minority population being Black (non-Hispanic). Just under three-fourths (73%) of the student body is from the immediate area surrounding the campus.

Part II. Assessment of Compliance

A. Assessment of Compliance with Section 1: The Principle of Integrity

*1.1 The institution operates with integrity in all matters. **(Integrity)**

The Off-Site Committee found that the institution demonstrated integrity in its presentation of information in the compliance document. Documentation reviewed by the off-site committee was consistent with other information available to the Committee via the College's website, or other sources. Based upon the review conducted by the off-site team, it appears that the institution operates with integrity.

The On-Site Reaffirmation Committee reviewed documents such as faculty and staff personnel files, financial audits, authorizing legislation, planning documents, QEP materials, and other items related to compliance; and conducted interviews with the Chancellor, Vice Chancellors (chief financial officer, chief academic officer, chief student services officer), senior continuing education personnel, faculty members, students, faculty/staff supervisors in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee that the institution acts with integrity throughout all of its operations.

B. Assessment of Compliance with Section 2: Core Requirements

- 2.1 The institution has degree-granting authority from the appropriate government agency or agencies. **(Degree-granting Authority)**

Louisiana State University Eunice (LSUE) has degree-granting authority from the Louisiana Constitution and by Louisiana statute. The Louisiana Constitution (Article VIII §7) established the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College with authority to supervise and manage the institutions, statewide agricultural programs, and other programs administered through its system. The Board of Supervisors, empowered by state statute R.S. 17: 1521, established Louisiana State University Eunice, a two-year commuter college at Eunice.

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

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.
(Governing Board)

The Institution was established by the Louisiana Legislature through act R.S. 17.1521. The State Constitution Article VIII Section Z-A identifies the Board of Supervisors as the management board of the Louisiana State University System and as such the Board of Supervisors have specific authority over the institution. The State Constitution in Article VIII Section 5 identifies the Board of Regents as having planning, coordinating, and budgetary responsibilities for higher education in Louisiana including final approval of new degree programs, elimination of existing programs, establishment of statewide core curriculum requirement and other policy-making responsibilities. The 15 member Louisiana Board of Supervisors is comprised of a combination of 2 members who are chosen from each of 4 Congressional Districts of Louisiana. Three board members are chosen at large by the Governor. Appointment of members to the Board of Supervisors is governed by the State Constitution. In addition one student elected by the student body presidents serves a one-year term on the Board pursuant to the State Constitution Article VIII section 8-13.

Ample evidence is presented of state laws and regulations which provide for process that insure that the Board of Supervisors is not controlled by a majority of Board members or by organizations or interests separate from it. Bylaws and state regulations provide that all official actions of the Board shall require the favorable vote of a majority of the Board members present and voting, and in any event the favorable vote of at least 7 members. Neither the presiding officer nor the majority of other voting members of the LSU Board of Supervisors have contractual, employment or personal or financial interest in the institution. Louisiana Code of Governmental Ethics states that all appointed members of boards and commissions are affected by its policy to ensure public office and employment are not used for private gain.

- 2.3** The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. *(See the Commission policy “Core Requirement 2.3: Documenting an Alternate Approach.”)* **(Chief Executive Officer)** *(Note: If an institution is part of a system and its chief executive officer is also the chief executive officer of the system, the institution must provide information requested in Commission policy “Core Requirement 2.3: Documenting an Alternate Approach.” This information should be submitted as part of the Compliance Certification.)*

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

“There shall be a Chancellor for each campus or major administrative subdivision of the System who shall hold office at the pleasure of the Board. The Chancellor shall administer the division for which he is appointed and shall exercise complete executive authority therein, subject to the direction and control of the President and the Board.”

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

The following is the opening of the mission statement for LSU Eunice:

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

In the mission statement, the institution is clearly defined as a two-year institution offering comprehensive educational opportunities and services. Based on the Committee’s review of the 2012-13 Catalog, the current strategic plan, and the 2012

Fact Book, the statement is comprehensive, as it appears to address all aspects of the institution, and is included in appropriate publications. It is specific, identifying its role within the LSU system. It addresses institutional activities which are consistent with higher education, and it addresses teaching and learning and public service.

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

LSUE has a well-defined planning and evaluation cycle: Using planning forms, individual units review and revise goals, objectives, outcomes, and forecasts from January through March. Each unit goal links to at least one of the institution's goals and strategic plan. Units develop budget requests, which are reviewed and prioritized by the Budget Review Committee. Units conduct annual performance reviews during the summer using data generated from a number of reports supplied by Institutional Research. Using the Outcomes Assessment Form, units record their outcomes and produce a summary report on their effectiveness. The institutional research staff compiles the reports into the Annual Summary Report on Institutional Effectiveness. The Summary Report is reviewed by the Administrative Council and by the Chancellor's Cabinet.

The Committee reviewed Institutional Effectiveness Summaries for Divisions/ departments from 2009-2010, 2010-2011, 2011-2012, as well as minutes documenting the institution's compliance with its own procedure. Minutes indicate that reviews of the IE process for 2009-10 and 2010-11 were conducted by the Administrative Council on June 27, 2012, and July 11, 2012, respectively. Cabinet minutes from July 11, 2012, and August 22, 2012, indicate that compliance with its own procedure to review Outcomes Assessment Summaries had been delayed due to changes in division leadership. Cabinet review of summaries from 2009-2010 and 2010-2011 were completed at these two meetings respectively. A review of the 2011-2012 Outcomes Assessments was conducted on Nov. 27 2012, by the Administrative Council; and a review of the 2011-2012 Institutional Effectiveness summaries was conducted on Dec. 5, 2012, by the Cabinet. Although the institution did have an interruption in its review process, the Committee determined that the process is ongoing. The process is integrated, unit plans being integrated with the strategic plan and the budgeting process.

The Outcomes Assessment Plan appears to contain plans for all institutional units. Institutional research is used to support unit and institutional planning throughout the process. The institutional mission, goals, and outcomes is included as part of the institution's annual Planning and Evaluation Cycle

Outcomes Assessment Plans include a column for "Improvement Plan/Changes Made," in which units document improvements made as part of the planning and evaluation process.

The institution's planning and evaluation process supports the conclusion that the institution is accomplishing its mission.

2.6 The institution is in operation and has students enrolled in degree programs.
(Continuous Operation)

LSU Eunice broke ground on its facilities in May of 1966, and has operated continuously since 1967. In the fall of 2012, 3,074 students were enrolled; 2,560 were enrolled in academic degree programs and 514 were undecided, preparatory, or non-matriculating. The number of associate degrees and certificates awarded in 2011-2012; 275 associate degrees and 14 certificates.

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

The institution is authorized to offer Associate in Arts Louisiana Transfer, Associate in Sciences Louisiana Transfer, and Associate in Applied Sciences degrees by the Louisiana Board of Regents. One such AA Transfer degree is Arts, one such AS Transfer degree is in Biological Sciences, and one such AAS degree is in Fire and Emergency Services. The institution's requirements for degree programs are in accordance with Louisiana Board of Regents Policy. The institution requires that students graduating with the associate degree earn at least 60 semester credit hours, which is in accordance with Louisiana Board of Regents Policy. The degree programs range from 60 semester credit hours to 89 semester credit hours.

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

The institution offers 11 Associate Degrees, four Certificate of Applied Science, and eight Certificate of Technical Studies programs that embody a coherent course of study compatible with the stated mission and purpose of the institution and based on fields of study appropriate to higher education. The institution has several programs that maintain programmatic accreditation, primarily in the health sciences. The institution has articulation agreements related to several pre-professional programs. The institution also works closely with four-year colleges in the area to further increase matriculation opportunities for its students.

The Division of Science and Mathematics provides transfer programs in agriculture and natural sciences. These programs are established with Louisiana State University A&M Baton Rouge, University of Louisiana Lafayette, and McNeese State University. Course numbers at LSU Eunice are the same as those used by LSU in Baton Rouge, further simplifying the transfer process. In addition, the Board of Regents maintains an Articulation Matrix listing general education courses that are transferable at colleges throughout the state.

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

LSU Eunice's associate and certificate programs conform to the Louisiana Board of Regents mandated statewide general education requirements as detailed in Academic Affairs Policy 2.16: Statewide General Education Requirements and its Requirements for Degrees. The policy states The Board of Regents accepts the premise that graduates of similar undergraduate degree programs should attain a broad-based common educational experience mandated statewide general education requirements.

For associate degree programs, LSU Eunice requires the successful completion of a common core of general education courses that exceeds the minimum of 15 semester hours or the equivalent. Degree programs must undergo a faculty review, a campus board review, and a Board of Regents review. Objectives for all general education courses are the result of a committee of LSU Eunice faculty, staff, and administrators. The general education courses are listed in the 2012-2013 Catalog.

The general education component includes six semester hours of English composition (English 1001 and 1002), at least three hours of mathematics (Mathematics 1011 or 1021), and the appropriate number of humanities, natural sciences, and social sciences as specified by the Board of Regents Statewide General Education Requirements.

Specifically, students who attain an associate's degree, whether on campus or through distance learning, must demonstrate competency in the following:

- Artistic, cultural, and historical understanding
- Computational and scientific reasoning
- Communication skills
- Informational literacy
- Critical thinking
- Natural science

General education requirements and curricula for associate degrees are published in the Catalog and the Curriculum Development Manual.

The On-Site Reaffirmation Committee reviewed documents such as LSUE's curriculum manual and college catalog, and conducted interviews with the Vice-Chancellor for Academic Affairs, Division Head for Science and Math and Interim Division Head of Liberal Arts in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

- 2.7.4** The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See the Commission policy “Core Requirement 2.7.4: Documenting an Alternate Approach.”) **(Course work for Degrees)** (Note: *If an institution does not offer all course work for at least one degree at each degree level, it must request approval and provide documentation for an alternative approach that may include arrangements with other institutions. In such cases, the institution must submit information requested in Commission policy, “Core Requirement 2.7.4: Documenting an Alternate Approach.” This information should be submitted as part of the Compliance Certification.*)

The institution provided the degree plan and transcript for a student who completed the Associate of Science Degree in Respiratory Care in the Fall of 2011 to document that instruction for all coursework required for at least one degree program at the associate degree level was offered.

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

The template for Core Requirement 2.8 was provided by the institution as documentation on the adequacy of full-time faculty. The institution presented summative data related to the percentage of contact hours taught by full-time and part-time instructors. The institution’s Compliance Report indicates that full-time instructors instruct 63% of the student credit hours delivered by the institution. The documentation is also delineated by program areas. The institution’s fact book indicates that during fall 2012 the institution employed 71 full-time instructional faculty and 65 part-time faculty. In addition, the proportion of full-time faculty increased from 47% in fall 2010 to 53% in fall 2012.

Data comparing the institution’s number of full-time and part-time faculty to those of peer institutions (identified by IPEDS data) indicates that the institution is below average in the number of full-time faculty and slightly above the average for part-time faculty at the five peer institutions.

The On-Site Reaffirmation Committee reviewed documents such as the LSU Eunice Catalogs 2012-2013 and 2013-2104, LSU Eunice Employee Handbook, and the Template for 2.8 and conducted interviews with the Vice Chancellor for Academic Affairs in support of the institution’s case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

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

educational, research, and public service programs. **(Learning Resources and Services)**

The Arnold LeDoux Library at LSU Eunice provides collections and services sufficient to support college programs. Physically, the Library is housed in a 37,700 foot facility and houses over 250,000 print and electronic books, 123 periodical subscriptions, and 85,000 electronic journals. Course reserve collection includes materials in support of specific courses. The library offers group-meeting rooms, small group meeting rooms, media viewing rooms, a photocopy room. Networked computers and an information literacy classroom with computer stations are also located in the Library. The LeDoux Library at LSU Eunice is a member of the Louisiana Academic Library Network Consortium. The consortium allows for state-level sharing of academic resources. Library users may apply for a borrower's card allowing for privileges at consortia libraries.

