

Federal Mandates

1. When evaluating success with respect to student achievement in relation to the institution's mission, the institution includes, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.

JUDGMENT OF COMPLIANCE

- Compliance
 Partial Compliance
 Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

As part of its mission, LSUE provides a wide array of educational opportunities for its constituencies including developmental courses for the underprepared student, transfer curricula leading to baccalaureate degrees, associate degree programs, and general education courses. The university uses various measures to assess student success in these areas. *

Developmental Education Courses

- Course completion rates in developmental education courses: English composition, college reading, study skills (*2001-2002 Outcomes Assessment Forms, Liberal Arts: Course Completion*), and mathematics (*2001-2002 Outcomes Assessment Forms, Science: Course Completion Goals*).
- Success in subsequent freshmen English Composition (*2001-2002 Outcomes Assessment Forms, Liberal Arts: Success in Subsequent Courses*) and mathematics courses (*2001-2002 Outcomes Assessment Forms, Developmental Studies: Success in Subsequent Courses*).
- Retention rates of developmental students (*2001-2002 Outcomes Assessment Forms, Liberal Arts: Retention; Science: Retention*).
- Academic standing of students subsequent to the completion of developmental mathematics courses (*2001-2002 Outcomes Assessment Forms, Science: Academic Achievement*).
- LSUE Course Evaluation System: assesses students' opinions regarding the quality of specific courses and the instructor (*LSUE Course Evaluation System*).

Transfer Student Assessment

- Academic performances of students who transfer to LSUE's main receiving institutions.
- LSUE Course Evaluation System.
- Grade Distribution by Course and Instructor (*Grade Distribution by Course, Fall 2002; Grade Distribution by Instructor, Fall 2002*).

Associate Degree Programs

- Program Appraisal: LSUE conducts appraisals of all its academic programs on a three-year cycle (*LSUE Program Appraisal Guidelines*).
- Graduating Student Survey: assesses graduating students' opinions about the instructional and curricular components of their associate degree program. It is administered at the end of each regular semester (*2002 Spring Graduating Student Survey Data*).
- Three-year, associate degree graduation rate: As part of a state-mandated operational plan, LSUE has established a goal to increase the three-year, first-time associate-degree-seeking student graduation rate by 1.0% in Fall 2003 over Fall 2001 (*FY 2003-2004 Operation Plan, Objective I.4*).
- LSUE Course Equivalency System
- Nursing Program: Patterns of Employment: assesses nursing graduate employment. Data is collected annually in January (*2001-2002 Outcomes Assessment Form, Nursing Program: Patterns of Employment*).
- Nursing Program: NCLEX-RN Pass Rates: reports pass rates on the nursing licensure examination (*2001-2002 Outcomes Assessment Form, Nursing Program: NCLEX-RN Pass Rates*).
- Nursing Program: Job Placement Rates: assesses placement success of nursing program graduates (*2001-2002 Outcomes Assessment Forms, Nursing Program: Job Placement Rates*).
- Nursing Program: Employer Satisfaction: assesses employer opinion about the skills and performance of LSUE nursing graduates (*2001-2002 Outcomes Assessment Forms, Nursing Program: Employer Satisfaction*).
- Nursing Program: Completion/Graduation Rates: assesses graduation rates for nursing program students (*2001-2002 Outcomes Assessment Forms, Nursing Program: Completion/Graduation Rates*).
- Radiologic Technology Program Employment Goals: measures percentage of graduates who are employed in radiography within six months of graduation (*2001-2002 Outcomes Assessment Forms, Nursing/Allied Health: Radiologic Technology Program Employment Goals*).
- Radiologic Technology Program Retention: measures graduation rates of the program (*2001-2002 Outcomes Assessment Forms, Nursing/Allied Health Program: Radiologic Technology Program Retention*).
- Radiologic Technology Program Professional Competencies: assesses employer opinion of the skills and performance of graduates and pass rates on the ARRT examination in radiography (*2001-2002 Outcomes Assessment Forms, Nursing/Allied Health Program: Radiologic Technology Program Professional Competencies*).
- Respiratory Care Program Professional Competence: assesses pass rates of graduates on the National Board of Respiratory Care examination and employer satisfaction with program graduates (*2001-2002 Outcomes Assessment Forms, Nursing/Allied Health Program: Respiratory Care Program Professional Competency*).
- Respiratory Care Program Attrition Rates: assesses attrition rates of program students (*2001-2002 Outcomes Assessment Forms, Nursing/Allied Health Program: Respiratory Care Program Attrition Rates*).

