Programs

EDUCATIONAL PROGRAMS

1. The institution demonstrates that each educational program for which academic credit is awarded is (a) is approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.

JUDGMENT OF COMPLIANCE

☑ Compliance
☐ Partial Compliance
☐ Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

In keeping with its role as a comprehensive community college within the Louisiana State University System, Louisiana State University at Eunice offers various associate degree, certificate, developmental education, and continuing education programs, as well as lower division undergraduate instruction in a full spectrum of transfer curricula. As documented in Educational Programs: Comprehensive Standard 12, the institution places primary responsibility for curricula with faculty. Campus administration, the LSU Board of Supervisors, and the Louisiana Board of Regents also participate in the review and approval of curricular matters. A variety of techniques are used to evaluate programs and learning outcomes including standardized tests, performance and retention studies, students opinion surveys, transfer student surveys, analysis of the success rates of LSUE graduates on licensing examinations, and employer surveys.

Approval by Faculty and Administration

The process by which the curriculum is established and reviewed is clearly defined in the Curriculum Development Manual. The various roles of faculty members, the administration, and the governing and coordinating boards in this process are also delineated. The faculty is responsible for recommending curricular changes and for the development of new programs. Faculty responsibilities and prerogatives in this area are clearly defined in the LSU Board of Supervisors Bylaws and Regulations and in P.S. 3: Responsibilities and Concerns of University Personnel.

In addition to the jurisdiction exercised by the LSU Board of Supervisors, the Louisiana Constitution of 1974 vests in the Louisiana Board of Regents for Higher Education the responsibility 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 Manual (available in the Office of the Vice Chancellor for Academic Affairs and at http://asa.regents.state.la.us/PP/Policies).
All additions, deletions, and modifications in courses and curricula at LSUE originate with the appropriate divisional faculty. Such proposed changes are processed on a standardized form by the division head and sent to the Office of Academic Affairs. This office forwards the proposal to the campus Courses and Curricula Committee, which reviews the change and returns the request with recommendations to the Vice Chancellor for Academic Affairs. The Vice Chancellor then forwards the request with a recommendation to the Chancellor for review and approval. In academic year 2002-2003, the Courses and Curricula Committee processed a total of seven course deletions, 25 course changes, four course additions, and seven curricular changes (Courses and Curricula Forms and Committee Minutes are available in the Office of Academic Affairs).

Course changes and minor curricular revisions receive final approval from the Chancellor. New degree programs or substantive changes in existing programs must be submitted to the LSU System Vice President for Academic Affairs, who presents the request to the academic heads from all LSU System campuses. The final recommendation is next sent to the President of the LSU System for review and approval. The President in turn submits the request to the Academic Affairs Committee of the LSU Board of Supervisors and then to the entire Board. Upon approval by the Board of Supervisors, the degree program is submitted to the Board of Regents for final approval. At each level in the review process, the need for the new program, its relationship to institutional purpose, the resources available to support it, and overall program quality are carefully scrutinized. The Associate of Arts in Early Childhood Education and the Certificate in Diagnostic Medical Sonography are the most recent programs completing this process.

Faculty participation in the curriculum development and approval process is substantiated by annual assessment data. In the 2003 Annual Faculty Survey, 97% of the respondents agreed or strongly agreed that “Faculty have a role in curricular development, change, and review.”

Program and Learning Outcomes Assessment

Occupational/Vocational Associate Degree and Certificate Programs

The establishment of program learning outcomes begins with the preparation of the Request to Offer a New Program. In this document, faculty and the appropriate division head describe the nature and objective of the proposed degree. For example, in the proposal for the Associate of Arts in Early Childhood Education, the nature and objective of the program were described in the following way:

Nature: This is a two-year program designed to further the education of already employed childcare professionals and paraprofessionals. This program is also intended to prepare students for employment in early childhood education settings, as well as to give them the option of transferring to four-year institutions to complete baccalaureate degrees in early childhood or elementary education.

Objective: The objective of this program is to provide training to individuals intending to work or continue working in the field of early childhood education (Associate of Arts in Early Childhood Education Program Proposal).
As part of the degree proposal process, faculty members describe course offerings in the program and prepare course syllabi for each new course. Each course is based on a syllabus which outlines the main ideas and materials to be taught and the methods to be used in covering them. Specific learning objectives are stated for each area of subject matter to be covered. The strategies the instructor will use to teach this subject matter are listed. Criteria for evaluating specific outcomes are given. When students have achieved the level required by the evaluative criteria, they are considered to have been successful in learning the material. Course syllabi elements are specified in detail in the *Curriculum Development Manual* (pp. 23-28). Syllabi are kept on file in divisional offices. As examples, course syllabi for *EDCI 1000 (Introduction to Education)*, *ENGL 1001 (English Composition)*, and *CMST 2060 (Public Speaking)* are included in the documentation section of this report.

Once a new program has received approval, the nature, purpose, and structure of the program and the recommended sequence of courses are given in the *Catalog*. All associate and certificate programs are described in the *2003-2004 LSUE Catalog* (pp.78-91). As an example, the early childhood education program description follows:

> The associate of arts degree in early childhood education prepares students for employment in the early childhood education field. They also have the option to transfer to a senior college to complete a baccalaureate degree. The degree includes core courses, a sequence of professional courses, and a supervised practicum. The goal of the program is to prepare knowledgeable and competent professionals who possess and demonstrate an understanding of developmentally appropriate teaching and learning, of childhood development, of curriculum development and implementation, of the role of family and community in children’s development, and of assessment (*2003-2004 LSUE Catalog*, p. 78).

Students are satisfied with information published in the *Catalog* and other university publications. In the *2002 ACT Student Opinion Survey*, students rated the *Catalog* and other publications 4.09 (5 point scale) compared to the national average of 3.99. Similarly, faculty members agree that published descriptions of academic offerings are accurate (*2003 Annual Faculty Survey*).

Associate degree programs constitute an important academic component. They are designed to help students to develop adequate communication, computational, and critical thinking skills, as well as specialized competencies enabling them to enter the job market. Fulfillment of these goals is assessed in a variety of ways by the various departments overseeing each associate degree program. Basic academic competency of all associate degree candidates is assessed through the use of the ACT CAAP tests in English, mathematics, and critical thinking. Division heads and faculty affiliated with each associate degree program have also identified degree- or program-specific outcomes that reveal the extent to which students possess the competencies necessary to perform successfully in their chosen fields. For example, results from the licensing examination for registered nurses provide important information about the preparation received by LSUE nursing students. An in-house competency examination for graduates in criminal justice reveals information about the relevant professional knowledge possessed by these
students. The employment rates of recent associate degree graduates also provide important information about the level of preparedness and marketability of these students. Finally, survey data from employers of recent graduates reveal information about the skills and competencies of graduates and ultimately provide information about the adequacy of LSUE’s associate degree programs.

As part of the planning and assessment model at LSUE, division heads and faculty use a standardized format for the presentation of expected outcomes in each academic program. This form describes not only the expected outcome, but the procedure for assessing the extent to which the outcome has been attained, who is responsible for carrying out the assessment, how the results of the assessment will be utilized, results of the assessment, and recommendations for action. All outcomes assessment forms are available in the Planning and Assessment Manual. Below is a listing of expected outcomes for degree and certificate programs by academic division.

**Division of Business and Technology**

*Associate of Applied Science in Computer Information Technology*

Program Function: Strategic Planning
Expected Outcomes:
1. Attain 100% accreditation of computer information technology by 2005.
2. Work annually with the community, the LSU System, The Board of Regents, and with all governmental representatives and agencies to increase support for the campus.
3. Establish periodic computer information technology academic program review process.

Program Function: Professional Competencies
Expected Outcomes:
1. Demonstrate knowledge of computer information technology as it relates to individual concentrations.
2. Demonstrate a knowledge of communications based on English 1002 and Speech 1061 (Speech 2060 or 2061).
3. Demonstrate mathematic skills utilizing Mathematics 1011 or 1021.

Program Function: Employee and Employer Satisfaction
Expected Outcomes:
1. At least 70% of the graduates of the program will be employed in degree related occupations within twelve months of graduation.
2. Employers of at least 70% of the employed graduates will report satisfactory job performance.
**Associate of Applied Science in Fire Science**

Program Function: Strategic Planning  
**Expected Outcomes:**  
1. Promote electronic (distance learning) activities in each region.  
2. Expand annually the number of evening, off-campus, weekend, and distance education courses offered by 1% each.  
3. Work annually with the community, the LSU System, the Board of Regents, and with all appropriate Louisiana governmental representatives and agencies to increase support for the campus.

Program Function: Professional Competencies  
**Expected Outcomes:**  
1. Demonstrate knowledge of organization and operations.  
2. Demonstrate knowledge of inspection, emergency and risk assessment, and control techniques.  
3. Demonstrate the preservation of evidence and site for investigation purposes.  
4. Demonstrate both oral and written communication skills.  
5. Demonstrate analytical skills.

Program Function: Employee and Employer Satisfaction  
**Expected Outcomes:**  
1. At least 70% of the graduates of the associate degree program will be employed in degree related occupations within twelve months of graduation.  
2. Employers of at least 70% of the employed graduates of the program will report satisfactory job performance.

**Certificate in Applied Science: Arson Investigation**  
**Certificate in Applied Science: Fire Science Technology**

Expected outcomes for the certificate programs in fire science technology and arson investigation are the same as the associate degree in fire science and are included in the reporting of that program’s outcome data.

**Associate of Applied Science in Management**

Program Function: Strategic Planning  
**Expected Outcomes:**  
1. Increase hiring of minority administrators, faculty (including adjuncts), and staff.  
2. Work annually with the community, the LSU System, the Board of Regents, and with all appropriate Louisiana governmental representatives and agencies to increase support for the campus.  
3. Attain 100% accreditation of “mandatory” programs by 2005.  
4. Expand annually, the number of evening, off-campus, weekend, and distance education courses offered by 1% each.
Program Function: Professional Competencies
Expected Outcomes:
1. Demonstrate knowledge in financial accounting.
2. Demonstrate knowledge in management and marketing concepts.
3. Demonstrate an understanding of economics.
4. Demonstrate both oral and written communication skills.
5. Demonstrate analytical skills.