Other support is available to students and faculty at LSU Eunice in the form of computers and other media. Instructional labs for instructional areas including, but not limited to, chemistry, physics, microbiology, information literacy, nursing and fire science are accessible on campus. Several campus classrooms are equipped with interactive podiums allow faculty ease of use when utilizing technology in the classroom.

- *2.10** The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. **(Student Support Services)**

Louisiana State University Eunice provides clear evidence of how the student support programs, services and activities are consistent with the eight specific goals documented as related to the mission of the college. The university also provides evidence of a wide array of services for students including orientations for students and parents, financial aid, testing, recruitment events, counseling, admissions, campus housing, and veteran's services in a variety of modes of delivery, including specific details of electronic access processes designed for distance learning students. The institutional highlights the focus on the successful work on increasing the applications and awards for financial aid with specific data to support the work. The institution also provided evidence to support general satisfaction with the services reviewed.

The On-Site Reaffirmation Committee reviewed documents such as the LSUE Mission, College Catalog, student web portal, and Student Handbook, and conducted interviews with the Vice Chancellor for Student Affairs, Director of the Library, and the High School Relations Specialist in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

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

The member institution provides the following financial statements: (1) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services* issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter

for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or *Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. **(Financial Resources)**

The institution is included in a system-wide audit by state legislative auditors. The institution has received unqualified audits of June 30, 2009, June 30, 2010, June 30, 2011 and June 30, 2012. There were audits findings in the June 30, 2012.

The institution provided an Unrestricted Net Assets, Exclusive of Plant Assets and Plant-Related Debt for the years ending June 30, 2009, 2010, 2011 and 2012. The institution provide revenue comparisons for both restricted and unrestricted during the period from 2003-4 to 2011-12. This period included the decrease in state support.

“The University responded to the reduction in state support by reducing its expenditures in selected areas while generating additional revenue from non-state sources, mainly tuition and fees. As a result, the University maintained a balanced budget throughout this period while net assets continued to grow.”

The institution provided documentation to support the ability to remain fiscally sound during the decline in the state support.

The institution provided documentation of the budget process including budget review committee members and minutes, budget forms, timelines, and approved budget.

The On-Site Reaffirmation Committee reviewed documents such as the [Statement of Net Assets](#); the [Statement of Revenues, Expenses, and Changes in Net Assets](#); a multi-year [Statement of Financial Position of Unrestricted Net Assets, exclusive of plant assets and plant-related debt](#); the auditor's reports and management letters; and conducted interviews with the Vice Chancellor for Business Affairs in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

2.11.2 The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. **(Physical Resources)**

The institution provides a comprehensive facilities listing, campus maps, descriptions of facilities' in from the fact book. The institution provided a Campus Master Plan, dated March 1, 2005.

The average weekly classroom use was provided for the 2007-2011 years. The institution has adequate classrooms/ labs to support it mission as well as the capacity to grow.

The institution provided satisfaction survey result from faculty staff and students. The ratings were higher than national average with a rating greater than 4 on a 1-5 point scale. The classroom satisfaction rating was greater than 4 and labs just under 4 with a low of 3.94.

The On-Site Reaffirmation Committee reviewed documents such as the 2012 Fact Book, the 2011-12 Facilities Inventory and Utilization Study, the 2012 Annual Faculty Survey, and conducted interviews with the Vice Chancellor for Business Affairs and Director of Physical Plant in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

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

The On-Site Reaffirmation Committee reviewed and discussed the QEP. The institution developed an acceptable QEP. See Part III for additional information.

C. Assessment of Compliance with Section 3: Comprehensive Standards

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

LSU Eunice has a mission statement that addresses all facets of the institution and guides the activities of the institution. The Committee reviewed the institution's 2012-13 Catalog, the current strategic plan, the 2012 Fact Book, the Employee Handbook, and other institutional documents and publications and determined that the mission statement is comprehensive and is communicated to the institution's constituencies.

Minutes from the Board of Supervisors of LSU and Agriculture and Mechanical College (Oct. 26, 2012) indicate that the statement is current and is approved by the governing board. The Pathways to Success Program goals and objectives indicate how units tie departmental planning to the strategic plan and how the mission statement is used to guide the institution's operations. Although the institution's model of its annual Planning and Evaluation Cycle includes a review/revision of institutional mission and goals by the Cabinet, the Committee noted that only the minutes of August 22, 2012, documented that this review had occurred.

- 3.2.1** The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer. **(CEO evaluation/selection)**

The committee found that the LSU Board of Supervisors has ample Bylaws and regulations that establish the authority to select the Chancellor of the LSU institution. The Chancellor of each campus or major administrative subdivision of the System is appointed by the Board upon the recommendation by the president of the system and who shall hold office at the pleasure of the Board according to Part I Article VII, Section 4-a of the LSU Board of Supervisors Bylaws and regulations. In Section 4-b of the Article Cited above the Board established the responsibilities of the chancellor as the administrative head of the campus, the chancellor shall be responsible to the board through the President for the effective execution of: all laws relating to Louisiana State

University System; all resolutions, policies, rules, regulations, directives and memoranda issued by the President.

The committee also found evidence in the form of Procedure for the evaluation of the Chancellor. The evaluation includes a meeting with five groups representing administrators, faculty, staff students and community members/alumni, and now business community and political communities, every three years. The President then holds an exit interview with the Chancellor during which he summarizes the group deliberations, asks for a response from the Chancellor and discuss long range and short range goals and objectives for the campus. The President prepares a summary of the discussions and interview and meets with the Chairman of the Board of Supervisors to discuss the evaluation report. Two copies of the report are kept in the President's files and are available for review by members of the Board. There is evidence of the appropriate due process for a recent three year period.

3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: **(Governing board control)**

3.2.2.1 the institution's mission

The committee found specific Legislative action as recent as 1997 which required the Board of Regents, in cooperation with each system management board and with the Chancellor and president of each public post-secondary institution, to establish a mission for each public university systems and for each institution within each system. In addition statues and bylaws establish the process to define the mission and direction and control of each institution within the system. The Board of supervisors recently approved LSU Eunice's institutional mission statement with no changes at the October 2012 regular meeting.

3.2.2.2 the fiscal stability of the institution

The committee found evidence that there are adequate definitions of legal authority and operating responsibility at several levels of the state university system which contribute to fiscal stability. Beginning with the State Constitution along with regulations and Bylaws of the LSU Board of Supervisors, ample systems are in place that insures examination of the institutions financial stability and issue opinions regarding findings.

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

A regular and timely reporting system exists to review and opine on the fiscal integrity of the institution through audits conducted by state and other regularly scheduled outside audits required by federal government. The institution provided minutes of the board meetings where the budget was approved. The institution also provided audits, approved budgets, and management letters.

3.2.2.3 institutional policy

The Committee found evidence of a robust system of policy and rules making at appropriate levels of state legislative, state regulatory, local policy rule making that defines legal authority and operating controls for the institution. The evidence provided is disaggregated by administrative level at the institution level with a regular process of policy review and revision on an annual basis. Policies at legislative state regulatory process are not as frequently reviewed but there are many different types of policies that inform and direct operating control of the institution. The institution supplied significant evidence that the policies at all levels are reviewed in a thoughtful if not regular process within various internal constituencies.

3.2.3 The governing board has a policy addressing conflict of interest for its members. **(Board conflict of interest)**

The committee found that the institution as part of a state system has a Code of Governmental Ethics R.S. 42:1162 which is the basis of numerous safeguards against conflict of interest. The LSU Board of Supervisors' Bylaws and regulations specifically prohibit nepotism which is consistent with the state's statutory definition. Various other regulations that involve voting procedures, term limits, and business benefiting board members are also listed in the evidence provided. Board members must also disclose contributions made to appointing authorities, in this case the governor of the state of Louisiana. Board members must sign an oath of office which includes specific information of the code of ethics. There are requirements for financial disclosure of board members at specific intervals of service.

Beyond the regulations, the institution provided examples of executed financial disclosure and communications between board members and the Chancellor that where the board members asks to reclude himself from a vote and requests being replaced on the Board because of his business interests.

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

The committee found that the governing board is free from undue influence from political, religions, or other external bodies, and has systems in place to protect the institution from such influence. The institution, through being part of the state system is covered by various policies, bylaws, and codes that outline appropriate behavior of Board Members. In addition to the Code of Ethics, the institution sites the broad representation of the Board Members selected by Congressional Districts, and the three at-large members as part of the safeguard against undue influence by political and religious forces. Members of the Board are prevented from using their position to enrich themselves, to promote external causes by using System resources, or to force System institutions or personnel to conduct illegal actions. Likewise, Louisiana R.S.

42:1116 prohibits the abuse of office by prohibiting Board members from using their position to coerce political action by employees.

3.2.5 The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. **(Board dismissal)**

The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. The Institution provides a unique approach, no less effective than other institutions or political subdivisions for dealing with Board Dismissal.

In Louisiana, Board members are considered to be public employees according to State Constitution (Article 10 Part I Section §2 item 5). As such, they are subject to impeachment under Article X Part III section §24-A for felony conviction, malfeasance in office, or gross misconduct.

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

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

The On-Site Reaffirmation Committee reviewed the State Constitution of 1974 Article X Part III Section 24-A and 24-B in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

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

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

The committee found the distinction between the governing board and the administration and faculty is appropriately described at different levels including the state legislative authorization, state regulatory infrastructure, and state higher education system regulations. The institution provides specific evidence in the form of excerpts from the Louisiana Constitution, State statutes and legislation, LSU Board of Supervisors Bylaws and Regulation, LSU Eunice 2012 Employee Handbook, examples of Board Action relating to various elements of college business, minutes of Academic Council, Faculty Senate minutes and other records of different evidence of a well differentiated system of decision making.

3.2.7 The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. **(Organizational structure)**

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

The committee finds that the institution has presented evidence that the organizational chart accurately reflect the major segments of the institution. The combination of the organizational chart and the State system, regulations and the LSU Board of Supervisors' Bylaws and Regulations outlines the rights, duties, and responsibilities of the principal officers of the LSU system. Article VII, Section 4 delineates the duties of the Chancellor on each campus. Article VIII establishes the rights, duties and responsibilities of academic staff. Part II, Chapter 1 establishes the academic and administrative organization, including the structure of the Faculty and Administrative councils. The Faculty Senate is an elected standing committee of the Faculty. The institutions Chancellor is charged with preparing the organizational chart by Article VII, Section 4-f. The institutions organizational chart is published in the Employee Handbook and the Fact Book.

*** 3.2.8** The institution has qualified administrative and academic officers with the experience and competence to lead the institution. **(Qualified administrative/academic officers)**

The committee reviewed a template of administrative positions which provided specific duties for each administrative position along with the qualifications summary of credentials and work history. The college provided a resume to support the credentials for each administrator listed. Although job descriptions were not included, the template and the resumes provided evidence that the persons in administrative and academic positions have the experience and competencies needed to fulfill their roles at the college

The On-Site Reaffirmation Committee reviewed documents such as relevant policies and procedures, organizational chart, and curriculum vitae, and conducted interviews with the Vice Chancellor of Academic Affairs, and the Vice Chancellor for Student Affairs and Enrollment Management, and reviewed transcripts documenting credentials and personnel records in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

3.2.9 The institution publishes policies regarding appointment, employment, and evaluation of all personnel. **(Personnel appointment)**

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

University employment policies for all personnel are subject to a variety of external laws and regulations that include all applicable federal laws and regulations pertaining to employment in higher education, including requirements set by the United States Equal Employment Opportunity Commission and the United States Department of

Education. As an entity of state government, LSU Eunice is also subject to all applicable state laws and regulations regarding employment with the State of Louisiana.