- Respiratory Care Program Employment Goals: measures placement rates of program graduates (2001-2002 Outcomes Assessment Form, Nursing/Allied Health Program: Respiratory Care Program Employment Goals).
- Fire Science Competencies: measures professional competencies of fire science students (2001-2002 Outcomes Assessment Forms, Business and Technology: Fire Science Competencies).
- Fire Science Employee and Employer Satisfaction: measures placement rates and employer satisfaction with program graduates (2001-2002 Outcomes Assessment Forms, Business and Technology: Fire Science Employee and Employer Satisfaction).
- Computer Information Technology Professional Competencies: assesses professional competencies of program graduates (2001-2002 Outcomes Assessment Forms, Business and Technology: Computer Information Technology Professional Competencies).
- Computer Information Technology Employee and Employer Satisfaction: assesses placement rates and employer satisfaction with program graduates (2001-2002 Outcomes Assessment Forms, Business and Technology: Computer Information Technology Employee and Employer Satisfaction).
- Office Administration Professional Competencies: assesses professional competencies of program graduates (2001-2002 Outcomes Assessment Forms, Business and Technology: Office Administration Professional Competencies).
- Office Administration Employee and Employer Satisfaction: measures placement rates and employer satisfaction (2001-2002 Outcomes Assessment Forms, Business and Technology: Office Administration Employee and Employer Satisfaction).
- Management Professional Competencies: assesses professional competencies of program graduates (2001-2002 Outcomes Assessment Forms, Business and Technology: Management Professional Competencies).
- Management Employee and Employer Satisfaction: measures placement rates and employer satisfaction (2001-2002 Outcomes Assessment Forms, Business and Technology: Management Employee and Employer Satisfaction).
- Criminal Justice Professional Competencies: assesses professional knowledge of program graduates (2001-2002 Outcomes Assessment Forms, Liberal Arts: Criminal Justice Professional Competencies).
- Criminal Justice Employment Success: measures placement rates of program graduates (2001-2002 Outcomes Assessment Forms, Liberal Arts: Criminal Justice Placement Rates).
- Paralegal Studies Professional Competencies: measures professional knowledge of program graduates (2001-2002 Outcomes Assessment Forms, Liberal Arts: Paralegal Studies Professional Competencies).
- Paralegal Studies Employment Success: assesses employment success of program graduates (2001-2002 Outcomes Assessment Forms, Liberal Arts: Paralegal Studies Employment Success).
- Early Childhood Education Competencies: measures professional knowledge of program graduates (2001-2002 Outcomes Assessment Forms, Liberal Arts: Early Childhood Education Academic Competencies).
- Early Childhood Education Student Practical Competencies: assesses student competencies in a practical work environment (2001-2002 Outcomes Assessment Forms, Liberal Arts: Early Childhood Education Student Practical Competencies).

General Education Competencies

Selected test modules from the ACT Collegiate Assessment of Academic Proficiency are used to assess the following general education competencies:

- Writing Skills Test—assesses the student’s understanding of standard written English in usage/rhetorical skills. It is administered to students upon completion of the second freshman composition course (English 1002) in the fall and spring semesters (*2001-2002 Outcomes Assessment Forms, General Education: Written Communication—CAAP Results*).
- Mathematics Test—assesses the student’s mathematical reasoning ability to solve mathematics problems. It is administered to students upon completion of the freshman algebra course (Math 1011 or 1021) in the fall and spring semesters (*2001-2002 Outcomes Assessment Forms, Science: Competency in Mathematics*).
- Critical Thinking Test—assesses the student’s ability to clarify, analyze, evaluate, and extend arguments. It is administered to candidates for graduation prior to commencement (*2001-2002 Outcomes Assessment Forms, General Education: Critical Thinking*).

* 2001-2002 outcomes assessment data have been cited as the 2002-2003 reporting cycle will not be complete prior to submission of compliance reports.