Program Function: Employee and Employer Satisfaction
Expected Outcomes:
1. At least 70% of the graduates in the program will be employed in degree related occupations within twelve months of graduation.
2. Employers of at least 70% of the employed graduates will report satisfactory job performance.

Associate of Applied Science in Office Administration

Program Function: Strategic Planning
Expected Outcomes:
1. Assure seamless transfer between and among campuses at all levels.
2. Attain accreditation of office administration program.
3. Provide expanded course offerings including evening, off-campus, weekend, and distance education courses.
4. Establish periodic academic program review.

Program Function: Professional Competencies
Expected Outcomes:
1. Demonstrate knowledge in financial accounting.
2. Demonstrate knowledge in office administration and business support concepts.
3. Demonstrate the use of two or more software packages.
4. Demonstrate mathematical skills.

Program Function: Employee and Employer Satisfaction
Expected Outcomes:
1. At least 70% of the graduates will be employed in degree related occupations within twelve months of graduation.
2. Employers of at least 70% of the employed graduates of the program will report satisfactory job performance.

Certificate in Applied Science: Office Practices and Procedures

Expected outcomes for the certificate program in office practices and procedures are the same as the associate degree program in office administration and are included in the reporting of that program’s outcome data.
Expected outcomes for the associate degree program in public and industrial security are the same as the associate degree program in fire science and are included in the reporting of that program’s outcome data.

**Division of Liberal Arts**

**Associate of Science in Criminal Justice**

Program Function: Professional Competencies  
Expected Outcome: Prior to graduation, each student will be expected to demonstrate a broad base of knowledge in the criminal justice field.

Program Function: Employment Success  
Expected Outcome: 60% of the associate degree candidates will obtain employment in the criminal justice field.

Program Function: Employer Satisfaction  
Expected Outcome: Associate degree graduates will demonstrate competency in the work place.

Program Function: Transfer Success  
Expected Outcome: LSUE associate degree students transferring to primary transfer institutions will graduate with bachelor’s degree at the average state rate.

Program Function: Curriculum Adjustment  
Expected Outcome: The associate degree curriculum in criminal justice will be consistent with the needs of area employers of LSUE criminal justice graduates.

**Associate of Arts in Early Childhood Education**

Program Function: Alumni Satisfaction  
Expected Outcome: Associate degree graduates will have a positive attitude about their preparation at LSUE.

Program Function: Student practical work competencies  
Expected Outcome: Associate degree graduates will demonstrate a high level of competency in a practical work environment.

Program Function: Student Academic Competencies  
Expected Outcome: Associate degree graduates will demonstrate a high level of competency with regard to the academic goals of the program.

**Associate in General Studies**

Program Function: Student satisfaction

Comprehensive Standards
Expected Outcome: Associate degree graduates will have a positive attitude about their academic preparation at LSUE.

Program Function: Employer Satisfaction
Expected Outcome: Employers will be satisfied with the academic training of general studies associate degree graduates.

Associate in Paralegal Studies

Program Function: Professional Competencies
Expected Outcome: Prior to graduation, each student will be expected to demonstrate practical knowledge of the duties of a paralegal for employment in a legal setting.

Program Function: Employment Success
Expected Outcome: 60% of the associate degree candidates will obtain employment in the legal field.

Program Function: Alumni Satisfaction
Expected Outcome: Associate degree graduates will have a positive attitude about their preparation at LSUE.

Program Function: Employer Satisfaction
Expected Outcome: Associate degree graduates will demonstrate competency in the workplace.

Program Function: Curriculum Evaluation
Expected Outcome: The associate degree curriculum in paralegal studies will be consistent with the needs of area employers of program graduates.

Program Function: Enrollment
Expected Outcome: The number of students pursuing an associate in paralegal studies will be increased by 15%.

Division of Nursing and Allied Health

Associate in Nursing

Program Function: Patterns of Employment
Expected Outcome: 80% of the graduates will seek employment in an acute care facility.

Program Function: Employer Satisfaction
Expected Outcome: 80% of the employers will report on the six-month surveys that the nursing program prepared graduates to function effectively as entry-level practitioners.

Program Function: Completion/Graduation Rates
Expected Outcomes:
1. 75% of the students admitted to the nursing program will graduate within two years.
2. 90% of LPN’s entering through advanced standing will graduate within one year.

Program Function: Therapeutic Nursing Interventions
Expected Outcomes:
1. 100% of the graduating students will achieve ≥77% score in lecture component of Nursing 2501, grade of pass on clinical component of Nursing 2501.
2. 85% will pass the NCLEX-RN on their first attempt.
3. 80% will score ≥131 on the NLN Diagnostic Readiness Test.
4. 80% of the graduates and employers will rate the graduates’ ability to perform therapeutic nursing interventions as average or above on the six-month survey.

Program Function: Critical Thinking
Expected Outcomes:
1. 100% of the graduating students will achieve ≥ 77% score in lecture component of Nursing 2501, grade of pass on clinical component of Nursing 2501, and the class mean score on the ACT CAAP Critical Thinking Test will be ≥ the National mean score.
2. 80% of the graduates and employers will rate the graduates’ critical thinking skills as average or above on the six-month surveys.

Program Function: Communication Skills
Expected Outcomes:
1. 100% of the graduating students will achieve ≥77% score in lecture component of Nursing 2501, grade of pass on clinical component of Nursing 2501, and a passing grade in Nursing 2510 for oral and written assignments.
2. 80% of the graduates and employers will rate the graduates’ communication skills as average or above on the six-month surveys.

Program Function: NCLEX-RN Pass Rates
Expected Outcome: 85% of the graduates will pass the NCLEX-RN on their first attempt.

Program Function: Job Placement Rates
Expected Outcome: 95% of graduates who seek employment will be employed in nursing within six months of graduation.

Program Function: Program Satisfaction
Expected Outcome: 80% of the graduates will report in the exit interviews and six-month surveys that the nursing program prepared them to function effectively as entry-level practitioners.

Associate in Radiologic Technology

Program Function: Professional Competence
Expected Outcomes:
1. 80% of the graduates and employers will rate the knowledge base, clinical proficiency, and behavioral skills as average or above on the six-month surveys.
2. 88% of the graduates will pass the ARRT examination in radiography during the year of graduation.
3. 80% of the graduates will report in the exit and graduate surveys that the radiography program prepared them to function effectively as entry-level radiographers.
4. 80% of the employers will report on the six-month surveys that the radiography program prepared graduates to function effectively as entry-level radiographers.

Program Function: Employment Goals
Expected Outcome: 88% of the graduates who seek employment will be employed in radiography within six months of graduation.

Program Function: Retention
Expected Outcomes:
1. 75% of the students admitted to the radiologic technology program will graduate with an Associate Degree in Radiologic Technology in two years.
2. 85% of the program graduates will earn an Associate Degree in Radiologic Technology within 3.5 years of the start date of matriculation.

Associate in Respiratory Care

Program Function: Employment Goals
Expected Outcome: At least 85% of the graduates of the program will be employed within six months after graduation.

Program Function: Professional Competence
Expected Outcomes:
1. Annually, at least 75% of the graduates will pass the National Board of Respiratory Care (NBRC) examination for recognition as a Certified Respiratory Therapist (CRT).
2. 80% of the graduates and employers will rate the knowledge base, clinical proficiency, and behavioral skills as average or above on the six-month surveys.

Program Function: Attrition Rates
Expected Outcome: No more than 30% of an annual respiratory care class cohort will be classified as “true” attrition.

Certificate in Diagnostic Medical Sonography

Program Function: Professional Competence
Expected Outcomes:
1. 75% of the graduates of the DMS program will pass the ARDMS examination.
2. 100% of the graduating students will achieve a grade ≥77% in all sonography lecture, lab, and clinical courses
3. 80% of the graduates and employers will rate the knowledge base, clinical proficiency, and behavioral skills as average or above on the six-month surveys.
Program Function: Employment Goals
Expected Outcome: 80% of the graduates who seek employment in sonography will be employed within six months of graduation.

Program Function: Retention Rate
Expected Outcome: 75% of the students admitted to the DMS program will graduate in one year.

**Transfer Associate Degree Programs**

*Associate of Arts*
*Associate of Science*

The associate of arts and the associate of science degrees are designed specifically for students who want to complete their freshman and sophomore years at LSUE before transferring to a four-year college or university to finish a bachelor’s degree. Listed below are the expected outcomes for these two associate degree programs. (Some of the assessment data relevant to the two transfer associate degree programs have not been gathered or is incomplete. With the recent assignment of institutional research responsibilities to the Office of Information Technology, new assessment tools are being developed and data are being gathered. Additionally, current outcomes assessment forms will be revised in academic year 2003-2004.)

Program Function: Transfer Success
Expected Outcome: The average GPA of LSUE associate degree graduates after completing 24 semester hours at the primary transfer institutions will be greater than or equal to the students’ average GPA achieved after having completed at least 24 semester hours at LSUE.

Program Function: Graduate Satisfaction
Expected Outcome: Associate degree graduates who transfer will have a positive attitude about their preparation at LSUE.

Program Function: Transfer Graduation Rate
Expected Outcome: LSUE associate degree students transferring to primary transfer institutions will graduate with a bachelor’s degree at the average state rate.