Personnel policies regarding Ranks, Appointments and Promotions of Academic Staff focus on appointments as well as Recruitment, Retention, Promotion, Tenure, and Evaluation of Faculty Members covers the recruitment of faculty personnel. Policy Statement (PS) 11 addresses the appointment of other personnel. The search and selection of faculty, administrative, professional, and classified staff are guided by a search process checklist, completed each step of the way by a search chair. The Faculty Senate Academic Policies Committee is also charged with reviewing and recommending changes in all academic policies, including appointment, employment, and evaluation of personnel.

The Human Resource Office conducts orientation sessions for all new personnel informing them of various policies and procedures regarding employment. LSU Eunice also maintains an online Employee Handbook of information regarding benefits, employment policies, evaluations, and support services. The Office of Continuing Education also conducts orientation sessions for all adjunct instructors as well as providing an online handbook that addresses evaluation of faculty.

Statements related to the institution's commitment to positive employment practices and policies that include Equal Employment Opportunity; American with Disabilities Act, Family and Medical Leave Act and Sexual Harassment and Violence in the Workplace.

In assessing the performance of administrative and professional employees, LSU Eunice utilizes published policies and assesses the performance of all LSU Eunice employees, using various evaluation forms.

3.2.10 The institution periodically evaluates the effectiveness of its administrators.
(Administrative staff evaluations)

Louisiana State University Eunice provides limited evidence of annual process of evaluation for administrative staff in compliance with institutional policies and procedures. The college provides three examples of one year of specific, annual evaluations for administrative positions for the college including a director, division head, and the vice chancellor.

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

The committee found that the Chancellor has the ultimate responsibility for the exercises appropriate administrative and fiscal control over the institutions intercollegiate athletic program. The Athletic Director reports to the Chancellor. The Athletic Council serves as a policy-formulating and regulatory body in all matters related to the intercollegiate athletic program. Actions of the Council are subject to final approval by the Chancellor. The council has nine members including the Chancellor.

3.2.12 The institution demonstrates that its chief executive officer controls the institution's fund-raising activities. **(Fund-raising activities).**

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

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

The institution has LSUE Foundation and the foundation's Director reports to the Board of Directors of the Foundation and to the Chancellor. The institution provided foundation bylaws and policies to support the fund raising activities. The institutional policy PS 60 outlines the duties and responsibilities for fund raising.

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

The institution is given the legal authority to enter into an agreement with foundation by the R.S. 17:3390.

Louisiana R.S. 17:3390, non-profit corporations may exist to support higher education institutions through fundraising. Part II, Chapter VIII of the LSU Board of Supervisors’ Bylaws and Regulations outlines the relationship of affiliated organizations that raise funds in the name of and in support of the System and the University. Through a contractual arrangement known as the Uniform Affiliation Agreement, LSU permits the existence of such non-profit corporations to assist in fundraising, with the University retaining control of the relationship and the Chancellor meeting regularly with the presidents of the affiliates. LSU Eunice has two such organizations, the LSUE Foundation and the Eunice Student Housing Foundation.

The duties and responsibilities are clearly defines in the Uniform Affiliation Agreement. The agreement covers governance, general responsibilities of each party, fund management, distribution of funds and other transactions.

The Director of Institutional Development, who also functions as the Foundation's Executive Director which reports directly to the Chancellor, and both serve as ex-officio members of the foundation board.

The institution provided the LSUE Foundation Annual Report for 2011-12.

The On-Site Reaffirmation Committee reviewed documents such as the Bylaws of the LSUE Foundation, the 2011-12 LSUE Foundation Annual Report, LSUE policy statements, and conducted interviews with the Vice Chancellor for Business Affairs in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

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

LSU Eunice has procedures and policies in place relating to intellectual property rights. According to PS 59 (published by the university), LSU Eunice students, faculty, and staff are obligated to follow policies set forth in the Bylaws and Regulations and the Permanent Memoranda of the Board of Supervisors of the LSU System. Faculty, staff, and students are responsible for being familiar with the policy.

In Part II, Chapter VII, Section 7-12 of the policy intellectual property is defined as "any intellectual property, other than an LSU Invention, LSU Work, LSU Software, LSU Digital Media, LSU Database, or LSU Mark, where the events giving rise to the creation of that intellectual property are supported by LSU in whole or in part" and "collectively, any LSU Invention, LSU Work, LSU Software, LSU Digital Media, LSU Database, LSU Mark, or Other LSU Intellectual Property."

Ownership of Intellectual Property is outlined in the Bylaws and Regulations, Part II, Section 7-3. According to the policy LSU holds all rights to all LSU Intellectual Property in all countries. Intellectual property created with LSU support, whether complete or partial support belongs to LSU.

Works that are considered "made for hire" are considered to be owned/authored by the institution. Works "made for hire" are outlined in LSU Eunice PS No. 23 and include lectures given in response to teaching assignments, course syllabi, teaching aids prepared for LSU courses, and forms, plans, etc. prepared in the discharge of assigned duties. The University may copyright such works. The University may also decline to copyright such material. In this event, the material's creator may obtain the decision in writing and copyright the material.

LSU Eunice PS No. 23 also outlines works not "made for hire." These materials include lectures and speeches not assigned as duties or components of duties, sound recordings made with non-University equipment, letters written on personal stationary, or journals, notes, etc. prepared independently of University assignments.

The institution makes available the policies on intellectual rights as they apply to faculty, employees, and students via the website of the LSU System Office, the Current Students web space of LSU Eunice, the LSU Eunice network, and the LSU Eunice Employee Handbook. Additionally, copies of the "Questions and Answers on Copyright for the College Community" are available in the Office of Academic Affairs and the LeDoux Library.

3.3.1 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 (**Institutional Effectiveness**):

***3.3.1.1** educational programs, to include student learning outcomes

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.

The On-Site Reaffirmation Committee interviewed the Vice Chancellor of Academic Affairs and the Director of Institutional Effectiveness. Interviews revealed that the institution had included Continuing Education, Registrar/Admissions, Grants, Library, Academic Assistance Programs, and Career Services in 3.3.1.1 of the Compliance Certification. Interviews also revealed that these programs should have been placed in 3.3.1.2 as Administrative Support Services and 3.3.1.3 as Academic and Student Support Services.

The Committee reviewed planning and assessment documents for years 2009-2010, 2010-2011, 2011-2012, 2012-2013 for the institution's educational programs. Assessment data included a comprehensive assessment of student learning outcomes for both traditional and distance learning students. The Committee determined that the institution identifies expected outcomes, assesses the extent to which it achieves the outcomes, and provides evidence of improvement based on analysis of the results for its educational programs.

After a review of the interview results and the above additional supporting documentation, the On-Site Reaffirmation Committee finds evidence to support the institution's case for compliance.

3.3.1.2 administrative support services

The institution identifies the following units as Administrative Support Services: Public Affairs, Athletics, Institutional Development, Information Technology, Institutional Research and Effectiveness, and the following units associated with the Business Office: Physical Plant, Human Resources, Accounting, Bookstore, Cafeteria, and Purchasing. 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 affirmed that the institution identifies expected outcomes for its Administrative Support Services and that the institution assesses the extent to which outcomes are achieved. The Committee noted that some outcomes statements are not as strong as others (e.g., 1. Correspondence on benefit updates will be periodically communicated to faculty and staff. 2. Purchases will be ordered in a timely manner and within budget limits) However, some units use a variety of assessment instruments, including grade reports, financial reports, satisfaction surveys, student account records, and audit reports. Planning documents indicate analysis of results that lead to improvements in Administrative Support Services. Improvements include increased use of social media, upgrading software, and various measures to cut book and supply costs to students.

3.3.1.3 academic and student support services

The institution identifies the following units which report to the Vice Chancellor for Student Affairs as Academic and Student Support Services: Campus Security, Financial Aid, High School Relations, Institutional Liaison, Student Activities, and Student Development Services. 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 these units consistently are not stated in measureable terms; however, assessment results usually do indicate the level of achievement that is expected. (e.g., Objective with Intended Outcomes: "Prospective students will be invited to 'Bengal Day' open-house presentations." Assessment/Evaluation Results: "Goal achieved. 441 prospective students attended 14 Bengal Day events during this academic year. ACT student survey results show an institutional average of 4.04 concerning accuracy of college information received before enrolling as compared to a national average of

3.89.”) 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. For these units, the institution uses a variety of assessment instruments, including various student surveys, contact reports, training reports, enrollment data, immunization records, and student participation records. Planning documents indicate analysis of results that lead to improvements in Academic and Student Support Services. Improvements include electronic notification of financial aid information, use of social media, expanding involvement of student volunteers, expanding options for student leadership training, and expanding health clinic hours.

3.3.1.4 research within its mission, if appropriate

Not applicable

3.3.1.5 community/public service within its mission, if appropriate

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.

Since the off-site review, the Continuing Education Office has designed a new post-course evaluation instrument that captures client feedback needed to measure results. During the on-site review, the Reaffirmation Committee found that these post-course evaluations were implemented beginning in fall 2013. The Committee reviewed post-course evaluation results and use of results for ten Continuing Education programs.

The On-Site Reaffirmation Committee also interviewed the Vice Chancellor of Academic Affairs, the Director of Institutional Effectiveness, and the Director of Continuing Education. After reviewing additional evidence provided in the Focused Report, conducting interviews, and examining planning and assessment documentation during the on-site review, the Committee determined the institution identifies expected outcomes for its community/services programs, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.

After a review of the interview results and the above additional supporting documentation, the On-Site Committee finds evidence to support the institution's case for compliance.

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

LSU-Eunice has the capability for the initiation, implementation and completion of the QEP. An implementation plan has been developed that includes facilities, instructional professional development and student enrollment. A budget plan exists and appears to meet the needs of the initial plan for implementation. Facilities are being renovated and a pilot section of the course that will provide information for program adjustments is in progress for fall 2013.

There is evidence to support compliance in LSU-Eunice's description of the methods used to develop the QEP that faculty, students, and administrators were consulted. Face-to-face meetings were held that discussed the proposed implementation plan.

The institution identified goals and a plan to assess the achievement of those goals. In accordance with the selection of the QEP, the goals, objectives, and outcomes adopted by both the mathematics faculty and the QEP Committee are consistent with the current developmental mathematics sequence. This was done so that an analysis of the effectiveness of the Modular Mathematics program can be completed relative to the traditional face-to-face method. Data will be summarized using the normal LSU Eunice Institutional Effectiveness timeline and procedure. Data generated in the

Assessment Plan will assist in making continual course redesign adjustments as data indicates.

3.4.1 The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. **(Academic program approval)**

The Louisiana Board of Regents for Higher Education have the authority to approve, disapprove, or modify all existing and proposed degree programs in Louisiana's public colleges and universities. The means by which this constitutional mandate is exercised are detailed in the Board of Regents' Policies and Procedures for Academic programs.

All academic programs and courses, regardless of their mode or location of delivery, are initiated by the faculty and approved through the administration in compliance with Courses and Curricula and Academic Affairs Policies. Faculty responsibilities and prerogatives in this area are clearly stated in the Bylaws and Regulations of the Board of Supervisors: "the faculty . . . shall establish curricula, fix standards of instruction, determine requirements for degrees, and generally determine educational policy, subject to the authority of the Board."