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

Source	HC	Electronic	URL
2001-2002 Outcomes Assessment Forms, Liberal Arts: Course Completion	X	X	
2001-2002 Outcomes Assessment Forms, Science: Course Completion Goals	X	X	
2001-2002 Outcomes Assessment Forms, Liberal Arts: Success in Subsequent Courses	X	X	

2001-2002 Outcomes Assessment Forms, Developmental Studies: Success in Subsequent Courses	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Liberal Arts: Retention	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Science: Retention	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Science: Academic Achievement	X	<u>X</u>	
LSUE Course Evaluation System (LCES)	X	<u>X</u>	
Grade Distribution by Course, Fall 2002	X		http://irdev.lsue.edu:8001/reports.htm
Grade Distribution by Instructor, Fall 2002	X		http://irdev.lsue.edu:8001/reports.htm
Program Appraisal Guidelines	X	<u>X</u>	
2002 Spring Graduating Student Survey	X	<u>X</u>	
FY 2002-2004 Operational Plan, Objective I.4	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Nursing Program: Patterns of Employment	X	<u>X</u>	

2001-2002 Outcomes Assessment Forms, Nursing Program: NCLEX-RN Pass Rates	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Nursing Program: Job Placement Rates	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Nursing Program: Employer Satisfaction	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Nursing Program: Completion/ Graduation Rates	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Nursing/Allied Health: Radiologic Technology Program Employment Goals	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Nursing/Allied Health: Radiologic Technology Program Retention	X	<u>X</u>	

2001-2002 Outcomes Assessment Forms, Nursing/Allied Health Program: Radiologic Technology Program Professional Competencies	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Nursing/Allied Health Program: Respiratory Care Program Professional Competency	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Nursing/Allied Health Program: Respiratory Care Program Attrition Rates	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Nursing/Allied Health Program: Respiratory Care Program Employment Goals	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Business and Technology: Fire Science Competencies	X	<u>X</u>	

2001-2002 Outcomes Assessment Forms, Business and Technology: Fire Science Employee and Employer Satisfaction	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Business and Technology: Computer Information Technology Professional Competencies	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Business and Technology: Computer Information Technology Employee and Employer Satisfaction	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Business and Technology: Office Administration Professional Competencies	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Business and Technology: Office Administration Employee and Employer Satisfaction	X	<u>X</u>	

2001-2002 Outcomes Assessment Forms, Business and Technology: Management Professional Competencies	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Business and Technology: Management Employee and Employer Satisfaction	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Liberal Arts: Criminal Justice Professional Competencies	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Liberal Arts: Criminal Justice Placement Rates	X	<u>X</u>	
2001-2002 Outcomes Assessment Form, Liberal Arts: Paralegal Studies Professional Competencies	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Liberal Arts: Paralegal Studies Employment Success	X	<u>X</u>	

2001-2002 Outcomes Assessment Forms, Liberal Arts: Early Childhood Education Competencies	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Liberal Arts: Early Childhood Education Student Practical Competencies	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, General Education: Written Communication— CAAP Results	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, Science: Competency in Mathematics	X	<u>X</u>	
2001-2002 Outcomes Assessment Forms, General Education: Critical Thinking	X	<u>X</u>	

Federal Mandates

2. *The institution maintains a curriculum that is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates or degrees awarded.*

JUDGMENT OF COMPLIANCE

- Compliance
 Partial Compliance
 Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

LSUE's mission, goals, and programs offered are approved by the LSU Board of Supervisors, the policy board for the LSU System. LSUE is authorized to offer associate degree, certificate, and transfer programs.

All aspects of the educational program are clearly related to the mission and purpose of the institution. The complement of academic degrees, certificate programs, and transfer courses is consistent with LSUE's mission and purpose.

Additionally, LSUE conducts systematic evaluations of all curricula and program requirements on a three-year cycle (*Program Appraisal Guidelines*). Evaluations consider all aspects of curriculum, courses, and faculty.

Completion requirements for programs are identified in the catalog. The catalog gives information specifying the total number of credit hours to be earned for graduation, any specified distribution of general education credits needed, and other requirements to be satisfied in the earning of a degree. The university requires that 25% of the total hours required for a degree be earned at LSUE (*2003-2004 LSUE Catalog*).

The individual academic programs specify requirements for each major and area of concentration, the number of credit hours for the concentration, and the requirements for demonstrating satisfactory progress. Requirements for pre- and co-requisite coursework are contained in the course description section of the catalog and are included in the sample course sequences provided for each major. To ensure timely notice of any required coursework still needed to meet degree requirements, students may request a program audit by the students' academic advisor or division head before the planned term of graduation. In the near future, students will also be able to access an online degree audit program, assisting them in checking completion of degree requirements.