**Developmental Education**

Consistent with its mission as an open admission community college, LSUE’s developmental educational program assists students deficient in academic skills. The program consists of writing skills (English 0001), quantitative skills (Mathematics 0001, 0002, 0007), science skills (Biology 0001), reading skills (Developmental Studies 0008), and academic and personal skills (Developmental Studies 0004). Students are placed in the courses according to their levels of proficiency in each academic area and may take one or more such courses. Students are provided learning assistance in a variety of ways including computer tutorials, tutoring, counseling, and academic advising. It should be noted that the developmental education program is the subject of LSUE’s Quality Enhancement Plan. The plan will substantially restructure the developmental
studies program, revising the administrative structure, curriculum, placement criteria, advising, faculty professional development, and tutoring. The goal of the plan is to enhance the success of under-prepared students and to meet an anticipated increase in underprepared students at open admission colleges as four-year public institutions implement selective admission requirements.

As in other courses at LSUE, specific learning objectives and their assessment are identified in the particular course syllabus. Additionally, academic divisions have identified programmatic outcomes as part of the University’s planning and assessment model. These developmental education outcomes are listed below.

**Division of Liberal Arts**

Program Function: Course Completion
Expected Outcomes:
1. At least 65% of the students enrolled in developmental English will receive a passing grade.
2. At least 70% of the students enrolled in developmental reading and study skills courses will receive a passing grade.

Program Function: Success in Subsequent Courses
Expected Outcome: At least 60% of the students completing a developmental English course will receive a passing grade in their first college-level course in English.

Program Function: Retention
Expected Outcomes:
1. At least 65% of the developmental students who have completed 12-23 hours will be in good academic standing.
2. At least 75% of the developmental students who have completed 24 or more hours will be in good academic standing.

**Division of Sciences**

Program Function: Academic Achievement
Expected Outcomes:
1. At least 65% of the developmental students who have completed 12-23 hours will be in good academic standing.
2. At least 75% of the developmental students who have completed 24 or more hours will be in good academic standing.

Program Function: Course Completion Goals
Expected Outcome: At least 60% of the students enrolled in developmental mathematics will receive a passing grade.

Program Function: Success in Subsequent Courses
Expected Outcome: At least 60% of the students completing a developmental mathematics course will receive a passing grade in their first college-level course in mathematics.

**Comprehensive Standards**
Program Function: Retention
Expected Outcome: At least 75% of the freshmen enrolled in developmental courses in the fall semester will remain enrolled in the University during the subsequent spring semester.

General Education
In all degree programs, the institution provides components designed to insure competence in reading, writing, oral communication, and fundamental mathematical skills. These components are also part of the planning and assessment process. Expected outcomes are listed below.

Reading/Writing
Program Function: Written Communication
Expected Outcome: Upon completion of English 1002, students will demonstrate skill in the use of the conventions of standard written English: usage/mechanics (punctuation, grammar, and sentence structure) and rhetorical skills (organization, strategy, and style).

Program Function: Critical Thinking
Expected Outcome: Prior to graduation, associate degree candidates will demonstrate skill in clarifying, analyzing, and evaluating data and ideas.

Program Function: Competency in Mathematics
Expected Outcome: Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics.

Program Function: Spoken Communication
Expected Outcome: Associate degree graduates will demonstrate skill in spoken communication.

Three-year Program Review
The program appraisal process is a necessary step prior to the reallocation of resources. Every three years, faculty, administration, and the LSUE Advisory Board, comprised of business and community leaders, undertake a review of all degree programs as well as individual academic disciplines (e.g., philosophy). Disciplines and degree programs are appraised using the criteria of centrality, demand and potential demand, quality, and cost. The criterion of centrality is used to determine whether or not a program is essential to the University’s mission and its core curriculum. The criterion of demand and potential demand provides the means to judge each program on its present status and also its future potential for attracting reasonable numbers of capable students and for either graduating them or preparing them for transfer to other colleges/universities. The criterion of quality measures programs upon such factors as accreditation, reputation of faculty, and eminence and regard for the programs. The criterion of cost identifies the measures to analyze each program on its present cost to the institution. As part of the appraisal process, faculty, administration, and the advisory board use twenty-seven logical relations with respect to the comparative judgments of the three criteria of demand, quality, and cost. These criterion relations are categorized into six groups with comments and

Comprehensive Standards
recommendations regarding the allocation of faculty resources (*Program Appraisal Guidelines*). In the fall of 2003, a new cycle of program review is scheduled to begin. Previous program appraisal documents are available in the Office of Academic Affairs (*1997 and 2000 Program Appraisal Reports*).

**Examples of Actions in Response to Assessment Outcomes**

LSUE is committed to improving student learning and program outcomes through its various planning and assessment processes. In response to assessment data, specific actions are recommended when an expected outcome has not been achieved in an individual course or degree program. Some recent actions illustrate “closing the loop.” For example, noticing a high attrition rate in the anatomy and physiology courses required in allied health programs, nursing and biology faculty recommended the addition of specific prerequisites for the anatomy course (2003-2004 *LSUE Catalog*, p. 148). In addition, biology faculty developed Biology 0001 (2003-2004 *LSUE Catalog*, p. 112), a new course for nursing and allied health majors who do not meet the necessary prerequisites for the anatomy course. The goal of the new course is to introduce students to the basic principles of human biology as preparation for the anatomy and physiology courses. In the paralegal program, several changes were made in response to assessment findings. The computer literacy course (CPS 1001) was replaced with a new course that focuses upon computer skills and software applications frequently used by practicing paralegals (PRLG 2133). Another new course, Paralegal Practice (PRLG 2134), emphasizes instruction in the tasks and responsibilities of the paralegal (2003-2004 *LSUE Catalog*, p. 141). Nursing faculty approved courses and curricular changes in response to NCLEX-RN pass rates reported in the 2001-2002 outcomes assessment cycle. As of fall 2002, students admitted into the nursing program will have completed medical terminology and Chemistry 1011 with the goal of improving the success rate of graduates on the licensure examination (2003-2004 *LSUE Catalog*, p. 79). Other actions resulting from the planning and assessment process include the following:

- Creation of the Office of Career Services and the employment of a career advisor.
- Implementation of a freshman seminar course (University 1000).
- Employment of a second full-time instructor in fire science.
- Development of articulation agreements between LSUE and fire fighting agencies.
- Implementation of new criteria for progressing in mathematics courses, business and technology courses, and courses in liberal arts.
- Implementation of a “one stop shop” early registration pilot.
- Introduction of a “Summer Success” learning community.
- Implementation of an online degree audit program.

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<td>Note: The Manual is included in print form with the compliance report. Outcome assessment results for previous years are available in the Office of Academic Affairs.</td>
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Comprehensive Standards
| 1997 and 2000 Program Appraisal Reports, available in the Office of Academic Affairs | X |   |
Programs

EDUCATIONAL PROGRAMS

2. The institution’s continuing education programs are consistent with the institution’s mission.

JUDGMENT OF COMPLIANCE

☒ Compliance
☐ Partial Compliance
☐ Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

Consistent with the statement of “Institutional Mission” in the 2003-2004 LSUE Catalog (pp. 11-13) and the “Mission Statement” in the LSU at Eunice Strategic Plan: A Blueprint for the Future (p. 2), Louisiana State University at Eunice’s Continuing Education Office provides a variety of learning opportunities and structured programs in three categories:

- evening/weekend classes on campus and at remote sites
- non-credit courses for both leisure learning and workplace certification and/or competency
- distance learning

The Office of Continuing Education, headed by the Director of Continuing Education, is charged with the planning, administration, and evaluation of these programs. The Director of Continuing Education reports to the Vice Chancellor for Academic Affairs and collaborates as appropriate with academic division heads when departmental curricula or faculty members are involved in continuing education programs (P.S. 47: Continuing Education and Extension Activities and 2003-2004 LSUE Catalog, p. 22).

Evening/Weekend Classes for Degree Credit

The Continuing Education Office typically offers a varied slate of late afternoon/evening/weekend classes each semester, excluding summer terms. These classes are offered on campus and at several off-campus sites (published each registration period in the LSUE Bulletin and online at http://www.lsue.edu). Off-campus teaching sites over the past five years include the following strategic locations within LSUE’s service area. The Director administers the operation of these sites according to guidelines set forth in the Board of Regents Mandatory Guidelines for Conduct of Off-Campus Classes:

- Ville Platte, LA (Evangeline Parish)
- Opelousas, LA (St. Landry Parish)
- Crowley, LA (Acadia Parish)
- Rayne, LA (Acadia Parish)
The above list excludes an extensive list of statewide teaching sites for LSUE’s fire science courses which are administered by the Division of Business and Technology and the Fire Science Coordinator (2003-2004 LSUE Catalog, pp. 74-75).

Regular LSUE faculty, selected in consultation with the division heads, teach some continuing education classes; however, the Office of Continuing Education hires and supervises credentialed part-time instructors to handle most of the after-hours/weekend load. To ensure quality instruction, the Director of Continuing Education conducts an in-service faculty development workshop for part-time faculty each semester (Part-time Faculty Handbook). The director and/or the appropriate division head also observes and evaluates part-time faculty according to procedures and criteria for evaluation of part-time faculty published in the Part-time Faculty Handbook and P.S. 47: Continuing Education and Extension Activities. The campus-wide LSUE student course evaluation process is administered in these classes, the same as in day classes. The director disseminates course evaluation results to part-time faculty and uses these results to assess instructional effectiveness.

Students can complete most courses leading to associate degrees by taking night/weekend classes. Mainly, though, these courses are scheduled to supplement day class offerings to meet needs of students whose attendance is restricted by time and/or place. The Director of Continuing Education and the division heads plan the evening/weekend class schedule strategically to anticipate the course needs of nontraditional student populations. As a result, courses that support certain degree programs, such as Early Childhood Education, Elementary Education, and Paralegal Studies, are more frequently offered in the continuing education schedule (LSUE Bulletin: Summer and Fall 2003, p. 15 and pp. 35-38).

The following instructional support is available to students enrolled in evening/weekend classes.

