

NORTHWESTERN STATE
University of Louisiana

Response to the Visiting Committee Report



**Submitted by Northwestern State University of Louisiana
Natchitoches, LA 71497**

**SACS Liaison: Dr. Patrice Moulton
318.357.5286
moultonp@nsula.edu**

Welcome

Northwestern State University is pleased to submit its Response to the Visiting Committee Report for Reaffirmation of Accreditation by the Southern Association of Colleges and Schools (SACS) Commission on Colleges. The University is providing its submission in a bound copy and electronically as part of its Reaffirmation Web site.

Northwestern's submission is available on the World Wide Web at <http://sacs.nsula.edu/shell/>. The Response includes:

- Responses for the five recommendations identified by the On-Site Review Team, including data relevant to the 25 percent Rule included as part of Recommendation 4, and a *Revised Roster of Instructional Faculty* included as part of Recommendation 5;

Links within the responses provide additional documentation when appropriate.

The Reaffirmation Web site also contains the entire Compliance Certification Report, as well as all documentation in the form of Web links. The site also includes the original Signature Page, the original Institutional Summary, and the original Faculty Credentials database submitted as part of the Compliance Report. The *2005-2006 University Catalog*, and other supporting documents (Resource Room), including the *Faculty, Student, Staff, and Fiscal Policy and Procedures* handbooks to name a few, can be found on the Web site as well. In addition, the site also includes the Focused Report.

Hardware and Software You Will Need

In order to read and navigate Northwestern's electronic submission of the Response to the Visiting Committee Report, you will need the following:

- An Internet connection *A T1 connection or broadband is recommended but not required**
- A standard Web browser *Internet Explorer 5.5 (or greater) or Netscape Navigator 6.0 (or greater)*. *The pages were developed for Internet Explorer; therefore, some styles or formatting may not appear correctly in Safari or Netscape.*
- Adobe Acrobat Reader 6.0 *Adobe Acrobat Reader is free software available at:*
<http://www.adobe.com/products/acrobat/readstep2.html>
- Microsoft Word Reader (for a limited number of supporting documents)
- Microsoft Excel Reader (for a limited number of supporting documents)

**Because some of the supporting document files are large, it may take a few minutes to open and view these documents if using a dial-up connection (28.8 or 56K connections).*

General Navigation Tips

Response to the Visiting Committee Report

The Reaffirmation Web site provides links to the individual responses for each Recommendation. Each response includes, via hyperlinks and printed copy, relevant supporting documentation. All supporting documentation linked in the Response to the Visiting Committee Report will open in a separate window.

- Many of the documents provided are “.pdf” files, accessible only through Adobe Acrobat Reader. If you do not have this software installed on your computer or you do not have version 6.0, you will need to download and install this free software from Adobe at: <http://www.adobe.com/products/acrobat/readstep2.html>. Follow the instructions provided for downloading. Page number references refer to the actual page number located on the documents themselves, not the page number listed at the bottom of the Acrobat Reader window. You will find several tools in Acrobat Reader especially helpful:
 - o *Bookmarks*. The bookmark tab is located on the left hand side of the window and should automatically open with longer documents. Bookmarks allow faster navigation to particular sections of the document.
 - o *Image size*. Located on the top tool bar, the image size of the document can be magnified by clicking on the “+” button.
 - o *Continuous or single page view*. On the bottom tool bar are several icons that look like pages. Clicking on the Continuous icon will allow you to easily scroll from page to page using the hand tool.

Contents Of This Report

The Response Report addresses committee recommendations in the order that they appear in the report. All supporting documentation required is included as part of the respective response.

Core Requirement 2.12	5
Recommendation 1	
Recommendation 2	
Comprehensive Standard 3.5.1	9
Recommendation 3	
Comprehensive Standard 3.5.4	11
Recommendation 4	
Comprehensive Standard 3.7.1	17
Recommendation 5	

Reference Room

The Reference Room gives quick access to general information about Northwestern, including the *University’s Catalog*, *Faculty*, *Student*, and *Staff* handbooks, *Electronic Fact Book*, Course Syllabi Display, Faculty Credentials, and Faculty Resume Viewer.

Core Requirement 2.12

The institution has developed an acceptable Quality Enhancement Plan and demonstrates that the plan is part of an ongoing planning and evaluation process.