Source	HC	Electronic	URL
2003-2004 LSUE Catalog	X	X	
Program Appraisal Guidelines	X	X	

Federal Mandates

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

JUDGMENT OF COMPLIANCE

- Compliance
 Partial Compliance
 Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

LSUE publishes the academic calendar in the university catalog, which is available in printed and electronic formats. There is also an academic calendar available in the *LSUE Bulletin* as well as online via my.LSUE. During the orientation program attended by new students, the academic calendar, *2003-2004 LSUE Catalog*, and *LSUE Bulletin* are distributed and reviewed. The university's general grading policy is explained in the *2003-2004 LSUE Catalog* (pp. 45-46). The specific grading policy for a particular course is provided by the course instructor in the course syllabus. Course syllabi are based upon the model found in the *Curriculum Development Manual*. Information regarding tuition refund policies is provided in both the *2003-2004 LSUE Catalog* (p. 34) and the *LSUE Bulletin*.

Source	HC	Electronic	URL
2003-2004 LSUE Catalog	X	<u>X</u>	
Curriculum Development Manuel	X	<u>X</u>	
LSUE Bulletin: Summer and Fall 2003	X	<u>X</u>	
Course syllabi	X		
my.LSUE			http://www.lsue.edu

Federal Mandates

4. *The institution demonstrates that program length is appropriate for each of the degrees offered.*

JUDGMENT OF COMPLIANCE

- Compliance
 Partial Compliance
 Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

The *2003-2004 LSUE Catalog* shows the sequential, course-by-course degree completion plans for all certificates and associate degrees offered. These curricular outlines are organized according to the traditional semester calendar. As is common among two-year degree-granting institutions, all of LSUE's associate degree programs are designed for completion in two to three years, assuming a student enrolls full-time without requiring developmental courses.

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

1. Certificate in Applied Science: Office Practices and Procedures
2. Certificate in Applied Science: Fire Science Technology
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 in 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

LSUE also follows established procedures at the campus, LSU System, and Louisiana Board of Regents levels to insure that program length requirements conform to commonly accepted standards and practices for undergraduate programs. The following review processes, which include consideration of program length, are mandated.

- The process for designing and securing approval for new programs is outlined in the *Curriculum Development Manual*, which further requires conformity to procedures outlined in the Louisiana Board of Regents *Academic Affairs Policy 2.05, Review of Proposals for New Academic Programs/Units* (<http://asa.regents.state.la.us/PP/Policies/2.05>).
- Furthermore, each division undertakes a comprehensive review of existing programs every three years to assess the quality of its programs and to determine needs for change (*Program Appraisal Guidelines*).
- Additionally, programs accredited by discipline-specific accreditation agencies are obligated to periodically review program requirements according to accrediting agency standards.

As a result, numerous checks and provisions are in place to ensure that the lengths of LSUE’s programs are appropriate and commensurate with commonly accepted standards and practices.

Source	HC	Electronic	URL
2003-2004 LSUE Catalog	X	<u>X</u>	

Curriculum Development Manual	X	<u>X</u>	
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
Program Appraisal Guidelines	X	<u>X</u>	

Federal Mandates

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

JUDGMENT OF COMPLIANCE

- Compliance
 Partial Compliance
 Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

Procedures addressing student appeals and complaints are published in *P.S. 8: Appeal Procedures Available to Students*, the 2003-2004 LSUE Catalog (pp.54-55), and the *Student Handbook*. *P.S. 8* covers the general provisions of the appeal process, types of appeals, steps in the appeal process, and use of hearing panels. The appeals of traffic citations, appeals relative to student conduct, and grievances growing out of student employment are reviewed in accordance with procedures established by the Office of Student Affairs. All other appeals follow a three step process. Step One is an informal meeting with the student and the University employee whose action caused the student's dissatisfaction. If the matter is not resolved between the student and the employee in Step One, and the student wishes to pursue the appeal, the student may initiate Step Two, requesting the head of the department to meet with the employee and student to resolve the matter. Step Three is necessary if either the student or the University employee is not satisfied with the decision reached in Step Two. Step Three appeals are heard by the administrator at the next level in the administrative structure, usually a vice chancellor. For example, in the case of a grade appeal, the Vice Chancellor for Academic Affairs will adjudicate the appeal. The Step Three administrator may take one of the following actions: (1) Reach a decision on the basis of the written appeal and the replies; (2) Hold a meeting with all parties present, and, after discussion, reach a decision; or (3) Refer the appeal to a hearing panel for its recommendation.