In addition the Curriculum Development Manual further defines the process by which programs and curricula are established and reviewed. The process begins with the program or division faculty, with the roles of faculty members, administration, and the governing and coordinating boards clearly delineated. This information is also available to faculty in the Employee Handbook as well.

Board of Regents' Policies, Curriculum Development Manual, and Curriculum Report to the Faculty Council were reviewed by the Off-site Review Committee for documentation of the involvement of faculty and administration in the curriculum approval process.

3.4.2 The institution's continuing education, outreach, and service programs are consistent with the institution's mission. **(Continuing education/service programs)**

The institution ensures a variety of non-credit learning opportunities and structured programs are provided that are consistent with the institution's mission statement. The following statement in the Catalog expresses the institution's commitment to continuing education and community outreach:

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

The institution positions its resources to respond to area needs such as the following:
Community Board of Advisors for High School's Career and Technical Education (CTE) Department
The *Retire St. Landry* initiative
Louisiana State University's Osher Lifelong Learning Institute (OLLI)
Area civic organizations, such as Kiwanis and Rotary

Membership on educational advisory boards, such as the Learning Center for Rapides Parish Instructional Advisory Board and the Louisiana Department of Education Region IV Career and Technical Education Supervisors' group.

The non-credit continuing/adult education and community services that respond to area needs are administered in three categories: courses that provide workforce training, skills, and certification, courses that provide leisure learning and personal enrichment for adults, and courses that provide supplemental learning and enrichment activities for school-aged youth. Non-credit courses for workforce training, skills, and certification are scheduled throughout the year and can be customized to the specific training needs of employers.

***3.4.3** The institution publishes admissions policies that are consistent with its mission.
(Admissions policies)

Louisiana State University Eunice provides evidence that the college's open-door admissions policies are consistent with the college's mission. Admissions policies are established by and are congruent with state requirements of the Board of Regents Academic Affairs policy. Admissions policies are communicated in the student catalog, online, and in specific program brochures. The institution provides specific examples of admissions criteria for developmental education and health education programs that are congruent with materials used to recruit and advise students. The institution also provides information from the admissions procedural manual to evidence that these policies are reviewed annually.

The On-Site Reaffirmation Committee reviewed documents such as LSUE mission, College Catalog, and relevant policies, and conducted interviews with the Registrar and Director of Admissions, and the Vice Chancellor for Academic Affairs in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

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

LSU Eunice works closely with four-year colleges in the area to increase matriculation opportunities (i.e., University of Louisiana Lafayette and McNeese State University), as well as encouraging traditional and nontraditional populations to take advantage of educational opportunities. The college accepts legitimate, validated credit that allows students to take advantage of prior learning to complete their educational goals. Policies for evaluating, awarding, and accepting credit are in place.

Accepting Credit for Transfer

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

Credit earned is initially posted by the Registrar's Office on the transfer student's unofficial academic transcript made available to the student as well as the student's faculty adviser. Any credit accepted for transfer is reviewed by the student's division with reference toward a particular degree- credit is listed on the official degree audit as transfer courses. The Transfer Credit Practice of Designated Educational Institutions is used by the Registrar's Office to evaluate credits from schools not regionally accredited.

The Louisiana Board of Regents publishes online a statewide student transfer guide and general education Articulation Matrix showing the transferability and equivalence of general education courses statewide. This guide is available to students and faculty on the LSU Eunice website.

Accepting Credit by Examination and Advanced Placement

LSU Eunice accepts credit by examination and credit for advanced placement through four methods, published and explained with policies and instructions to students in the Catalog:

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

Advanced standing test events are posted each semester, and the Registrar's Office distributes forms to students and advisers with instructions for advanced standing credit requests based on ACT scores.

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

The Catalog explains policies and procedures for accepting credit for training and certification as those policies apply to military training, Licensed Practical Nurse training, and professional fire service training.

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

All academic policies are reviewed by the institution's Academic Council annually. Any newly proposed policy is acted on by the Faculty Senate (and one of its standing

committees, the Academic Policy Committee), the Academic Council, the Administrative Council, and the Faculty Council, in accordance with the procedures and time tables set out in university policy.

The institution publishes academic policies related to transfer credit, grading policies, student complaints, and grade appeals in the student handbook, college catalog, employee handbook, the Academic Bulletin and college website. Minutes from Faculty Senate meetings, the college catalog, and the student handbook are examples of documents reviewed by the Off-site Review Committee for compliance to the principles of good educational practice. The institution's academic policies are provided in hard copy and via the institution's website and are thereby available to students, faculty, and other interested parties.

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

Louisiana State University Eunice maintains standards to ensure sound and acceptable practices for awarding credit for courses, regardless of format or mode of delivery. Institutional policy (PS 82): Definition of Credit Hour, standards, and faculty responsibilities regarding the awarding of credit are in accordance with LSU System policies as stated in the Board of Supervisors Bylaws and Regulations. The credit hours awarded for each course of instruction and the amount of work required for completion of each program conform to commonly accepted practices in higher education and the federal definition of "credit hour."

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

Credit Hour Unit

A semester hour of credit represents one hour of lecture (50 minutes) or two hours of laboratory work (in certain courses, three, four, or eight hours) per week for a semester. An example of the academic class schedule describing minutes, days, and weeks of classes for the current semester was shown found in the LSU Eunice Bulletin schedule of classes.

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

The LSU Eunice curriculum approval process ensures that all new and modified courses meet standards of quality and best practices of each course in accord with the Curriculum Development Manual. Courses at LSU Eunice are in compliance with Louisiana Board of Regents seat time policy as of January 25, 2001. This policy specifically addresses seat time for electronically delivered courses and provides

guidance on the "traditional" three-semester hour lecture class as well as other formats or modes of delivery. A traditional example used to determine course length has been three-semester hour classes meeting for not less than 36 clock hours of instruction. Class contact hours at Eunice meet or exceed this requirement.

Credit Hour Policy

The College ensures assignment of appropriate levels to courses through its curriculum process and credit hour policy. In the development of a new course, faculty members review similar courses at other state institutions to identify common practice in credit-level and course content. In accordance to policy courses are consistent with the level of similar courses around the state as viewed in the Louisiana Public Higher Education General Education Articulation Matrix.

Faculty responsibility for the development and review of the curriculum is stated in the Employee Handbook, the Curriculum Development Manual, and PS 3: Responsibilities and Concerns of University Personnel including the use of distance education technology at L S U E and originate with divisional faculty.

The College has a well-defined processes and a procedural track that leads to curricular review and modification that provides an adequate mechanism for quality control. These processes ensure that agreement between the curricular offerings and institutional purpose receives a major emphasis in both planning and review.

Advanced-Standing Program

Policies concerning advanced placement and/or credit for College Board Advanced Placement (AP) courses reside primarily at the departmental level. Credit by examination is limited to thirty semester hours. Credit is awarded only in areas which fall within LSU Eunice's regular curricular offerings and which are appropriately related to the student's educational goals. LSU Eunice allows credit on CLEP subject examinations in twenty-one areas. (University Catalog Section 7: Regulations)

Advanced College Program (ACP)

LSU Eunice's Advanced College Program (ACP) and dual credit program provide opportunities for qualified high school juniors and seniors in participating high schools to earn dual high school and college credit in approved courses.

Acceptance of Credit from Other Collegiate Institutions

Evaluation of credits from other institutions is made by the Office of Admissions. In general, credit earned in colleges and universities accredited by regional accrediting associations are given full credit value.

A process for acceptance of credit from not regionally accredited is by the recommendations of Transfer Credit Practices of Designated Educational Institutions. Credit earned in is not generally recognized. Applicants who are admitted from non-accredited settings are given an opportunity to validate some or all of the credit previously earned.

Admission of International Students

International students are considered for admission as freshmen and as transfer students. A protocol of factors is considered in making the admission decision.

Accepting Credit by Examination and Advanced Placement

Credit earned by departmental or institutional examinations from other accredited colleges and universities and listed on the official transcript is recognized in the same way that residence credit earned in those institutions is accepted. Eligible high school and college students are permitted to sit for examinations to receive advanced standing credit in a variety of courses. The Associate of Science in Nursing (ASN) Degree program gives LPN's the opportunity to receive fourteen hours of credit for the first and second semesters of clinical nursing courses.

Accepting Credit for Training and Professional Certificates

Credit for military service is normally granted in accordance with the recommendations of the American Council of Education (ACE) and course credit is awarded for selected professional certifications that are evaluated as foundational for students entering the Fire Science Program.

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

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

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

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

- 3.4.9** The institution provides appropriate academic support services. **(Academic support services)**

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 Program, 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.

The On-Site Reaffirmation Committee concurs with the Off-Site Team finding that LSU Eunice provides a variety of programming designed to support academics. Services provided by LSUE include New Student Orientation, Academic Advising, Testing, a Remediation Program, Career Counseling and Library and Instructional Support.

In reviewing online resources, LSUE demonstrates that it provides an overview of academic requirements for online learners for the two online degrees at LSUE (Fire and Emergency Services, and Criminal Justice) via the Center of Adult Learners in Louisiana (CALL) website, the Online Orientation Guide for Distance Students, the LSUE college website, and other specific online resources.

Distance learning students receive an advisor assignment, and information about university email, and login credentials to myLSU, a web portal for students. Registration and fee payment via the myLSUE student web portal is clearly explicated.

An online Orientation Guide for Distance Students provides an overview, including a campus directory listing campus offices; links to the catalog that include the academic calendar, regulations, policies and procedures (including student rights and responsibilities), and course requirements for degrees; admissions and registration information; and information about the bookstore, library and college services.

In addition, the CALL website provides students with the opportunity to make inquiries about general information, financial aid, transfer information, re-enrollment or to make other specific inquiries. The college provides documentation of a sample response to an inquiry for general information that includes descriptions of the two available online

programs, tuition and fees, course credit for prior learning, learner readiness assessment for online learning, financial aid and application procedures.

Course schedules, the Registration Guide, and tutoring are available online. Online tutoring is available for a variety of subjects, including writing, reading, math, science, business, English as a Second Language, Spanish, Nursing and allied health, and computers and technology. Remote assistance/technical support is also available for the online students.

The On-Site Reaffirmation Committee finds evidence in support of the institution's case for compliance in providing appropriate support and an overview of requirements, policies, and procedures, rights and responsibilities, services and activities necessary for new online and traditional learners.

3.4.10 The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty. **(Responsibility for curriculum)**

At LSU Eunice, the faculty are given primary responsibility for the content, quality, and effectiveness of the curriculum to ensure the high quality of education and the academic excellence stated in its mission, regardless of the method of delivery. This authority is granted by the LSU Board of Supervisors. According to the LSU Board of Supervisors Bylaws and Regulations Part II.

Courses and Curricula

Faculty responsibilities are listed in Policy (P.S.) 3 stating the faculty determines the educational policy of the university and within the department and divisions.

Faculty responsibility for the development and review of the curricula is addressed in the Faculty Senate Constitution and is printed in the Employee Handbook. The Faculty Senate, an elected body representing the LSU Eunice faculty, states in its constitution that shall establish curricula, fix standards of instruction, determine requirements for degrees, and generally determine educational policy subject to approval via numerous administrative level.

According to the Curriculum Development Manual, all additions, deletions, and modifications in courses and curricula originate with divisional faculty. The request is processed on a standardized form following a prescribed procedure

Curriculum Process

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

Associate of Applied Science in Fire and Emergency Services (2012 Form) is one of many provided examples.

Program Review

Academic Program Appraisal Guidelines set forth the criteria used to review programs using defined criterion and described by a number of specific factors that provide data and guidance in the reallocation of resources. Sample program previews are provided.