- Extended-hours tutorial services on campus and at one off-campus site where child care is also provided for students who attend tutoring (After-hours Tutorial Schedule).
- Extended-hours library services on-campus weekday evenings and weekend days (LeDoux Library Schedule).
- Online access to an extensive network of linked library catalogs, indexes, and databases, affording powerful search and research capabilities for students any time, any place (http://www.lsue.edu/library).
- E-mail and Web-based advising/registration services via my.LSUE link accessed at http://www.lsue.edu.
- Faculty use of Blackboard and other Web-based technologies to post course information, facilitate synchronous and asynchronous interaction, mediate collaborative learning activities, and provide other Web enhancements that support after-hours and distance learning students (http://blackboard.lsue.edu).

Non-credit Courses

Non-credit courses are planned and offered to meet a variety of lifelong learning needs and interests. The following categories of non-credit programs and activities represent the Continuing Education Office’s efforts to serve the community and workforce, as indicated in the Statement of Institutional Mission (2003-2004 LSUE Catalog, pp. 11-13).
- Summer and youth enrichment programs for K-12 children and teenagers (for example, see *Little College on the Prairie Summer Enrichment Web site*)
- Leisure-learning courses (*Ad copy for non-credit courses; Non-credit Schedule*)
- Workforce certification and/or skills training programs (for examples, see *Food Safety News Release; Lifeguard Certification Agreement; CHMM Brochure; Dupre, Carrier, and Godchaux Contract*)
- Workshops and in-service programs for educators (for example, see *Technology Training Institute Brochure*)

**Distance Learning**

The Continuing Education Office coordinates scheduling and administration of compressed video facilities that can support courses originating at LSUE as well as other sites. The compressed video classroom carries after-hours and weekend graduate courses from universities around the state, including University of New Orleans, LSU A&M, and McNeese State University. These graduate courses serve LSUE’s mission by aiding local constituents in their pursuit of advanced degrees, notably in education and library science (*2003-2004 LSUE Catalog*, p. 22).

The office recently added a new staff position, the Assistant to the Director of Continuing Education, who is a technology media learning specialist. The Assistant to the Director serves as the campus Blackboard and distance learning mentor and also works with academic division heads and faculty to develop curricula, courses, and Web enhancements for electronic delivery (*Assistant to the Director of Continuing Education Position Announcement*).

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Programs

EDUCATIONAL PROGRAMS

3. The institution publishes admissions policies consistent with its mission.

JUDGMENT OF COMPLIANCE

☑ Compliance
☐ Partial Compliance
☐ Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

In keeping with its mission to provide programs and services of a comprehensive community college, LSUE practices an open admission policy. Admission policies are published in the 2003-2004 Catalog (pp. 23-31). All graduates of a state-approved high school and individuals holding the GED are eligible for admission to the University. Students who have graduated from a high school not approved by the State Department of Education can be admitted under the Ability to Benefit provision. Such students must be at least 17 years of age and must score at least 15 on the mathematics section of the ACT and 14 on the English section in order to be admitted to the University. Applicants who have not graduated from high school must be at least 21 years of age and must present satisfactory evidence of their ability to benefit from collegiate work. Specific policies and procedures for admission and requirements for freshmen, transfer students, international students, former students, adult special students, “home schooled” applicants, and early admission students are also cited in the 2003-2004 LSUE Catalog (pp. 23-31).

Within the institution at present, selective admission criteria exist only in the Division of Nursing and Allied Health. Specific requirements for the programs leading to the degrees of Associate in Nursing, Associate in Respiratory Care, Associate in Radiologic Technology, and Certificate in Diagnostic Medical Sonography are detailed in the 2003-2004 LSUE Catalog (pp. 78-91). Responsibility for administering this selective admission policy rests with the Head of the Division of Nursing and Allied Health, who acts upon the recommendations of the Nursing and Allied Health Programs Selection Committee. This committee is composed of the division head, program directors, registrar, faculty from other divisions, faculty from nursing, the high school relations specialist, and students from the nursing and allied health programs (P.S. 40: Nursing and Allied Health Programs Selection Committee Membership and Responsibility Guidelines).

Establishing and maintaining institution-wide criteria for admission are the responsibilities of the Director of Admissions. The director annually reviews the admission policies prior to publication of the new campus catalog. Students rated satisfaction with admission services at LSUE above the state and national average in the 2002 ACT Student Opinion Survey. Additionally, students were highly satisfied with the accuracy of pre-enrollment information.
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Programs

EDUCATIONAL PROGRAMS

4. The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, 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.

JUDGMENT OF COMPLIANCE

☒ Compliance
☐ Partial Compliance
☐ Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

The details of acceptance of credit from other collegiate institutions may be found in the 2003-2004 LSUE Catalog (pp. 24-25). Evaluation of credits from other institutions is made by the Admissions Office. Credit earned in regionally accredited colleges and universities is generally given full value. The Transfer Credit Practice of Designated Educational Institutions, published by the American Association of Collegiate Registrars and Admissions Officers, is used to evaluate credits from schools not regionally accredited. Credit for military service is normally granted in accordance with the recommendations of the American Council of Education when such credit is determined to be applicable to degree requirements. Credit in other nonaccredited settings is generally not recognized. However, applicants who are admitted are given an opportunity, usually through advanced-standing examinations, to validate some or all of the credit previously earned. Credit which has been accepted for university credit is posted to the student's transcript.

Nontraditional credit (credit earned in any way other than through residence study) is awarded according to University policy as stated in the catalog (2003-2004 LSUE Catalog, p. 25), regardless of the policy of the sending institution. 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. Credit is not awarded for experiential learning except as validated in appropriate advanced standing examinations at LSUE. Specifics for awarding credit for course work taken on a non-credit basis may be found in Educational Programs: Comprehensive Standard 8.

Any credit accepted for transfer is subject to review by the student’s division with reference to its applicability toward a particular degree, and the student is expected to conform to all requirements of the chosen degree program. Questions relating to the evaluation of credits are referred to the appropriate academic division.
A statewide student transfer guide and general education articulation matrix is available at [http://www.regents.state.la.us/Planning/artsummer2002.htm](http://www.regents.state.la.us/Planning/artsummer2002.htm). This guide may also be accessed on the Louisiana State University at Eunice Web site at [http://www.lsue.edu](http://www.lsue.edu) and in faculty advisor offices. Specific course evaluation indices exist with both the University of Louisiana at Lafayette (*UL-Lafayette – LSUE Course Evaluation Index*) and McNeese State University (*McNeese – LSUE Course Evaluation Index*). These agreements are reviewed annually and revised as appropriate.

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Programs

EDUCATIONAL PROGRAMS

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

JUDGMENT OF COMPLIANCE

☒ Compliance
☐ Partial Compliance
☐ Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

The LSU Board of Supervisors Bylaws and Regulations grants the authority and responsibility to the faculty at Louisiana State University at Eunice to “generally determine educational policy, subject to the authority of the Board. Except as otherwise stated each faculty shall establish its own educational policies” (Part II, Chapter I, Section 1-2.2.b, p. 12). At LSUE, academic policies adhere to the principles of good educational practice. As prescribed in P.S. 55: Policy Statements, all academic policies are reviewed by the Academic Council at its first spring meeting. 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 P.S. 55. Policies that are approved by the aforementioned bodies are then formally issued by the Chancellor’s Office. Academic policies pertaining to the student body are then disseminated in publications available to all currently enrolled LSUE students. Examples of these publications include: a) the 2003-2004 LSUE Catalog, b) the Student Handbook, c) LSUE Bulletin: Summer and Fall 2003, d) program brochures, and e) course-specific syllabi. In order to ensure that all University publications accurately publish current academic policies, the appropriate academic division reviews updates to the publication. Each year, a draft of the revised catalog is placed on the local area network for a final review by all faculty before the final draft is sent to the printer. All policy statements are published and disseminated to appropriate administrative offices and are also available electronically on the LSUE local area network. Additional information on academic policies is available in the Employee Handbook. According to annual faculty survey results (2003), at least 79% of the faculty responding agreed that academic policies relating to student rights and responsibilities were “clearly defined.” The 2002 ACT Student Opinion Survey results demonstrate a high degree of satisfaction (rating of 4 on a scale of 1-5) with the accuracy of pre-enrollment information, as well as with the catalog and other University publications in general.
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Comprehensive Standards
Programs

EDUCATIONAL PROGRAMS

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.

JUDGMENT OF COMPLIANCE

☑ Compliance

☐ Partial Compliance

☐ Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

Louisiana State University at Eunice maintains standards to ensure sound and acceptable practices for awarding credit for courses, regardless of format or mode of delivery. Institutional standards are in accord with the standards of the Louisiana Board of Regents and standards of accreditation agencies.

The LSUE curriculum approval process ensures that all new and modified courses meet standards of quality and best practices concerning content, learning outcomes, instructional methods, and assignments and that the amount of credit awarded is consistent with the academic requirements and standards of each course (Curriculum Development Manual). Courses offered at LSUE are in compliance with Louisiana Board of Regents “seat time” policy (Louisiana Board of Regents Policy, January 4, 2001). While this policy specifically addresses seat time for electronically delivered courses, it provides guidance on the “traditional” three-semester hour lecture class as well as other formats or modes of delivery. As stated in the policy, a traditional example used to determine course length has been that three-semester hour classes meet for not less than 36 clock hours of instruction. Class contact hours at LSUE meet or exceed this requirement. The University ensures assignment of appropriate levels to courses through its curriculum process. Course numbering, descriptions and credit awarded are consistent with LSU-Baton Rouge. In the development of a new course, faculty members routinely review similar courses at other state institutions to identify common practice in credit-level and course content. Further, the level assigned to courses is reviewed regularly and updated if needed by faculty, and is consistent with the level of similar courses around the state (Louisiana Public Higher Education General Education Articulation Matrix, McNeese and University of Louisiana at Lafayette Course Equivalency Indexes).