In *P.S. 8*, appeals are broadly grouped into the following three types:

- General Appeal. A student may use the general appeal procedure to formally question the validity of any University regulation, rule, policy, requirement, or procedure as it applies to the student, except as listed in 2 and 3 below.
- Appeals of University Traffic Citations. A special procedure is established whereby a student may appeal any University traffic citation issued to a vehicle operated on campus by a student or for the benefit of a student. Such appeals must be initiated within one week of the date of issuance of the citation to the Vice Chancellor for Student Affairs. Instructions for initiating challenges of traffic citations are printed on the back of each traffic citation.
- Grievances by Student Employees of the University. Students who are also employees of the University have the right of appeal when work rules and other

conditions of employment result in dissatisfaction. These appeals are handled by the Office of Financial Aid.

In general, the Office of Academic Affairs handles complaints regarding grades, admission status, academic actions, transcripts, and advising. The Office of Student Affairs adjudicates appeals and complaints regarding loan defaults, financial aid, student employee grievances, and traffic citations while the Office of Business Affairs deals with complaints on tuition, fees, buildings, and grounds.

Student complaints concerning claims of discrimination based upon race, creed, national origin, sex, age, handicap, veteran's status, and sexual harassment are filed with and investigated by the Special Assistant to the Chancellor on Affirmative Action/Equal Employment (AA/EEO officer). Additionally, the University has a published policy on sexual harassment, *P.S. 30: Sexual Harassment Policy*, which defines sexual harassment and delineates procedures for the investigation and resolution by the AA/EEO officer. Procedures for resolving informal complaints are as follows:

- After an informal complaint is received, the appropriate administrative authority is notified.
- The accused individual(s) is interviewed as well as any witnesses who may have knowledge of the complaint.
- The accused individual(s) is given copies of the appropriate policy(ies).
- AA/EEO officer and appropriate administrative authority work to determine appropriate action and receive approval for the action.
- In the case of sexual harassment, the complainant and accuser are both issued findings of the investigation.
- Any corrective is taken.
- Complaints are followed-up by AA/EEO officer to ensure the problem is resolved.

Formal complaints are investigated and resolved according to the following steps:

- After a formal complaint is received, the appropriate administrative authority is notified. The University legal counsel is also consulted.
- The accused individual (s) is interviewed as well as any witnesses who may have knowledge of the complaint.
- The accused individual is given a copy of the appropriate policies.
- The AA/EEO officer and appropriate administrative authority work to determine appropriate action and receive approval for the action.
- The investigation may conclude that insufficient evidence was presented to prove discrimination or harassment; that there was sufficient evidence to prove discrimination or harassment; or, that there was a resolution to the complaint agreed upon by both parties involved in the dispute.
- The complainant and accuser are both issued findings of the investigation (*Checklist for Person Receiving an Informal Complaint; Guidelines for Investigating Sexual Harassment Complaints*).

Because of the sensitive and confidential nature of student complaints, documentation for each complaint is maintained in the appropriate office. Confidential complaint information is shared with other offices only on a “need-to-know” basis. However, the following data is submitted to demonstrate that complaint procedures are followed. In academic year 2002-2003, three student grade appeals were filed and carried through Step Three of the appeal process. One grade appeal was heard by a hearing panel and the remaining two were adjudicated by the Vice Chancellor for Academic Affairs. In all three cases, the grade appeals were denied (*2002-2003 Grade Appeals, Office of Academic Affairs*). In 2002-2003, there were two student complaints investigated by the AA/EEO officer. In one case, a student with a disability filed a formal complaint, claiming denial by the instructor of approved accommodated services. Upon completion of the investigation, the AA/EEO officer determined that there was no evidence to support the claim made by the student. The second complaint was a sexual harassment claim made by a student against another student. In this case, the student decided not to file a formal complaint. Records of AA/EEO investigations are kept by the AA/EEO officer.