According to the 2012 Faculty Survey Statistics, the responding faculty stated that the faculties do have a role in curriculum development, change, and review.

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

All program coordinators are academically qualified in the field. The institution has a well-defined process for curriculum development and review. Many of the programs have programmatic accreditation or statewide articulation practices between sister institutions. The Committee reviewed faculty rosters and determined that all faculty serving as program coordinators were qualified.

The On-Site Reaffirmation Committee reviewed documents such as LSUE's curriculum manual, program coordinator/director roster for LSUE, and policies, standards and processes, and conducted interviews with the Vice Chancellor of Academic Affairs, Division Head for Science and Math and Interim Division Head of Liberal Arts in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

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

The LSU Eunice Strategic Plan includes a Statement of Values demonstrating the institution's commitment to using technology for the enhancement of student learning. LSUE adopted myLSUE providing continual access to traditional academic and support services. This service is available to both faculty and students. myLSUE is a web-based portal accessible by computer and mobile devices with Internet capabilities.

"Technology in the Classroom" resources are provided by the Office of Information Technology. These resources include two compressed video classrooms and 22 multimedia enhanced classrooms. Touch screen and electronic tablet lecture podiums are available in many classrooms. Faculty have access to Camtasia Studio allowing for the recording and playback of lectures. Lectures can also be loaded into the campus course management system.

The LSU Eunice campus houses several computer labs in various campus buildings and offers an on-campus student to computer ratio of approximately 11 to 1. Campus network upgrades include the move from token ring cable to cat6 cable, one gigabit of bandwidth, and an upgraded campus wide wireless network.

The Office of Information Technology (OIT) also provides user guides for students and faculty. Guides are published on the OIT website and cover topics ranging from myLSUE and myCourses to Microsoft software and phone set up. Faculty or staff members are also able to contact OIT to request subject specific training. Scheduled

trainings are offered during major system upgrades and implementations. The college also employs a helpdesk system. The system allows users to create a request that is routed to the appropriate staff member for service. Faculty, staff, and students may also call a helpline to make service requests.

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. **(General education competencies)**

The Board of Regents coordinates all public higher education in the state of Louisiana. The Board through its Academic Affairs committee has established the Statewide General Education Requirements for college-level degrees granted by institutions within the state.

In addition to the requirements established by the Board of Regents, the institution, as part of its mission, provides "programs and services normally associated with a comprehensive two-year college." In fulfillment of its mission, and as pertains to general education, the institution has established college-level general education competencies that align with Board of Regents general education requirements to ensure that students receiving degrees have demonstrated competency in the following areas:

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

Assessment of the general education competencies occurs in a number of courses distributed in the various curricula. The assessment of the extent to which students have achieved the general educational competencies is accomplished through the use of direct measures and indirect measures. A minimum threshold of 70% is used based on the score that faculty agreed demonstrated the minimum acceptable level of mastery required to successfully progress to the next course. This score also agrees with the level of mastery that is acceptable for transferability of a course to a four-year institution.

The benchmarks for the acceptable level of achievement in the allied health fields are based on the acceptable standards set by their respective accrediting agency.

The Off-Site Review Committee reviewed the 2009-2012 CAAP reports, and other institutional effectiveness evidence presented on the success of students attaining course competencies.

- 3.5.2** At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. (*See the Commission policy “Collaborative Academic Arrangements.”*) **(Institutional credits for a degree)**.

The institution requires that students earn at least 25 percent of the credit hours required for the degree through instruction offered by the institution according to Board of Regents’ Policy. The requirement is published in the College Catalog, the Student Handbook, and on the institution’s website. Examples of degree audits were presented and reviewed by the Off-site Review Committee.

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

The institution publishes the requirements for its undergraduate programs. The general education requirements are published. The Committee notes that the course listing display for a program the general education courses are not easily discernible. The student would have to refer to another section of the catalog in order to determine the actual courses allowed. The degree requirements conform to accepted standards as required by programmatic accrediting organizations and statewide articulation agreements.

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

Not applicable

- 3.6.1** The institution’s post-baccalaureate professional degree programs, and its master’s and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. **(Post-baccalaureate program rigor)**

Not applicable.

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

Not applicable.

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

Not applicable.

- 3.6.4** The institution defines and publishes requirements for its graduate and post-graduate professional programs. These requirements conform to commonly accepted standards and practices for degree programs. **(Post-baccalaureate program requirements)**

Not applicable.

- 3.7.1** 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 Commission guidelines "Faculty Credentials.")* **(Faculty competence)**

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.

The On-Site Reaffirmation Committee reviewed the Focused Report Faculty Roster, Documentation of Professional Competency, the Credentials for Course Outcomes, Course Syllabi and transcripts for faculty members identified by the Off-Site Reaffirmation Committee as having inadequate documentation of Faculty Competence, interviewed the Vice Chancellor for Academic Affairs, and reviewed a random sample of faculty credential files in support of the institution's case for compliance. The institution employs competent faculty members qualified to accomplish the mission and goals of the institution.

- 3.7.2** The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. **(Faculty evaluation)**

The institution regularly evaluates faculty regardless of tenure status or method of instruction. The institution publishes the criteria for tenure track, adjunct, and online faculty. Students evaluate instruction and those ratings are used in the faculty evaluations. The institution evaluates the evaluation process and the process rated above a 3 in all areas on a 5 point scale. The Committee reviewed institution-wide examples of faculty evaluations.

- 3.7.3** The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners. **(Faculty development)**

The institution demonstrates commitment to ongoing professional development. The institution provides a variety of ongoing professional development activities and opportunities for faculty. The institution has an annual budget (\$20,000.00) for professional development and travel. Ongoing activities promote effective teaching, scholarship, and professional growth.

The Endowed Professor Program is also utilized to promote quality instruction and fostering faculty excellence in professional projects and research.

Planned professional development for Career and Technical Faculty is provided through the use of Perkins Funds. Perkins Funds are used to provide growth and development activities for qualified faculty members. The Offsite Review Committee finds that the institution uses college-wide professional development activities, workshops, and other activities to provide ongoing professional development of faculty as teachers, scholars, and practitioners.

3.7.4 The institution ensures adequate procedures for safeguarding and protecting academic freedom. **(Academic freedom)**

The principle of academic freedom, which is mandated by the LSU Supervisors Bylaws and Regulations (Part I, Article VIII, Section 1) and stated in both the LSU Eunice PS 58: Academic Freedom and the Employee Handbook. The documents define academic freedom as "the right of a teacher to explore fully within the field of assignment and to give in the classroom and elsewhere such exposition of the subject as the teacher believes to represent the truth" (p. 46). In addition, these documents explain the rights and duties of academic staff members to teach, discuss, investigate, conduct research, and publish as appropriate to their respective roles and responsibilities.

The University has several safe guards in place which protect academic freedom. The Faculty Grievance Policy and a Faculty Grievance Committee composed of elected faculty members provide faculty with due process when infringement of academic freedom is alleged.

LSU Eunice employs comprehensive non-discrimination and anti-harassment policies, PS 29 and PS 30 that address sexual and discriminatory harassment and the University's commitment to non-discrimination and equal opportunity. Since the last reaffirmation, there have been no grievances submitted by faculty involving infringement of academic freedom.

According to the Annual Faculty Survey (2012) the average response of 4.19 on a 5 point scale or 83.8% of the faculty agreed or strongly agreed that the principle of academic freedom is practiced at LSU Eunice.

3.7.5 The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. **(Faculty role in governance)**

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.

LSU Eunice publishes policies on the responsibility and authority of faculty academic and governance matters. Based on documentation located in the focus report (policies, committees, and minutes of Faculty Senate minutes from 2011, 2012, and 2013) and the review of minutes available online, the On-Site Reaffirmation Committee finds evidence in support of the institution’s case for compliance.

3.8.1 The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.
(Learning/information resources)

The LeDoux Library of LSU Eunice provides facilities and learning information resources that are appropriate to support its teaching and service mission as well as the institutional mission. Library collections include over 250,000 print and electronic books. In addition to books, digital resources include periodicals, films, videos and specialized databases. A Consortial agreement with other academic libraries in Louisiana enhances the LeDoux Library’s on campus holdings. Information literacy classroom with computer stations are also located in the Library. The LeDoux Library at LSU Eunice is a member of the Louisiana Academic Library Network Consortium. The consortium allows for state-level sharing of academic resources

LeDoux Library is a 37,700 square foot facility with over 45 computers available to patrons. Other technology available for library users includes printers, scanners, media viewing rooms, fax, and photocopying services. Faculty and student library user surveys are conducted annual to assess satisfaction with library services. Library staff also complete self-appraisal evaluations which are used for evaluation of library services and achievement of unit goals.

3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. **(Instruction of library use)**

The LeDoux Library at LSU Eunice provides library and information literacy instruction in several ways. The Library maintains and updated website informing users of services and resources. Library tours are available for new students. Bibliographic and Library Instruction sessions are offered and tailored to meet course specific instructional needs. Library instruction is available to all faculty and students, including those teaching or enrolled in off-site and distance education courses. Faculty also receive library orientation information during adjunct and Continuing Education faculty orientations. Bibliographic guide sheets are available in the library. Library users have access to the Library webpage, which offers 24/7 access for students in both traditional seated courses and distance education courses. In addition to guides on using the library, the website includes access to “Ask A Librarian” email service.

- 3.8.3** The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution. **(Qualified staff)**

The LeDoux Library at LSU Eunice provides a sufficient number of qualified staff – with appropriate education and/or experiences in library and other learning and information resources to accomplish the mission of the institution. Staff members include two professional librarians holding ALA accredited Master’s of Library Science degrees, three library specialists and one administrative assistant. Library staff job descriptions and responsibilities are reviewed on an annual basis. Collected data is used to address changes and make improvements to library services.

Library staff members take part in professional development activities, both on and off campus. LSU Eunice librarians are members of professional organizations such as the Louisiana Library Association. Librarians hold faculty status and as such participate in campus committees related to faculty governance.

Departmental faculty and staff surveys indicate that the library staff are effective in accomplishing their mission earning a ranking of 4.52 out of 5 points with regards to adequate resources and services. A rank of 4.74 out of 5 points was reported in response to “Staff in the Library are helpful.” 27 faculty members responded to the survey. Students responding to the ACT Student Opinion Survey in Spring 2012 reported a Library and Learning Resources satisfaction score of 4.40 out of 5 points. The national average is a score of 4.23. The national average is based on results from schools with fewer than 5000 students.

- 3.9.1** The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community. **(Student rights)**

Louisiana State University Eunice provides evidence of multiple statements of various student rights and responsibilities published and disseminated in the student catalog and handbook. Examples of student rights statements provided include affirmative action, student privacy, freedom from sexual harassment, and rights to participate in student organizations. An example of student responsibilities statements provided includes the student grievance procedure.

- 3.9.2** The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. **(Student records).**

Louisiana State University Eunice provides a detailed account of the intersection of how the college has reviewed local, state, and federal requirements to design policies and procedures that protect the security, confidentiality, and integrity of the college’s student records. The college also provides evidence of compliance by providing documents that detail the responsibilities and procedures used by of the Office of Information Technology for the safe storage and back up for student records as well as a specific disaster recovery and business continuity plan.

- 3.9.3** The institution provides a sufficient number of qualified staff—with appropriate education or experience in the student affairs area—to accomplish the mission of the institution. **(Qualified staff)**

Louisiana State University Eunice provides some evidence of how Student Affairs supports the institutional mission using a combination of a chart of qualifications for employees in student services and specific resumes for each student affairs administrator. The institution demonstrates a commitment to ensure that qualified student affairs professionals are providing guidance to students. Although no job descriptions were presented, the template and the resumes provided clear evidence that the persons in student affairs have the experience and competencies needed to fulfill their roles at the college

3.10.1 The institution's recent financial history demonstrates financial stability. **(Financial stability)**

The institution is included in a system-wide audit by state legislative auditors. The institution has received unqualified audits of June 30, 2009, June 30, 2010, June 30, 2011 and June 30, 2012. There were audits findings in the June 30, 2012.