The faculty is responsible for determining the level of credit for courses. Responsibilities and prerogatives of the faculty are clearly defined in the LSU Board of Supervisors Bylaws and Regulations (Part II, Chapter I, Section 1-2, p. 12). Faculty responsibility for the development and review of the curriculum is delineated in both the Employee Handbook (pp. 39-44) and the Curriculum Development Manual (pp. 1-2). All additions, deletions, and modifications in courses at LSUE originate with the divisional faculty (P.S. 3: Responsibilities and Concerns of University Personnel). A standardized form is completed by the division head and forwarded to Comprehensive Standards
the Office of Academic Affairs, which transmits the form to the campus Courses and Curricula Committee for review. Following Courses and Curricula Committee review, recommendations are submitted to the Vice Chancellor for Academic Affairs, who then forwards the request and a recommendation to the Chancellor for review and approval.

The process for curricular review and modification is clearly defined and provides an adequate mechanism for quality control. The process identifies the appropriate roles of the faculty, administration, and management boards. Finally, the approval and review processes (outlined in the *Curriculum Development Manual*, pp. 10-19) insure that agreement between the curricular offerings and institutional purpose receives a major emphasis in both planning and review.

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Comprehensive Standards
Educational Programs

7. The institution ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the agreement against the purpose of the institution.

Judgment of Compliance

☒ Compliance
☐ Partial Compliance
☐ Non-compliance

Statement of Rationale for Judgment of Compliance

Louisiana State University at Eunice provides instruction for all course work required for each of its associate degree and certificate programs. It does not delegate responsibility for any of its educational programs or services. However, LSUE has contracts and agreements with several entities for awarding credit that applies to LSUE academic programs consistent with its mission (2003-2004 LSUE Catalog, pp. 11-13). The University ensures compliance with comprehensive standards, evaluating contracts and agreements against the purpose of the institution through ongoing, systematic processes of review and revision. These programs fall into four general categories:

1. Program articulation (agreements linking technical with certificate or associate degree programs and/or associate with baccalaureate programs);
2. Clinical, residency, and field experience placements;
3. Instruction at off-campus locations; and

Program Articulation

LSUE maintains program-specific articulation agreements with area training academies, technical schools, and universities. The purpose of the articulation agreements is to ensure orderly transfer of credits, thus enabling students to achieve educational goals that benefit not only the cooperating institutions and their students, but regional workforce training needs as well. Examples are as follows:

- A 2 + 2 bachelor’s degree in elementary education with the University of Louisiana at Lafayette. In this agreement, LSUE students completing the second year of the elementary education curricula transfer seamlessly into a teacher education program leading to certification. UL-Lafayette regular and adjunct faculty teach the complete slate of third- and fourth-year courses at LSUE (2003-2004 LSUE Catalog, pp. 95-96; UL-Lafayette—LSUE Elementary Education Articulation Agreement).

Comprehensive Standards
Articulation agreements with local Louisiana Technical College (LTC) campuses for accepting technical college credit in accounting/office practice courses to count as comparable courses in LSUE’s Office Information Systems curriculum. Such articulation agreements are reviewed by the Division of Business and Technology (2003-2004 LSUE Catalog, p. 17; LTC Articulation Agreements).

**Clinical, Residency, and Field Experience Placements**

LSUE maintains contractual agreements with a variety of clinical sites, school districts, local businesses, and training facilities to provide on-the-job training, service learning, and practicum experiences. The University grants credit for some of these programs, which include the following.

- Hospital and health care institution clinical agreements in the allied health areas of nursing, radiology, diagnostic medical sonography, and respiratory care. Selection of clinical sites conforms to guidelines set forth by the respective national accreditation program standards for each allied health area. Students enrolled in allied health clinicals are supervised at the various clinical teaching sites by LSUE faculty. For example, student nurses are supervised at clinical sites by departmental faculty according to guidelines specified by the National League for Nursing (Criterion 14, National League for Nursing Self-Study).

- Fire and safety training agreements in fire science and forensic science. Credit may be granted for professional training that is based on course competencies established by the U.S. Fire Administration and that is obtained from approved fire and safety training programs, such as those sponsored by state and/or municipal training facilities and academies, so long as the training course content is comparable to LSUE academic courses and instructors have proper academic/professional credentials. The Fire Science Coordinator and the Division of Business and Technology Head review teaching outlines and teaching materials before credit is awarded (Fire Science Course Articulation Agreement).

- School and day care center agreements for clinical observation and practicae. Elementary and early childhood education majors enroll in courses that place students in local schools to do field observations and practice. The respective faculty ensure that their students in observation and practicums courses are supervised on-site by certified school teachers and administrators. LSUE students are required to sign in and sign out whenever they visit the various clinical sites (Early Childhood School Placement Letter).

**Instruction at Off-campus Locations**

LSUE has only one contract, off-campus degree program. This program delivers the courses leading to the Associate of Science in Criminal Justice to employees of a local proprietary corrections facility at their worksite. LSUE regular or part-time faculty teach all courses on-site. Course and faculty evaluations are administered the same as in other classes conducted by the Office of Continuing Education. LSUE has submitted to SACS the appropriate materials for a Substantive Change Request for this program (Wackenhut Contract; Substantive Change Request Form for Wackenhut program).
Cooperative Education Placements

Some LSUE departments and programs offer internship or practicum courses for students working in the real-world discipline. Such credit is granted only for structured programs requiring students to relate their work experience to academic studies. As stated in the course descriptions in the 2003-2004 LSUE Catalog, students in practicum courses are exposed to “a structured program of individualized work experience...with a participating employer.” The course descriptions further stipulate “the student’s experience will be related to academic studies and must contribute significantly to professional development.” Students must make arrangements with the LSUE faculty member before enrolling in the practicum course and must submit a written final report at the end of the practicum experience. Such cooperative education courses are listed in the 2003-2004 LSUE Catalog (pp. 109-149) under the appropriate departmental course headings.

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Programs

EDUCATIONAL PROGRAMS

8. The institution awards academic credit for course work taken on a non-credit basis only when there is documentation that the non-credit course work is equivalent to a designated credit experience.

JUDGMENT OF COMPLIANCE

☒ Compliance
☐ Partial Compliance
☐ Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

Louisiana State University at Eunice evaluates credits from other institutions through the Office of Admissions. Nontraditional credit (credit earned in any way other than through residence study) is awarded according to LSUE’s own policies as stated in the 2003-2004 LSUE Catalog, regardless of the policy of the sending institution. Credit is not awarded for experiential learning except as validated in appropriate advanced standing examinations at LSUE. Any credit accepted for transfer is, in all cases, subject to review by the student’s division with reference to applicability toward a particular degree, and the student is expected to conform to all requirements of the chosen degree program (2003-2004 LSUE Catalog).

LSUE awards academic credit for course work taken on a non-credit basis in only two areas:

Division of Business and Technology:
- Fire Science: LSUE has articulation agreements with the Louisiana State University Fire and Emergency Training Institute and eight fire departments based on course competencies established by the United States Fire Administration. Each training unit must supply a copy of course outlines and teaching materials before credit is issued (Fire Science Articulation Agreement).
- Accounting and Office Administration: LSUE has articulation agreements with five Louisiana technical college campuses (LTC) covering accounting and office administration courses built around course competencies established by the faculty of the Division of Business and Technology (Articulation Agreements in Accounting and Office Administration with LTC campuses).

Division of Nursing and Allied Health:
- Nursing: Licensed Practical Nurses who pass the National League for Nursing Accelerated Challenge Examination I, Practical Nurse-Registered Nurse Examination, meet the selection criteria specified in the 2003-2004 LSUE Catalog, and are selected into the clinical program are granted 18 hours of advanced standing credit in the first year nursing courses (2003-2004 LSUE Catalog, Licensed Practical Nurses).
Radiologic Technology: Registered Radiologic Technologists are eligible to receive 43 hours of advanced standing credit hours in college radiologic technology courses that they can apply toward the associate degree program (2003-2004 LSUE Catalog, Advanced Standing for Registered Radiologic Technologists).

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Programs

EDUCATIONAL PROGRAMS

9. The institution provides appropriate academic support services.

JUDGMENT OF COMPLIANCE

☑ Compliance
☐ Partial Compliance
☐ Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

At Louisiana State University at Eunice, academic support services are provided through the Office of Academic Assistance, the Library, and the Office of Information Technology. Below is an overview of academic support services. Library and Other Learning Resources: Comprehensive Standard 25 and Student Affairs and Services: Comprehensive Standard 30 contain detailed descriptions of library, learning resources, facilities, and other services that support academic programs.

Office of Academic Assistance

The Office of Academic Assistance houses two federally funded TRIO programs: Student Support Services and Project Upward Bound (Student Support Services and Project Upward Bound Grant Award Notification). Students apply for participation in Student Support Services and are selected based on their being the first generation in college, on limited family income, or on their having a physical disability.

A variety of academic support services are available to students who qualify. These include tutoring, counseling (academic, career, college transfer, and personal), testing, computer assisted instruction, workshops for academic and personal improvement, cultural/educational activities, accommodated services for handicapped students, supplemental instruction, and assistance to participants transferring to four-year institutions (2003-2004 LSUE Catalog; Student Support Services Web Site).

The Tutorial Center provides students with free tutorial assistance with an average of 26 student tutors under the supervision of a professional coordinator. The University provides non-grant funding to the Tutorial Center for additional student employment. This enables the Tutorial Center to serve regular University students as well as project students. The center also contains a computer-assisted instructional laboratory with programmed lessons in mathematics, accounting, chemistry, economics and French. Additionally, the center provides supplemental instruction (SI) leaders for specific classes. These SI leaders, under the supervision of a professional academic support specialist, work with students and instructors to facilitate development of study skills and content comprehension. Satellite tutorial centers have been opened in Opelousas and in the Bengal Village residence center (Memorandum of Understanding: New Life Center).
Tutorial services were highly ranked on the ACT Student Opinion Survey (2002 ACT Student Opinion Survey).