Source	HC	Electronic	URL
P.S. 8: Appeal Procedures Available to Students	X	<u>X</u>	
2003-2004 LSUE Catalog	X	<u>X</u>	
Student Handbook	X		http://www.lsue.edu/handbook/index.htm
Checklist for Person Receiving an Informal Complaint	X	<u>X</u>	
Guidelines for Investigating Sexual Harassment Complaint	X	<u>X</u>	
2002-2003 Grade Appeals, available in the Office of Academic Affairs	X		
2002-2003 AA/EEO Student Complaints, available in the Office of Academic Affairs	X		

Federal Mandates

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

JUDGMENT OF COMPLIANCE

- Compliance
 Partial Compliance
 Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

All printed recruitment materials are reviewed by divisions and departments described in the materials and by the appropriate vice chancellor to verify that publications accurately reflect current practices and policies in academic affairs, student affairs, and business affairs. As part of the annual outcomes assessment, public relations activities are reviewed each year. One of the expected results of the outcomes assessment is that "All publications will accurately reflect the University's programs, policies, and procedures." The annual review has found no discrepancies between the representation of LSUE in publications and actual practices and policies. Presentations about LSUE are based closely on published materials, which are distributed as part of the presentations.

Source	HC	Electronic	URL
LSUE Outcomes Assessment Form: Student Affairs: Public Relations	X	<u>X</u>	

Federal Mandates

7. *The institution publishes the name of its primary accreditor and its address and phone number. (The publication of this information is presented so that it is clear that inquiries to the Commission should relate only to the accreditation status of the institution, and not to general admission information.)*

JUDGMENT OF COMPLIANCE

- Compliance
 Partial Compliance
 Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

LSUE's primary accreditor is by the Commission on Colleges of the Southern Association of Colleges and Schools. This information along with the address and phone number of the accreditation agency is published on the first page of the catalog (*LSUE Catalog*) and in the class schedule/registration bulletin (*LSUE Bulletin*).

Source	HC	Electronic	URL
2003-2004 LSUE Catalog	X	X	
LSUE Bulletin: Summer and Fall 2003	X	X	

Federal Mandates

8. *The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments.*

JUDGMENT OF COMPLIANCE

- Compliance
 Partial Compliance
 Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

Two specific departments at Louisiana State University at Eunice are designated Title IV programs: TRIO Programs (known on campus as the Office of Academic Assistance Programs) and the Office of Financial Aid. Compliance procedures for both programs are described as follows:

- TRIO Programs complete annual program performance reports that are transmitted electronically to the U.S. Department of Education (*Student Support Services and Project Upward Bound Grant Award Notification; Student Support Services and Project Upward Bound Annual Performance Reports*). Once all federal requirements are met, the Federal Department of Education forwards a Grant Award Notification to Louisiana State University at Eunice.
- Financial aid programs are audited under provisions of the federal Office of Management and Budget (OMB) *Circular A-133*. The LSU System, including LSUE, is audited annually by the state legislative auditor. The audits focus on federal student financial assistance programs every other year. The audit for the period of July 1, 2000, through June 30, 2001, concentrated on federal student financial assistance programs. There were no findings in the audit report for this period (*Letter Acknowledging Independent Auditor's Report on the Financial Statements of the LSU System, December 12, 2001; Independent Auditor's Report on the Financial Statements of the LSU System*). When an audit is complete, an audit report is filed with the U.S. Department of Education, and a letter acknowledging receipt of the report is forwarded to LSUE. If there are any findings, LSUE receives a separate letter providing guidance on any corrective action that must be taken (*U.S. Department of Education CMO, July 10, 2002*). In addition, the Office of Financial Aid is periodically audited by the Louisiana Office of Student Financial Assistance to ensure compliance with regulations of the Federal Education Loan Programs. The results of these audits are also forwarded to the U.S. Department of Education (*LOSFA Compliance Review Report Letters*).

Additional information on audits for financial aid programs is found in *Financial and Physical Resources: Comprehensive Standard 3*.

Source	HC	Electronic	URL
Student Support Services and Project Upward Bound Grant Award Notification	X	<u>X</u>	
Student Support Services and Project Upward Bound Annual Performance Reports	X	<u>X</u>	
OMB Circular A-133	X		http://www.whitehouse.gov/omb/circulars/a133/a133.html
Letter Acknowledging Independent Auditor's Report on the Financial Statements of the LSU System, December 12, 2001	X	<u>X</u>	
Independent Auditor's Report on the Financial Statements of the LSU System	X		http://www.fas.lsu.edu/AcctServices/far_b/auditor.html
U.S. Department of Education CMO, July 10, 2002	X	<u>X</u>	
LOSFA Compliance Review Report Letters	X	<u>X</u>	
Financial and Physical Resources: Comprehensive Standard 3	X	X	