The institution provided an Unrestricted Net Assets, Exclusive of Plant Assets and Plant-Related Debt for the years ending June 30, 2009, 2010, 2011 and 2012. The institution provide revenue comparisons for both restricted and unrestricted during the period from 2003-4 to 2011-12. This period included the decrease in state support.

The institution provided a history of revenue expenses and change in net assets, for the year of June 30, 2009- 2012. There was a decrease in net assets in 2009 and 2010 but in increase in 2011 and 2012. The current net assets are \$18,885,236.

"Like many public universities, LSU Eunice has experienced a reduction in state support beginning in FY 2008-09, associated with the national economic downturn. The University responded to the reduction in state support by reducing its expenditures in selected areas while generating additional revenue from non-state sources, mainly tuition and fees. As a result, the University maintained a balanced budget throughout this period while net assets continued to grow"

The institution demonstrated the ability to adjust expense and increase other sources of revenue to offset the state cuts. The institution provided resumes for the VC for Business Affairs, assist VC and two accountants, all highly qualified to perform the duties of their positions.

The On-Site Reaffirmation Committee reviewed documents such the audited financial statements, auditor's reports, and management letters, a [Standard Review Report](#), and a [History of Revenues, Expenses and Changes](#) in Net Assets for 2009, 2010, 2011, and 2012; and conducted interviews with the Vice Chancellor for Business Affairs in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

*** 3.10.2** The institution audits financial aid programs as required by federal and state regulations. **(Financial aid audits)**

The institution is included in a system-wide audit by state legislative auditors which include the A-133 Federal requirement. The institution is also audited by the Louisiana Office of Student Financial Assistance which issued reports in 2006-07 and 2008-09.

There were no findings in these years. The 2010-11 report was not yet complete. The exit report was provided which indicated that the issues found was correct and no follow up will be needed.

The institution provided the FISAP reports for the past three years.

The On-Site Reaffirmation Committee reviewed documents such as Legislative Audit Report, Legislative Auditor Management Letter, Department of Education Letter, FISAP Applications and conducted interviews with the Vice Chancellor for Business Affairs, and Director of Financial Aid in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

3.10.3 The institution exercises appropriate control over all its financial resources. **(Control of finances)**

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.

The On-Site Reaffirmation Committee reviewed documents such as the Louisiana State Procurement Handbook; [State LaCarte Purchasing Card Policy](#); [LSU LaCarte Card Program Operating Procedure](#); [LSU Eunice Purchasing Policies and Procedures](#); LSUE Policy Manual statements; the 2010 – 2011 Legislative Audit report; and other evidence supplied to the On-Site Reaffirmation Committee for review. The On-Site Reaffirmation Committee also conducted interviews with the Vice Chancellor for Business Affairs, Director of Financial Aid, and Director of Student Services. Based on this review and interviews, the On-Site Reaffirmation Committee finds that LSUE exercises appropriate control over all its financial resources.

3.10.4 The institution maintains financial control over externally funded or sponsored research and programs. **(Control of sponsored research/external funds)**

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.

The On-Site Reaffirmation Committee reviewed documents such as [The Louisiana State LaCarte Purchasing Card Policy](#); [LSU LaCarte Card Program Operating Procedure](#); LSU State Policy Manual statements; the 2010 – 2011 Legislative Audit report; and other evidence supplied to the On-Site Reaffirmation Committee for review. The On-Site Reaffirmation Committee also conducted interviews with the Vice Chancellor for Business Affairs, Director of Financial Aid, and Director of Student Services. Based on this review and interviews, the On-Site Reaffirmation Committee finds that LSUE maintains financial control over externally funded or sponsored research and programs.

3.11.1 The institution exercises appropriate control over all its physical resources. (Control of physical resources)

The institution provided policy and procedures demonstrating that it maintains control over its physical resources.

“The Director of the Physical Plant is responsible for the administration or supervision of plan review, inspection and enforcement for compliance with federal, state, or local requirements in the area of building/structural, plumbing, mechanical, electrical, gas, fire prevention, energy, and accessibility. The Director works to prioritize needed renovation/remodeling projects and then plans and implements their execution. He is also the Safety Coordinator and performs safety inspections”.

The institution provided documentation of management programs and procedures; purchasing guidelines (both state and local); inventory guidelines (PS 31: Property Control); work orders and internal controls with separation of duties for cash controls.

The institution provided documentation of insurance coverage and bond for employees. The institution has an annual loss prevention audit; the last one had one recommendation for improvements but no findings.

The On-Site Reaffirmation Committee reviewed documents such as [management programs and procedures](#) for repairs and maintenance, [LSU Eunice Purchasing Policies and Procedures](#), certificate of insurance, Bond and Crime Loss Control Program and conducted interviews with the Vice Chancellor for Business Affairs and Director of Physical Plant in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

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

Reasonable steps are taken to provide a healthy, safe, and secure environment for the campus community. A copy of the Emergency Management Plan dated February 20, 2013. This plan is very comprehensive with details to address different emergencies that may occur on any site. The policy/procedures for a variety of emergencies were provided.

Documentation of safety training for employees was provided

Routine safety checks were documented such as fire, natural gas, elevator and general maintenance checks.

“The LSU Eunice Safety Committee provides oversight for the health and safety programs at LSU Eunice (Safety Committee Minutes). This committee consists of faculty, staff, and students and meets typically once a semester and on an as-needed basis to review accident reports and items of concern. It develops, reviews, and revises safety policies as well as safety and security practices for the campus (Office of Risk Management Unit of Risk Analysis and Loss Prevention Incident/Accident Investigation Form & Visitor/Client Accident Reporting Form). The committee is also responsible for the publication and update of the LSU Eunice Safety Manual, and a hard copy is issued to all new LSU Eunice employees”.

Faculty opinion survey indicated “Campus Security was adequate” with a rating of 4.30 on a scale of 1-5. Staff rating was 3.51.

The On-Site Reaffirmation Committee reviewed documents such as [LSU Eunice Emergency Management Plan](#), student opinion [annual surveys](#) over the past four years (2009-2012), and [annual surveys of LSU Eunice faculty and staff](#), ORM Compliance review, and conducted interviews with the Director of Physical Plant in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

***3.11.3** The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. **(Physical facilities)**

The institution operates and maintains physical facilities, both on and off-campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. The institution provided documentation of The Facilities Master Plan for 2005-15. The institution provided a classroom utilization

table which indicates the average weekly time of use was 17.3 hours for classroom and 11.1 for labs. There is room for growth with an average time allowed at 30 hours per week.

The institution provided the capital outlay reports and maintenance projects for the beginning in 2005 until present. Work orders process and inventory processes were documented. The Fact Book provides description of the campus and buildings with breakouts of type of room space.

The staff survey indicated the “campus buildings and grounds are well kept” with a rating of 4.81 out of 5 and Faculty with a 4.37 out of 5.

The On-Site Reaffirmation Committee reviewed documents such as 2012 Fact Book, school website, 2012 Faculty Survey, 2012 Staff Survey, 2005 Campus Master Plan, Capital Outlay and Maintenance Projects and conducted interviews with the Vice Chancellor for Business Affairs and Director of Physical Plant in support of the institution’s case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

- 3.12.1** The institution notifies the Commission of changes in accordance with the Commission’s substantive change policy and, when required, seeks approval prior to the initiation of changes. *(See the Commission policy “Substantive Changes for Accredited Institutions.”)* **(Substantive change)**

The Committee reviewed nine exchanges with SACSCOC regarding substantive changes from 2007 through 2012. The Committee also reviewed the institution’s internal procedure for substantive change. The Committee finds that the institution notifies the Commission of changes in accordance with policy, and seeks approval prior to the initiation of changes.

- 3.13.1** The institution complies with the policies of the Commission on Colleges. **(Policy compliance)**

***3.13.1. “Accrediting Decisions of Other Agencies”**

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Documentation: The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.

The Committee reviewed the accreditation status of the institution with three federally approved agencies, including: (a) the Southern Association of Colleges and Schools Commission on Colleges, (b) the National League for Nursing Accrediting Commission for the Associate of Science in Nursing Degree, and (2) the Joint Review Committee on Education in Radiologic Technology for the Associate of Science Degree in Radiologic Technology. Louisiana State University Eunice describes itself in identical terms to each Department of Education recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies.

The University had no negative actions taken by accrediting bodies, nor has the University had a change in accreditation status. Therefore, it has not been necessary to notify accrediting bodies of a change in its accreditation status.

The On-Site Reaffirmation Committee reviewed accreditation documents for SACSCOC, the National League of Nursing, and the Joint Review Committee on Education in Radiologic Technology. The institution provides uniform descriptions. There are no negative actions by an accrediting body. These findings support the institution's case for compliance and affirm the findings of the Off-Site Reaffirmation Committee.

3.13.2 “Collaborative Academic Arrangements: Policy and Procedures”

Applicable Policy Statement. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic arrangements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Documentation: The institution should provide evidence that it has reported to the Commission all collaborative academic arrangements (as defined in this policy) that included signed final copies of the agreements. In addition, the institution should integrate into the Compliance Certification a discussion and determination of compliance with all standards applicable to the provisions of the agreements.

Not applicable

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

***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 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.

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.

The On-Site Reaffirmation Committee finds evidence that Louisiana State University – Eunice (LSUE) has in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. Information about the policies is available in the student handbook as well as online.

LSUE provided evidence of a well-maintained records process used by the employees of the institution to document student complaints, and uses a de-centralized approach to complaint resolution. For example, complaints within the financial aid area of the institution are resolved through the grievance process that ultimately relies upon the Student Affairs and Enrollment Management office to resolve a formal complaint. A review by the on-site team reveals that 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 in support of the institution's case for compliance in having 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. The elements of the complaints are documented through sample documentation and/or through notations in the logs. The documentation provided supports the institution's case for compliance.

3.13.4. "Reaffirmation of Accreditation and Subsequent Reports"

***3.13.4.a. Applicable Policy Statement.** An institution includes a review of its distance learning programs in the Compliance Certification.

Documentation: In order to be in compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses.

The institution reviews its distance learning programs in the Compliance Certification. The institution clearly defines its understanding of assessing/reviewing (1) programs that it offers fully online (distance), (2) courses that are offered through distance learning methods, (3) student and administrative services that are necessary to support distance learning programs, (4) resources necessary to support distance learning programs, and (5) the need to have policies and procedures addressing distance learning programs.

The On-Site Reaffirmation Committee reviewed documents such as LSUE's Distance Learning Course and Program Guidelines, and conducted interviews with the Vice Chancellor of Academic Affairs, Coordinator of Fire and Emergency Services, and Coordinator of Criminal Justice in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

3.13.4.b. Applicable Policy Statement. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role within that system.

Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

The institution provided a description of the system which was established by RS17:3301

"The LSU System includes nine academic institutions located throughout the state. Louisiana State University and Agricultural and Mechanical College is the flagship research one public institution located in Baton Rouge, Louisiana. LSU Shreveport is primarily a four-year undergraduate degree-granting campus which offers graduate study in selected fields. LSU Alexandria is a four-year campus offering baccalaureate degrees, and LSU Eunice is a two-year campus offering associate degrees. The LSU Health Sciences Centers in New Orleans and Shreveport include Schools of Medicine, Dentistry, Nursing, and Allied Health Professions, as well as a graduate school. The LSU Paul M. Hebert Law Center is located in Baton Rouge. The Pennington Biomedical Research Center, also located in Baton Rouge, focuses on research and education in nutrition and preventive medicine."