Library

The Arnold LeDoux Library is separately addressed under Library and Other Learning Resources: Comprehensive Standards 25, 26, and 27. The library utilizes an online catalog which provides student and faculty access to a wide range of resources to support LSUE academic programs. The library provides bibliographic instruction sessions to support academic research and instructional goals of students and faculty. The library has available instructional video tapes in a number of areas. The library also houses a number of audio-visual materials that are varied in coverage and format (2003-2004 LSUE Catalog).

Office of Information Technology

The Office of Information Technology provides services supporting the academic programs in a number of areas including instructional technology, desktop computing, networking, telecommunications, and video conferencing. Computing services received a 4.47 rating on a 5.0 scale in the ACT Student Opinion Survey (2002 ACT Student Opinion Survey).

There are eleven computer laboratories with software available for student use at LSUE. Faculty members have access to two mobile wireless laptop laboratories, each containing 24 notebook computers. LSUE has also placed computers at the Wackenhut Correctional Facility to support courses taught at that site. Kiosk units are located in the fire science training facilities in Shreveport and Monroe to provide fire science students at these remote sites with access to online services. Another kiosk has been placed at Eunice High School for the Advanced College Placement students. Through the computer labs and the other projects, LSUE has an excellent student-to-computer ratio of 11:1.

Information Technology further supports instruction in the classroom by offering online computer services for each class along with instructional technology equipment in many classrooms. LSUE currently has 22 multimedia equipped classrooms as well as other portable instructional resources for faculty. Through the my.LSUE computer system, faculty have access to current student records data for each of their classes, class lists (with picture of each student for I.D. purposes), e-mail addresses for each student. Faculty also use my.LSUE to post online course content. All of these resources are available through a single, integrated Web-based service, http://my.lsue.edu.

LSUE is continuously upgrading and enhancing the technology resources available to the entire LSUE community. For example, campus computers are replaced on a rotating three-year cycle; the campus network has undergone two major upgrades in the past five years; and the my.LSUE system is continuously being enhanced by addition of new services and features (2003-2004 LSUE Catalog; my.LSUE).
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Programs

EDUCATIONAL PROGRAMS

10. The institution defines and publishes general education and major program requirements for all its programs. These requirements conform to commonly accepted standards and practices for undergraduate programs as well as graduate and post-baccalaureate professional degree programs.

JUDGMENT OF COMPLIANCE

☑ Compliance
☐ Partial Compliance
☐ Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

The general education component of each associate degree curriculum is defined in the 2003-2004 LSUE Catalog (p. 69) and in the Curriculum Development Manual (p. 44). General education requirements comprise at least twenty-five percent of the total curriculum, exceeding the minimum of 15 hours specified in Core Requirement 7c. The general education component for each associate degree program includes six semester hours of English composition, at least three hours of mathematics, and at least one course from the humanities, social sciences, and natural sciences. Other general education courses are listed in each associate degree curriculum published in the 2003-2004 LSUE Catalog (pp. 67-92). General education requirements for all associate degree programs conform to Louisiana Board of Regents mandated statewide general education requirements (Louisiana Board of Regents Academic Affairs Policy 2.16, Statewide General Education Requirements).

General degree requirements for all associate degree and certificate programs are published in the 2003-2004 LSUE Catalog (pp. 67-69). These requirements include University regulations regarding choice of catalog, minimum grade point average for graduation, residence requirements, requirements for earning more than one associate degree, course substitutions, transfer credit, and time limitations on courses accepted for degree credit.

Transfer Programs

In keeping with its overall mission, LSUE offers the first two years of various curricula offered at LSU, the University of Louisiana at Lafayette, and McNeese State University, the main receiving institutions of LSUE transfer students. Transfer curricula are published in the 2003-2004 LSUE Catalog (pp. 93-108) as well. In general, LSUE courses that are comparable in course content to similar courses offered at LSU are assigned the LSU course numbers, facilitating the transfer of credit. Additionally, LSUE has formal articulation agreements with the University of Louisiana at Lafayette (ULL-LSUE Course Evaluation Index) and McNeese State University (McNeese-LSUE Course Evaluation Index), aiding LSUE faculty advisors and students in selecting comparable courses at these institutions. The articulation agreements are
reviewed and revised annually and are available on the my.LSUE system and in faculty advisor offices. Lastly, The Louisiana Public Higher Education General Education Articulation Matrix provides students and faculty advisors accessible information on the transfer of general education courses statewide. The Matrix is linked electronically on my.LSUE to the Louisiana Board of Regents’ Web site and printed copies are distributed to faculty advisors and division offices. The Matrix is revised and updated annually.

**Associate and Certificate Programs**

Major program requirements for all associate degrees and certificates are published in the 2003-2004 LSUE Catalog (pp. 67-92). LSUE offers fourteen associate degrees and four certificate programs in the following areas:

**Division of Business and Technology**

**Associate Degree Programs**

1. Associate of Applied Science: Computer Information Technology
2. Associate of Applied Science: Office Administration
3. Associate of Applied Science: Management
4. Associate of Applied Science: Fire Science
5. Associate of Applied Science: Public and Industrial Security

**Certificate Programs**

3. Certificate in Applied Science: Arson Investigation

**Division of Liberal Arts**

**Associate Degree Programs**

1. Associate of Arts
2. Associate of Science in Criminal Justice
3. Associate in Paralegal Studies
4. Associate of Arts in Early Childhood Education
5. Associate of General Studies

**Division of Sciences**

**Associate Degree Programs**

1. Associate of Science
Division of Nursing and Allied Health

Associate Degree Programs

1. Associate in Nursing
2. Associate in Respiratory Care
3. Associate in Radiologic Technology

Certificate Programs

1. Certificate in Diagnostic Medical Sonography

The nature, purpose, and structure of each degree program and the curricular requirements are published in the 2003-2004 LSUE Catalog (pp. 67-92). A recommended sequence of courses is given for each certificate and associate degree program that generally moves from the less to the more complex subject matter. Course levels and descriptions are also included in the 2003-2004 LSUE Catalog (pp. 109-149) and are provided in course syllabi.

There are a number of processes in place at LSUE that ensure associate degree program requirements conform to commonly accepted standards and practices for undergraduate programs. As discussed in Core Requirement 7b, each associate degree and certificate program undergoes a rigorous approval process. The process is outlined in the Curriculum Development Manual. At the divisional level, faculty develop the proposed program by describing the nature and objective of the program, listing and describing course offerings, outlining the curriculum in sequence, confirming a need for the program, projecting student enrollment and graduation rates, listing faculty members, detailing library resources relevant to the program, and projecting costs associated with the new program. Proposals for new academic programs follow the criteria outlined in the Louisiana Board of Regents Academic Affairs Policy 2.05, Review of Proposals for New Academic Programs/Units. (http://asa.regents.state.la.us/PP/Policies/2.05).

The formal request for a new curriculum begins with the division’s submission of a Courses and Curriculum Form C, Request for Adding, Changing, or Dropping a Curriculum. The Office of Academic Affairs will review the C&C Form C and the Louisiana Board of Regents’ Request for Authority to Offer a New Program and all supporting documents for completeness, coordination, and content. The request is next forwarded to the Faculty Senate Courses and Curricula Committee, which reviews the program and returns the request with recommendations to the Vice Chancellor for Academic Affairs. The Academic Council then reviews the new degree program. Upon review of the new program, the Vice Chancellor for Academic Affairs forwards the request to the Office of the Chancellor. A new degree program must be approved by the Chancellor and forwarded to the President of the LSU System. The President refers the request to the Vice President for Academic Affairs, who presents the request to the LSU System Council of Chief Academic Officers. The recommendation of that body is then sent to the President for review and approval. Upon approval, the President submits the request to the Academic Affairs Committee of the Louisiana State University Board of Supervisors. The entire Board subsequently reviews the action of the academic committee. Upon approval by the Board of Supervisors, the degree program is submitted to the State of Louisiana Board of Regents for final

Comprehensive Standards
approval. As part of the new program approval process, the Board of Regents enlists the services of external consultants who review the proposed degree program. In *The Guidelines for Program Evaluation*, the consultants are asked to assess the program design including proposed course offerings, the coherence of the program, current practices in the discipline or field, and the quality of the curriculum.

In the preparation of a new degree proposal, faculty review similar degree programs at other institutions throughout the country to seek information on current practices. Additionally, where appropriate, faculty will follow the curricular requirements of the particular discipline’s accreditation body. For example, faculty in the Division of Liberal Arts used the “Guidelines for Associate Degree-Granting Institutions and Technical Schools” published by the National Association for the Education of Young Children to help in the development of the curriculum for the Associate of Arts in Early Childhood Education (*Associate of Arts in Early Childhood Education Program Proposal*).

Each occupational associate degree program has a community advisory committee that serves as a liaison with various segments of the communities involved with the program including employers, practicing professionals, and program graduates (*Program Advisory Committees*). The committees review their respective programs for quality and appropriateness for the current employment market. For example, in response to suggestions made by the Business Advisory Committee and fire chiefs, changes were made to core requirements for the Associate Degree in Fire Science and to the concentrations in occupational safety and health technology and in environmental technology (*Courses and Curriculum Form C, December 3, 2001*). Additionally, the Division of Business and Technology has been ISO certified the past four years, attesting to the high quality of the programs in that division (*ISO Certificate of Approval*).

At the present time, all associate degree programs in the Division of Nursing and Allied Health are fully accredited. The Associate in Nursing is accredited by the National League for Nursing (*Letter of Notification*); the Associate in Radiologic Technology is accredited by the Joint Review Committee on Education in Radiologic Technology (*Letter of Notification*); and, the Associate in Respiratory Therapy is accredited by the Committee for the Accreditation of Respiratory Care (*Letter of Notification*). These programs undergo intensive periodic accreditation review as part of the process to insure best practices in these health professional fields. Pass rates on licensure examinations in these three programs have been excellent, often exceeding the state and national averages (*Pass Rate Data on Licensure Exams in Allied Health Programs*). Additionally, the Division of Nursing and Allied Health is seeking accreditation by the Joint Review Committee on Education in Diagnostic Medical Sonography of its new certificate program in diagnostic medical sonography.

Lastly, to insure that general education and major program requirements for all programs at LSUE conform to commonly accepted standards and practices, each academic division undertakes a comprehensive review of its programs every three years. As part of the review process, academic divisions assess the quality of their respective programs. The factors for these appraisals included accreditation, reputation of program faculty, and eminence and regard for programs (*Louisiana State University at Eunice Program Appraisal Guidelines*).
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Programs

EDUCATIONAL PROGRAMS

11. The institution protects the security, confidentiality, and integrity of its student academic records and maintains special security measures to protect and back up data.

JUDGMENT OF COMPLIANCE

- Compliance
- Partial Compliance
- Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

Security

Student academic records are kept in a secure environment. All records are processed and maintained in one office complex that includes the Office of Academic Affairs and the Office of the Registrar and Director of Admissions. The physical arrangement of the office complex enables employees to monitor all activity in the workplace, and the office complex is never left unattended. Only authorized personnel are allowed beyond the reception center, keeping information on computer screens, desks, and in office files secure from unauthorized viewing or access. The office complex is locked daily at the end of regular working hours. A plant operator locks all entrances to campus buildings after evening classes end, Monday through Friday. On weekends, campus buildings remain locked unless in use for Saturday classes or other scheduled events. Additionally, a member of LSUE security makes periodic security checks after normal working hours (Campus Security Schedule). Keys to the office complex are issued only to approved office personnel. The Office of Business Affairs issues all University keys and maintains a record of all key holders (Business Office Procedures for Issuing Keys). The employee’s immediate supervisor must approve any request for a University key.

The Registrar/Director of Admissions supervises four classified employees who are responsible for admissions, student records, and transcripts. Each work area is separate with a window to serve students. The Office of Admissions receives, evaluates, and processes all admission applications for the University (Admissions Processing Manual). A file folder is created and maintained for each student applicant. The Office of Admissions also receives student ACT scores, high school transcripts, and official college transcripts of transfer students. Student folders are forwarded to the Office of Student Records once the student has completed the registration process. The processing of student information is guided by four manuals: Volume 1, Opening Ledgers; Volume 2, Posting Grades; Volume 3, ACT and Advanced Placement; and Volume 4, Miscellaneous. Student information is entered into the campus data system and is microfilmed and stored in the vault located in the Office of Student Records. Student file folders, transcripts, the University Seal, and official transcript paper are also kept in the vault. The vault is fire proof and has a combination lock. The Vice Chancellor for Academic Affairs, the Registrar, and the Student Records Office Coordinator are the only personnel with the
combination to the vault. Only authorized personnel are allowed access to student files. Student workers must sign a confidentiality agreement before they are hired.

Basic network access is granted to all LSUE employees. Before receiving a network account, employees must sign and return to the Office of Information Technology (OIT) a Computing and Information Usage Agreement as required by and explained in P.S. 65: Administrative Computing Policy. Access to student data in the campus data system is assigned on a need-to-know basis and requires a written request signed by an employee’s supervisor and approved by the department owning the data as well as the Director of the Office Information Technology. A Service Request Form is used to request any additional access to reports or data. The employee’s immediate supervisor and the Director of OIT must approve the request. Access to information is approved for employees based upon the position and job duties. When employees terminate employment with the University, they must have each campus department sign a form acknowledging that all necessary termination activities have been completed (Faculty and Staff Checkout Form). The Office of Information Technology uses this form as notification to terminate the employee’s login access.

Confidentiality

The confidentiality of student academic records is maintained in several ways. As mentioned above, access to student data in the campus data system is assigned on a need-to-know basis. Access to my.LSUE accounts is protected by individual passwords and PIN numbers. Additionally, employees in the Office of the Registrar, Admissions, and Student Records follow rules regarding the release of student information (Notification of Rights under the Family Educational Rights and Privacy Act of 1974).

LSUE publishes several documents that deal with the confidentiality of student records. In the 2003-2004 LSUE Catalog, students are informed of their rights with respect to their educational records as required by the Family Educational Rights and Privacy Act of 1974. P.S. 34: Privacy Rights of Parents and Students establishes policies and procedures to protect the privacy of parents and students, to ensure student access to educational records maintained by LSUE, and to provide definitions of materials to be released from these records without student permission. As explained in P.S. 32: Retention and Disposal of Student Records, policies governing retention and disposal of student records comply with the recommendations of the American Association of Collegiate Registrars and Admissions Officers as published in Retention of Records: A Guide for Retention and Disposal of Student Records (2000). Lastly, the Employee Handbook (pp. 33-35) contains a section on privacy rights of parents, guardians, and students. As of the 2003 summer session, faculty record final grades electronically through the my.LSUE system.

Integrity

In the Office of the Registrar, only the Registrar and Office Coordinator may alter grades in the data system and enter work on a student’s transcript. Only the instructor of record is permitted to record a student grade. Additionally, the instructor of record must initiate an official grade change by completing a Grade Correction Report that also requires the signatures of the...
appropriate division head and the Vice Chancellor for Academic Affairs. The Office Coordinator posts the approved grade change.

The my.LSUE system provides secure “anytime-anywhere” access for faculty and students to a wide variety of on-line activities and information including registration, academic advising, course history and transcripts, and student billing and financial aid status (*Faculty Guide to Using the my.LSUE System*). Student and faculty access to the system is via a password and PIN number. The Office of the Registrar and Admissions assigns student ID and PIN numbers. The Office of Information Technology assigns faculty and staff ID and PIN numbers.

**Special Security Measures**

LSUE maintains special security measures to protect and back up data including student records. Under the supervision of the Office of Information Technology, administrative software and data are backed up on a regularly scheduled basis. The campus data system database is backed up each afternoon. Transaction logging for the database is written to tape throughout the day. Backup tapes are placed in the vault located in the Office of the Registrar each afternoon. The following day, these tapes are moved to the offsite storage facility located in Room 114 of the Health Technology Building. Full operating system and source file backups are performed each Friday and stored in the same manner as the daily database backups. Other key servers, including e-mail, course management systems, and administrative file and print, are backed up remotely to disk nightly (*The Information Technology Disaster Preparedness and Recovery Plan*).

*The Information Technology Disaster Preparedness and Recovery Plan* sets forth a contingency plan for recovery from disruption of computer and/or network services, ranging from total destruction of the central site to minor disruptive incidents. Special attention and emphasis is given to an orderly recovery and resumption of those operations critical to the daily operation of the University. The plan identifies the recovery team, procedures for disaster preparedness, recovery procedures, and emergency procedures.

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*Note: The accompanying document is an executive summary of the Manual. The Manual is available in the Office of Admissions.*
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Programs

EDUCATIONAL PROGRAMS

12. The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty.

JUDGMENT OF COMPLIANCE

☒ Compliance
☐ Partial Compliance
☐ Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

At LSUE, the faculty are given primary responsibility for the content, quality, and effectiveness of the curriculum. This authority is granted by the LSU Board of Supervisors. The LSU Board of Supervisors Bylaws and Regulations state that the faculty “shall establish curricula, fix standards of instructions, determine requirements for degrees, and generally determine educational policy, subject to the authority of the Board” (Part II, Chapter I, Section 1-2.2.b, pp. 12-13). Educational policies regarding elements of courses and curricula are listed as one of the specific faculty responsibilities in P.S. 3: Responsibilities and Concerns of University Personnel. Faculty responsibility for the development and review of the curricula is also addressed in the Employee Handbook. The Faculty Senate, an elected body representing the LSUE faculty, states in its constitution, “The Faculty Senate of Louisiana State University at Eunice, as a body whole or working through its committees, shall establish curricula, fix standards of instruction, subject to the approval of the LSU Board of Supervisors” (Employee Handbook, Appendix B). One of the committees of the Faculty Senate, the Courses and Curricula Committee, is specifically charged to “act for the faculty to add, amend, delete courses and curricula…and to forward such to the Office of Academic Affairs for appropriate disposition…” 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 (pp. 10-16). New degree programs must also be approved by the LSU Board of Supervisors and the Louisiana Board of Regents. The complete curriculum review process is discussed in Core Requirement 10.

The faculty at LSUE understand their role in determining the content, quality, and effectiveness of the curriculum. According to annual faculty survey results (2003), at least 97% of the faculty responding agreed or strongly agreed that the faculties do have a role in “curriculum development, change, and review” as well as the freedom to “try new and innovative methods of instruction.”
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Programs

EDUCATIONAL PROGRAMS

13. 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.

JUDGMENT OF COMPLIANCE

☑ Compliance
☐ Partial Compliance
☐ Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

As indicated in Educational Programs: Comprehensive Standard 12, primary responsibility for the control, quality, and effectiveness of LSUE’s curriculum rests with the faculty. Division heads are the chief executive officers of their respective division and are responsible for the development of academic programs, courses, and curricula within their particular division (P.S. 3: Responsibilities and Concerns of University Personnel). The responsibility for course or degree program oversight, coordination, and review in each curricular area resides in full-time faculty who are academically qualified in the field. The Roster of Instructional Staff details the academic training, courses taught, and other qualifications or experience for each full-time faculty member. Faculty credentials documenting the academic qualifications of all faculty members are maintained in the Office of Academic Affairs and the Office of Human Resources.

For each vocational/occupational associate degree program, a full-time faculty member in the discipline is assigned as a program coordinator/or program director with the responsibility for curriculum development and review (Roster of Program Coordinators and Directors). The coordinator/director initiates course changes and curricular revisions according to procedures specified in the Curriculum Development Manual. Faculty members are expected to update course syllabi annually to reflect any changes in content or methodology. Updated syllabi are reviewed and filed on the divisional level. In addition, every three years, faculty members (including program coordinators/directors) undertake comprehensive reviews of academic disciplines, certificates, and associate degree programs using the Program Appraisal Guidelines. The review process involves faculty, administrators, and the LSUE Advisory Board.