There is a clear and documented authority and responsibility for the operation of the system and each institution within the system. The President of the System is the executive head of the System in all its divisions and campuses and serves as Secretary to the board, The Chancellor (recommended by the President and appointed by the board) is the administrative head of the campus and exercises complete executive authority of the campus subject to the direction and control of the President and the Board.

The institution provided state laws, board bylaws and regulations, an organization chart and the section of the state constitution which covers the system.

The On-Site Reaffirmation Committee reviewed documents such as Compliance Assist Narrative, LSU System Organizational Chart, and LSU Board of Supervisors Bylaws & Regulations 2008 in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

3.13.5. "Separate Accreditation for Units of a Member Institution"

***3.13.5. a. Applicable Policy Statement.** All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

Documentation: For institutions with branch campuses: (1) The name of each branch campus must include the name of the parent campus—the SACSCOC accredited entity. The institution should provide evidence of this for each of its branch campuses. (2) The institution should incorporate the review of its branch campuses, as well as other extended units under the parent campus, into its comprehensive self-assessment and its determination of compliance with the standards, and indicate the procedure for doing so.

Not applicable

LSU Eunice does not have branch campuses as defined by the SACSCOC policy.

3.13.5. b. Applicable Policy Statement. If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country

Implementation: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. ***No response required by the institution.***

Not applicable

LSU Eunice does not have any branch campuses as defined by the Commission on Colleges' policy on "Separate Accreditation for Units of a Member Institution." Accordingly, this compliance standard is not applicable to the University.

- 3.14.1** A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. **(Publication of accreditation status)**

LSU Eunice represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in the *LSU Eunice Catalog 2012-2013*, the *LSU Eunice 2012 Fact Book*, the *Employee Handbook*, the *LSU Eunice website*, the *Financial Aid website*, and the *Academic Bulletin* in accordance with Commission requirements and federal policy.

D. Assessment of Compliance with Section 4: Federal Requirements

- *4.1** The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations, student portfolios; or other means of demonstrating achievement of goals. **(Student achievement)**

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.

The On-Site Reaffirmation Committee interviewed the Director of Institutional Effectiveness. The Committee also reviewed the narrative and supporting evidence documented in the institution's Focused Report as well as data reports during the on-site review. Findings are provided below.

The retention threshold for Arts and Psychology is based on a ten-year average of one-year retention calculated for all students in each program. The Biology retention figure was a historical figure from past years measuring BIOL0001 to ZOOL1011. The benchmark was updated during the 2012-2013 planning cycle to set the threshold to be within one standard deviation below the mean. 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 using nationally normed data from other two-year institutions across the country.

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

The On-Site Reaffirmation Committee determined that the institution evaluates success with respect to student achievement consistent with its mission. The Committee also determined that the institution defines placement thresholds and provides a rationale for the appropriateness of each threshold.

After a review of the interview results and the above additional supporting documentation, the On-Site Reaffirmation Committee finds evidence to support the institution's case for compliance.

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

The institution's curriculum is directly related and appropriate to its mission and to the diplomas, certificates, and degrees awarded regardless of the instructional delivery method. According the institution's mission states in part, "...seeks to provide programs and services normally associated with a comprehensive two-year college" and "offers associate degrees, certificates and continuing education programs as well as transfer curricula. Its curricula span the liberal arts, sciences, business and technology, pre-professional and professional areas for the benefit of a diverse population."

The institution demonstrates a commitment to providing accessible educational and workforce development programs through which students may obtain the skills and knowledge necessary to pursue their life's work and to become educated members of society. Students may select an option from among: University parallel degree programs, Career and professional degree programs, Certificate and non-credit certificate programs, and Distance learning programs.

The On-Site Reaffirmation Committee reviewed documents such as LSU Eunice Mission Statement, Academic Affairs Policy 2.16, LSU Eunice Catalog 2012-2013, and Courses and Curriculum Committee minutes and conducted interviews with the Vice Chancellor of Academic Affairs in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

- *4.3** The institution makes available to students and the public current academic calendars, grading policies, and refund policies. **(Publication of policies)**

Louisiana State University Eunice provides academic calendars to students and the community by publishing the calendar in the student handbook and online. Academic grading policies and refund policies are published in the college's course catalogs and are evidenced in specific examples of syllabi for courses. Ample evidence is provided by the college to demonstrate the publication and dissemination of these policies.

The On-Site Reaffirmation Committee reviewed documents such as LSUE catalog, College website, and academic bulletin, and conducted interviews with the Vice Chancellor for Student Affairs and Enrollment Management, the Registrar and Director of Admissions, and the Director of Developmental Education and Institutional Effectiveness in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

- *4.4** Program length is appropriate for each of the institution's educational programs. **(Program length)**

The Off-Site Review Committee reviewed the degree plans documented in the college catalog. The institution reported that AA and AS degree programs of study must consist of a minimum of 60 semester credit hours and a maximum of 72 credit hours; The AAS degree programs must consist of a minimum of 60 semester credit hours; Diploma programs consist of a minimum of 48 semester credit hours and a maximum of 54 semester credit hours; Technical Certificate programs consist of a minimum of 15 semester credit hours and a maximum of 33 credit hours. The Offsite Review Committee finds that the program length, as reported, is appropriate for each of the institution's educational programs.

The On-Site Reaffirmation Committee reviewed documents such as the LSU Eunice Catalog and the Board of Regents Policy Statement 2.15 and conducted interviews with the Vice Chancellor for Academic Affairs in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

- *4.5** The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving

student complaints. (See the Commission policy “Complaint Procedures against the Commission or its Accredited Institutions.”) **(Student complaints)**

Louisiana State University Eunice provides evidence of a grievance process that is used by students to allow for due process. The college provides a de-centralized approach to complaint resolution with various types of complaints resolved by different areas and personnel at the college. For example, complaints including grade concerns are resolved through the grievance process that ultimately relies on the Academic Affairs office to resolve a formal complaint. Detailed logs are also decentralized and maintained by the appropriate area. The college provides ample evidence of published procedures, samples in multiple areas of the college, specific examples of the use of this procedure, and complaint logs in academic, student services, and general complaint areas to demonstrate compliance.

The On-Site Reaffirmation Committee reviewed documents such as policies and procedures, the Student Handbook, complaint and appeal logs, and sample documentation addressing student complaints, and conducted interviews with the Vice Chancellor of Student Affairs and Enrollment Management, and the Vice Chancellor for Academic Affairs in support of the institution’s case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

***4.6 Recruitment materials and presentations accurately represent the institution’s practices and policies. (Recruitment materials)**

Louisiana State University Eunice’s recruitment materials and presentations represent the College’s practices and policies of being an open-door campus. Specific samples to document compliance include the catalog, a recruitment PowerPoint, program flyers, brochures, and website.

An example of materials that accurately represent the LSUE’s practices and policies is that of a recruitment flyer for the “CALLI” program that features students from diverse ethnic and age backgrounds. The flyer highlights program completion support, thereby, confirming the College’s mission statement to help students “pursue lifelong learning.” Similar flyers and brochures feature students in various educational programs, thereby, accurately representing the College’s practices and policies.

The On-Site Reaffirmation Committee reviewed documents such as the LSUE Catalog, College website, and sample recruiting materials, and conducted interviews with the Registrar and Director of Admissions, and the High School Relations Specialists in support of the institution’s case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

***4.7 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)**

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 should provide an approved ECAR.

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.

The On-Site Reaffirmation Committee reviewed the United States Department of Education Eligibility and Certification Approval Report (ECAR) dated February 28, 2013, which was not available to the Off-Site Reaffirmation Committee. The ECAR reapproved eligibility and full certification. The On-Site Committee finds this evidence supports the institution’s case for compliance.

***4.8** An institution that offers distance or correspondence education documents each of the following: **(Distance and correspondence education)**

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

The institution employs unique usernames and passcodes to ensure that students who register in distance education courses or programs are the same student who participates and receives the credit.

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

The On-Site Reaffirmation Committee reviewed documents such as the LSU Eunice Catalog 2012-2013, 2013-2014, and conducted interviews with the Vice Chancellor for Academic Affairs, Director of Information Technology, and Registrar in support of the institution’s case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

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

The institution has written procedures for protecting the privacy of students in distance and correspondence education courses. These procedures are spelled out in PS 34—Privacy Rights of Parents and Students and PS 65—Administrative Computing Policy.

These policies do not distinguish between distance education students or regular in-seat students. The security and privacy statements are published on the institution's website, in the college catalog, and in the student handbook.

The On-Site Reaffirmation Committee reviewed documents such as the Proctor Certification form, Privacy Policy and LSU Eunice Student Handbook and conducted interviews with the Vice Chancellor for Academic Affairs, Director for Institutional Effectiveness, Vice Chancellor for Student Services and Director of Information Technology in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

- 4.8.3** has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

The institution does not charge a fee for verification of student identification for online courses. Therefore, the institution does not have a written procedure for notifying students of additional fees or charges imposed in association with verification of student identity for online courses. Although the institution does not currently charge a fee for verification of identity of students in online course, the institution has created a draft policy (PS 85): Distance and Correspondence Education: Student Charges Associated with Student Identity Verification, which has been approved by the Academic Council and is slated to be effective May 15, 2013, pending campus review.

The institution charges a \$50.00 fee for online classes but none of the fee is related to student identification. The policy is distributed to students at the time of registration, published in the College Catalog, Student Handbook, the Academic Bulletin, and is also available on the institution's website.

The On-Site Reaffirmation Committee reviewed documents such as the LSU Eunice Catalog, Spring 2013 Academic Bulletin and conducted interviews with the Vice Chancellor for Academic Affairs, Director for Information Technology, and faculty in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

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

Louisiana State University Eunice maintains standards to ensure sound and acceptable practices for awarding credit for courses, regardless of format or mode of delivery. Institutional policy (PS 82: Definition of a Credit Hour), standards, and faculty responsibilities regarding the awarding of credit are in accordance with LSU System policies. Courses offered at LSU Eunice are in compliance with Louisiana Board of

Regents "seat time" policy (Louisiana Board of Regents Policy, January 25, 2001). This credit hour policy applies to all courses that award academic credit (i.e. any course that appears on the official issued transcript). A mandatory examination period of 120 minutes at the end of each semester is in addition to the 2,250 minutes of instruction.

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

The University ensures assignment of appropriate levels to courses through its curriculum process and credit hour policy. Course numbering, descriptions, and credit awarded are consistent with LSU Baton Rouge. In the development of a new course, faculty members review similar courses at other state institutions to identify common practice in credit-level and course content and are consistent with the Louisiana Public Higher Education General Education Articulation Matrix.

The Curriculum Development Manual covers all additions, deletions, and modifications in courses and curricula including the use of distance education technology. There are policies and procedures in place for any course or curriculum revision or development.

Credit earned by departmental or institutional examinations from other accredited colleges and universities are listed on the official transcript and recognized in the same way that residence credit earned in those institutions is accepted. Course credit is awarded for selected professional certifications that are evaluated as foundational to the core curriculum for students.

The On-Site Reaffirmation Committee reviewed documents such as LSUE's applicable policies, Board of Supervisors Bylaws and Regulations, and Curriculum Development Manual, and conducted interviews with the Vice-chancellor for Academic Affairs, Division Head for Science and Math and Interim Division Head of Liberal Arts in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

Part III. Assessment of the Quality Enhancement Plan

A. Brief description of the institution's Quality Enhancement Plan

Louisiana State University Eunice has selected a math initiative for their Quality Enhancement Plan (QEP). **Path 2 Math Success** is an initiative that was designed to improve student retention and success in developmental mathematics. The three-year implementation plan includes goals to increase learning in the developmental education mathematics courses, provides longitudinal success after completion of the developmental sequence of courses, and provides professional development that will improve the effectiveness of instruction for the institution.