Students who plan to transfer to complete a baccalaureate degree may enroll in either the Associate of Arts or Associate of Science Degree Program. The Associate of General Studies degree offers a flexible program for students seeking career preparation, self-improvement, or cultural enrichment. The Head of the Division of Liberal Arts is responsible for curricular oversight and review for the associate of arts and general studies degrees while the Head of the Division of Sciences oversees the associate of science degree program.
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Programs

EDUCATIONAL PROGRAMS

14. The institution’s use of technology enhances student learning, is appropriate for meeting the objectives of its programs, and ensures that students have access to and training in the use of technology.

JUDGMENT OF COMPLIANCE

☒ Compliance
☐ Partial Compliance
☐ Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

The “Statement of Values” in the prefatory section of the LSU at Eunice Strategic Plan: A Blueprint for the Future provides a prominent declaration of institutional commitment to the use of technology to enhance student learning and related services: “[Louisiana State University at Eunice] recognizes and values the application of modern technology to support current and enhanced instruction, service and institutional support functions and systems.”

This values statement finds active expression in numerous ways:

• The award-winning my.LSUE Web-based portal provides “anytime—anywhere” access to traditional academic and support services for both faculty and students (http://www.lsue.edu/it/page3.html; 2003-2004 LSUE Catalog, pp. 16-17). On-campus access to my.LSUE is facilitated by kiosks stationed at convenient locations in buildings around the campus.
• The Office of Information Technology publishes and posts my.LSUE user guides for both students and faculty (http://www.lsue.edu/it/page4.html).
• The Office of Information Technology also provides faculty with a wealth of “Technology in the Classroom” resources to enhance traditional methods of instruction (http://www.lsue.edu/it/page6.html). Notable among these resources are the following:
  o A campus-wide wireless network allows faculty and student access to LSUE online services as well as the Internet from anywhere on campus. LSUE hosts the only campus-wide wireless network in the state.
  o The Adopt-A-Laptop Program allows faculty members interested in using technology to acquire laptops for classroom use. Each laptop is equipped with a wireless network card allowing for complete network access from anywhere on campus. More than one-third of LSUE’s full-time faculty participate in this program.
  o One compressed video classroom and 22 multimedia enhanced classrooms allow faculty to easily use technology in the classroom. These media allows instructors
to bring a wealth of materials into the classroom that would not be possible in traditional presentations.

- SMARTTHINKING, an online tutorial in a number of disciplines, is available for faculty and students (SMARTTHINKING Contract; SMARTTHINKING Usage Report).

- As stated in P.S. 65: Administrative Computing Policy, the Office of Information Technology is directed to provide “services as well as user support, training and consulting related to computing, networking, telecommunications, and video conferencing to the LSUE community.” P.S. 65 further stipulates that when computer hardware and software are obtained by an office or department, training must be budgeted at the same time.

- Computer labs are located throughout the campus. The on-campus computer to student ratio is approximately 11:1. These labs are maintained and updated regularly to support teaching and learning, broad as well as specifically according to the needs of individual disciplines. (“Computer Labs” http://www.lsue.edu/it/page5.)

- The Office of Continuing Education, with technological support from the Office of Information Technology, serves as the campus center for electronic learning. The Assistant to the Director of Continuing Education, added to the staff in Summer 2003, administers LSUE’s Blackboard system (http://blackboard.lsue.edu) and manages compressed video facilities. This staff member is directed to promote Blackboard use and training and to provide electronic learning resources for faculty and students campus-wide (Assistant to the Director of Continuing Education Position Description).

- The LeDoux Library facilitates anytime, anywhere student and faculty access to the extensive Louisiana Online University Information System (LOUIS) statewide linked library network and services (http://appl006.lsu.edu/ocsWeb/louishome.nsf/index). Furthermore, the Library staff provides technology-centered bibliographic instructional services for students customized to meets the needs of specific courses, disciplines, and faculty requests (Bibliographic Instruction Request Form).

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Programs

EDUCATIONAL PROGRAMS

15. The institution identifies competencies within the general education core and provides evidence that graduates have attained those college-level competencies.

JUDGMENT OF COMPLIANCE

☐ Compliance
☐ Partial Compliance
☐ Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

The general education component comprises at least 25 percent of each associate degree curriculum and includes courses from humanities, social sciences, mathematics and natural sciences. In all degree programs, the institution provides components designed to insure competence in written and spoken communication and fundamental mathematical skills. The general education component includes six semester hours of English composition (the completion of English 1001-1002), three-hours or a six-semester hour sequence of mathematics, at least one course from the social sciences, and one course from the natural sciences (2003-2004 LSUE Catalog, pp. 67-91). Developmental courses are also offered in English composition, reading, and mathematics. Successful completion of these courses indicates readiness for college-level courses in the respective areas. Additionally, outcomes assessment reports indicate that students who complete the developmental courses in English and mathematics have a respectable success rate in subsequent collegiate courses (2001-2002 Outcomes Assessment Forms, Liberal Arts: Success in Subsequent Courses; 2001-2002 Outcomes Assessment Forms, Developmental Studies: Success in Subsequent Courses). Basic competency in computer use is acquired through a number of courses. All students are required to use the computer in English composition (Course Syllabus for English 1001), which incorporates instruction in word processing. Students enrolled in several collegiate mathematics courses develop skill in the use of computing technology (Course Syllabi for Mathematics 1011, 1021, 1022, 1425, 1431, and 1550). In most associate degree programs, the spoken communication requirement is satisfied with a speech communication course. In the criminal justice, nursing, radiologic technology, and respiratory care programs, a speech communication component is included in a particular program course. For example, students enrolled in the associate degree program in criminal justice must take English 2002, which includes a spoken communication assignment (Course Syllabus for English 2002). To assess their critical thinking skills, associate degree candidates take the ACT Collegiate Assessment of Academic Proficiency Critical Thinking Test, which assesses the student’s ability to clarify, analyze, evaluate, and extend arguments (2001-2002 Outcomes Assessment Forms, General Education: Critical Thinking).

Employer surveys seek input regarding the communication skills of occupational/vocational associate degree graduates as well as the graduate's training in professional competencies. For instance, in a 2002 Employer Survey of Nursing Graduates, respondents rated 55% of the
graduates as above average in communication skills and 45% as average. Employer Survey results were equally positive for 2002 graduates of the radiologic program. Ninety-five percent of the respondents to the Employer Survey for the last three years rated communication skills of the graduates as excellent or very good (Radiologic Technology Employer Survey, 2000, 2001, and 2002). A complete listing of outcomes assessment forms for associate degree programs is provided in Educational Programs: Comprehensive Standard 1.

English and mathematics competency is defined in the catalog. Various avenues for students to demonstrate competence are identified. Students must satisfy one criterion in each of the following categories prior to receiving an associate degree at LSUE:

I. Competency in English is defined in the 2003-2004 LSUE Catalog (p. 69) in the following ways:
   a. A minimum combined total score of 62 on the English score plus the composite score of the Enhanced ACT test;
   b. A minimum score of 3 on the College Board Advance Placement Examination in English Literature and Composition;
   c. A minimum score on the English competency examination administered by the Division of Liberal Arts. This examination is administered to students following completion of English 1002.

II. Competency in Mathematics is defined in the same publication in the following ways:
   a. A score of at least 22 on the mathematics section of the Enhanced ACT test;
   b. A score of 3 or more on the College Board Advance Placement Examination in Mathematics (AB or BC Exam);
   c. A passing score on either the CLEP College Algebra or Calculus Examination;
   d. A grade of C or higher in Mathematics 1021, College Algebra;
   e. A minimum score on the mathematics competency examination administered by the Division of Sciences following completion of Mathematics 1011, Algebra for College Students.

In addition to the above measures of competency in English composition and mathematics, students completing English 1002 (second semester English composition) and Mathematics 1011 or 1021 (college algebra) take the ACT Collegiate Assessment of Academic Proficiency Test in Writing and Mathematics Skills. Test results place LSUE students at or above the national average for two-year students taking these tests, further substantiating competency in these skill areas (2001-2002 Outcomes Assessment Forms, General Education: Written Communication—CAAP Results; 2001-2002 Outcomes Assessment Forms, Science: Competency in Mathematics).

Note: The links below for 2001-2002 Outcomes Assessment Forms will access documents containing all forms from the respective academic division or program.

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16. The institution awards degrees only to those students who have earned at least 25 percent of the credit hours required for the degree through instruction offered by that institution.

JUDGMENT OF COMPLIANCE

☑ Compliance
☐ Partial Compliance
☐ Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

In the 2003-2004 LSUE Catalog (p. 68) under the General Degree Requirements heading, item Number 2 specifies that at least 25 percent of the credit hours of degree requirements must be completed in residence at LSUE. All students must be enrolled at LSUE during the semester in which the requirements are fulfilled.

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Programs

EDUCATIONAL PROGRAMS

17. The institution’s post-baccalaureate professional degree programs and its master’s and doctoral degree programs are progressively more advanced in academic content than undergraduate programs

This standard is not applicable to Louisiana State University at Eunice.
Programs

EDUCATIONAL PROGRAMS

18. The institution ensures that its graduate instruction and resources foster independent learning, enabling the graduate to contribute to a profession or field of study.

This standard is not applicable to Louisiana State University at Eunice.
Programs

 EDUCATIONAL PROGRAMS

19. The majority of credits toward a graduate or a post-baccalaureate professional degree is earned through the institution awarding the degree. In the case of graduate and post-baccalaureate professional degree programs offered through joint, cooperative, or consortia arrangements, the student earns a majority of credits from the participating institutions.

This standard is not applicable to Louisiana State University at Eunice.