LSU-Eunice's plan is to use a modular mathematics model for acceleration, increase student's competence in mathematics, reduce time to completion, and reduce cost through a reduction of instructional sections and a flex entry and exit into courses. Also, the plan will increase student participation in the learning process and create active learners, a skill that can be carried to other learning.

The university has selected the two developmental mathematics courses to launch this instructional initiative. Students will have access to smaller units of instruction and be able to work independently on those skills they personally need for mastery. This will create an opportunity for students to complete more than one class in a traditional semester or allow them to begin the next course during the first semester with the opportunity in the next semester to continue working on the course. Students progress when a level of mastery on each concept has been achieved. Ultimately the goal is to increase success both in the developmental course sequence and the first college level mathematics course that follows. The plan will also require professional development by faculty, staff and support staff for successful implementation and sustainability.

LSU-Eunice has embedded advising, tutoring and other student support in this initiative. The course, while individualized and an open entrance/exit format, does have structure to ensure students are on track and moving forward in their learning. Faculty do not lecture but serve more as facilitators in the learning process with support of the software. This allows faculty to become more engaged with their students and assists the faculty in understanding the challenges of all of their students.

B. Analysis of the Acceptability of the Quality Enhancement Plan

1. **An Institutional Process.** *The institution uses an institutional process for identifying key issues emerging from institutional assessment.*

The institution used an institutional process for identifying key issues emerging from institutional assessment. LSU-Eunice's QEP, Path 2 Math Success, is a result of discussion between the various stakeholders. Student retention emerged as the primary topic with data indicating that student retention and success was clearly an issue when the school's data analysis was complete. Further examination revealed that student groups had one thing in common-lack of success in developmental mathematics. As a result of this analysis a solution was identified, a plan was developed and a pilot initiated in fall 2013.

2. **Focus of the Plan.** *The institution identifies a significant issue that (1) focuses on learning outcomes and/or the environment supporting student learning and (2) accomplishes the mission of the institution.*

The institution identifies a significant issue that (1) focuses on learning outcomes and/or the environment and supports student learning and (2) accomplishes the mission of the institution.

Louisiana State University Eunice's Quality Enhancement Plan (QEP), Path 2 Math Success, is the result of an examination of institutional data and dialogue among various institutional stakeholders including faculty, administration, staff, and students. Path 2 Math seeks to accomplish the mission of the institution by

preparing “programs of developmental studies which will upgrade student skills to the levels necessary for successful college experience.”

The plan consists of three goals:

Goal 1: Increase student learning in developmental mathematics using innovative techniques of instruction;

Goal 2: Increase student success in the first general education mathematics course after completion of developmental mathematics;

Goal 3: Improve institutional effectiveness by providing faculty training, increasing student retention in mathematics, and decreasing time spent in developmental mathematics.

Specific student learning outcomes and a comprehensive assessment plan accompany each goal to guide implementation and promote success. Student learning outcomes for the plan are measurable, appropriate, and promote student learning.

After a review of the proposed QEP and discussion with students, faculty, staff, Leadership Team, and the governing board, the Committee confirms that LSU Eunice has identified a significant issue that focuses on student learning and accomplishes the mission of the institution.

3. **Institutional Capability for the Initiation, Implementation, and Completion of the Plan.** *The institution provides evidence that it has sufficient resources to initiate, implement, sustain, and complete the QEP.*

The On-Site Reaffirmation Committee has determined that LSU-Eunice has the capability for the initiation, implementation and completion of the QEP. The Committee also has included three suggestions that would facilitate a more comprehensive implementation plan. Those suggestions include creating an incremental budget for the QEP, identifying a budget for assessment of the QEP, and identifying revenue sources for incremental budget costs for sustainability.

4. **Broad-based Involvement of Institutional Constituencies.** *The institution demonstrates the involvement of its constituencies in the development and proposed implementation of the Plan.*

There is evidence to support compliance in Louisiana State University Eunice’s description of the methods used to develop the QEP that faculty, students, and administrators were consulted. Face-to-face meetings were held with the following groups:

- Office of Information Technology Staff,
- Library staff,
- Student Affairs staff,
- Academic Council,
- Division of Health Sciences and Business Technology faculty and staff,
- Division of Sciences and Mathematics faculty and staff,
- Business Office staff, Athletics faculty and staff, and
- Student leaders.

In addition, seven possible topics were sent to faculty and staff for ranking at the beginning of March 2012.

5. **Assessment of the Plan**. *The institution identifies goals and a plan to assess the achievement of those goals.*

The institution identified goals and a plan to assess the achievement of those goals.

Based on the institutional problems and the needs of LSU Eunice developmental mathematics students, LSU Eunice's QEP Committee developed three primary goals. Goals 1 and 2 seek to increase student learning in both developmental and general education mathematics. Goal 3 seeks to increase institutional effectiveness by providing training for faculty members teaching courses associated with the QEP. Goal 3 also seeks to increase student retention and decrease the time spent by the students in developmental mathematics. The goals and objectives link directly to Eunice's mission, institutional goals, and strategic goals.

In accordance with the selection of the QEP, the goals, objectives, and outcomes adopted by both the mathematics faculty and the QEP Committee are consistent with the current developmental mathematics sequence. This was done so that an analysis of the effectiveness of the Modular Mathematics program can be completed relative to the traditional face-to-face method. Data generated by the Coordinator of the QEP will be sent to the Director of Developmental Education and Institutional Effectiveness for summarizing during the normal LSU Eunice Institutional Effectiveness timeline.

Data will be collected during the academic year and summarized in June through August, with a report being completed by October of each year. Both summative and formative evaluations will occur. Summative evaluation of the QEP will determine if the program objectives are being met, while the formative evaluation will strive to improve the overall effectiveness of the QEP through the use of data.

As the QEP is implemented, the data generated in the Assessment Plan will assist this decision-making process in order to continually improve student learning and institutional effectiveness overall. Continual course redesign may take place as the QEP is implemented if the data indicates student learning and success are not increasing. The Assessment Plan was created based on two 3 credit hour courses using LSU Eunice's institutional effectiveness methodology.

After a review of the proposed QEP and discussion with students, faculty, staff, Leadership Team, and the governing board, the Committee confirms that LSU Eunice has identified appropriate goals and a plan to assess the achievement of those goals.

C. Analysis and Comments for Strengthening the QEP

LSU-Eunice has developed a QEP based on identification of a retention issue, collection and analysis of data, and development of a plan of action to address the needs of the institution. The institution has an understanding of the instructional and support systems necessary to move forward and has committed adequate college resources to produce an outcome that will impact student's success.

The On-Site Reaffirmation Committee offers the following suggestions to strengthen the QEP:

Budgetary Suggestions:

- The institution should include an “incremental budget” in the QEP plan to show “new” cost of the QEP versus the total budget for the Mathematical Division.
- The institution should identify a budget for assessment of the QEP in the incremental budget.
- The institution should identify revenue sources of “incremental budget” costs of the QEP.

Assessment Suggestions:

- The Assessment Plan for Professional Development should be reviewed. A more structured plan with identified benchmarks and rubrics should to be developed for assessment.
- Student retention should be defined (Example; course to course, semester to semester, etc.)
- Identification of non-cognitive issues (i.e., childcare, transportation, financial, work schedule) that impact retention should be monitored and included in qualitative evaluation.
- The target for Objective 3.3 should be clarified in quantitative terms: “The time spent completing developmental education will be less than current values.”

Instructional Administration Suggestions:

- LSU-Eunice plans to hire a coordinator; however, it was not clear the authority that would be delegated to that person in regards to administrative decision making. It would be beneficial for successful implementation to develop procedures, policies, and written documentation that is not person dependent. This document should include such details as attendance policies, enrollment options, administrative procedures including student records and student failure procedures. An advisory team consisting of faculty, administration and students could also inform this process.

Part IV. Third-Party Comments

If an institution receives Third-Party Comments, the institution has an opportunity to respond to those comments and the On-Site Reaffirmation Committee reviews the response as part of its comprehensive evaluation of the institution.

The Committee should check one of the following:

No Third-Party Comments submitted.

Third-Party Comments submitted. (**Address the items below.**)

1. Describe the nature of the Comments and any allegations of non-compliance that may have been part of the formal Third-Party Comments;

2. Indicate whether the Committee found evidence in support of any allegations of non-compliance.

If found to be out of compliance, the Committee should write a recommendation and include it in Part II under the standard cited with a full narrative that describes why the institution was found to be out of compliance and the documentation that supports that determination. In this space, reference the number of the Core Requirement, Comprehensive Standard, or Federal Requirement and the recommendation number cited in Part II.

If determined to be in compliance, explain in this space the reasons and refer to the documentation in support of this finding.

APPENDIX A

Roster of the Off-Site Reaffirmation Committee	Roster of the On-Site Reaffirmation Committee
<p>Dr. Jeremy P. McMillen - CHAIR President, Grayson College</p>	<p>Dr. L. Steve Thornburg - CHAIR President Cleveland Community College Shelby, NC</p>
<p>Ms. Melissa A. Coker * Vice President for Business Affairs Williamsburg Technical College</p>	<p>Ms. Deborah D. Carter Chair/Instructor-Business Technology Department Coahoma Community College Clarksdale, MS</p>
<p>Mr. Anthony (Tony) E. Fowler Department Head and Instructor Florence-Darlington Tech College</p>	<p>Dr. W. Frances Emory VP, Instruction & Student Support Carteret Community College Morehead City, NC</p>
<p>Dr. Tony L. Honeycutt Provost, Somerset Community College</p>	<p>Dr. Gregory S. Powell President/CEO Panola College Carthage, TX</p>
<p>Mr. D. Thomas Jaynes Executive Dean Student Development and Support Durham Technical Community College</p>	<p>Mrs. Rosemary Craven Lamb Vice President for Institutional Effectiveness/SACS Liaison Coahoma Community College Clarksdale, MS</p>
<p>Dr. Luegina C. Mounfield Vice President for Academic Affairs Technical College of the Lowcountry</p>	<p>Dr. Dean E. Sprinkle Vice President of Instruction and Student Services Wilkes Community College Wilkesboro, NC</p>
<p>Dr. Michael H. Turpin Vice President of Institutional Planning Kilgore College</p>	<p>Mr. Robert E. Simons Associate VP, Administrative Services & CFO Piedmont Community College Roxboro, NC</p>
<p>Mrs. Staci A. Wilson Director of Library Services Catawba Valley Community College</p>	<p>QEP Evaluator Dr. Rebecca Goosen Associate Vice Chancellor for College Preparatory San Jacinto College District Pasadena, TX</p>
<p>Mr. Felix A. Zamora President, Mountain View College</p>	<p>Observer Ms. Katherine (Kathy) Phillips Nursing Department Chair Guilford Tech Community College Jamestown, NC</p>
<p><u>COC Staff Coordinator</u> Dr. Cheryl D. Cardell Vice President SACS Commission on Colleges</p>	<p><u>COC STAFF REPRESENTATIVE</u> Dr. Charles A. Taylor Vice President SACS Commission on Colleges Decatur, GA</p>

APPENDIX B

Off-Campus Sites or Distance Learning Programs Reviewed

NONE

APPENDIX C

**List of Recommendations
Cited in the Report of the Reaffirmation Committee**

NONE