RECOMMENDATION 1: Establish base line data using the freshman cohort in fall 2008, and consider using the freshman cohort in the fall of 2007 as well.

RECOMMENDATION 2: Create a comprehensive and explicit assessment plan to include (1) establishment of specific, measurable targets for each of the three learning outcomes and (2) development of a timeline that reflects all the elements of the assessment plan.

ON-SITE REVIEW TEAM COMMENTS

If student learning is defined as (1) setting career goals, (2) establishment of a degree plan, and (3) satisfactory academic progress, the assessment plans will probably be more useful in improving the ACE program if greater specificity can be achieved. The success of the ACE program in achieving its primary goal (that is, for freshmen to remain engaged in the learning process in order to finish a degree and become employed in their chosen field) cannot truly be determined until students have graduated and established their careers. Only when graduates can look back and assess the career counseling and academic advising they received will the university really know if the program has achieved the desired goal.

However, more immediate feedback can be provided about career counseling and academic advising by measuring students' perceptions and knowledge. The committee has concerns about the use of the career portfolio system (LA ePortfolio) as a primary assessment tool because this instrument has not yet been fully developed. Base line data on career maturity and/or preparedness levels should be gathered in order to show aggregate progress at the end of the freshmen year. The committee suggests the use of standardized and validated career instruments for this purpose. It was unclear if such instruments will be a part of the LA ePortal system.

Although it was not clearly stated in the QEP, one of the advisor satisfaction survey instruments to be developed locally appears to be intended for students; the other is clearly intended for advisors. Surveys to assess student and advisor perceptions of, and level of satisfaction with, academic advising and career counseling can be used to improve these processes; however, it would be advantageous to capture prior perceptions of advising at the beginning of the Orientation 1010 class in order to compare data at the end of the year.

Academic progress of students will be monitored and assessed through more traditionally used measures such as persistence rates, number of hours earned, GPA and AdvisorTrac. Although these measures can lead to inferences about student achievement and activity, the establishment of base line data is essential to draw more definitive conclusions about academic progress that may directly result from the ACE program.

UNIVERSITY RESPONSE

Recommendation 1

The University will begin baseline data collection with the fall 2007 freshman cohort. The fall 2008 freshman cohort will provide baseline data as well.

Recommendation 2

The following tables provide details and the timeline of the assessment plan for each outcome. A target is included for each outcome.

OUTCOME 1: Students will exhibit utilization of career knowledge in setting career goals

Instrument	Freshman Cohort	Administration
My Vocational Situation*	Fall 2007	Once in Orientation 1010 (baseline)
My Vocational Situation	Fall 2008	Once in Orientation 1010 (baseline)
My Vocational Situation	Fall 2009	Pre-post survey in Orientation 1010
My Vocational Situation	Fall 2010	Pre-post survey in Orientation 1010
My Vocational Situation	Fall 2011	Pre-post survey in Orientation 1010
My Vocational Situation	Fall 2012	Pre-post survey in Orientation 1010
My Vocational Situation	Fall 2013	Pre-post survey in Orientation 1010

**The Vocational Identity Scale (18 items) will be used. The instrument helps “pinpoint areas of concern: lack of vocational identity, lack of information or training, and emotional or personal barriers.”*

Target: Students will demonstrate a statistically significant improvement in the Vocational Identity Scale subscore over the baseline groups.

OUTCOME 2: Students will identify, select, and execute an undergraduate curriculum of study that supports their initial career goals

Instrument	Freshman Cohort*	Administration
ACT Survey of Academic Advising (SAA)	Fall 2007-Fall 2013	End of spring semester**
Undergraduate Curriculum of Study Form	Fall 2007-Fall 2013	During meeting with advisor and as necessary
Number of Major Changes	Fall 2007-Fall 2013	Every fall after completion of the cohort's first academic year
Faculty Advisor Survey		Annually during the fall semester beginning in fall 2007

**Each freshman cohort succeeding the 2007 and 2008 baseline groups will participate in the assessments noted in the above table.*

***At the recommendation of the University Advisory Council, administration of the SAA would occur at the end of the spring semester rather than the first semester to allow for multiple interactions between advisors and students.*

Target:

- **ACT SAA** – Section III of ACT SAA will show an improvement in level of satisfaction and Section IV will show an improvement in level of agreement over the baseline groups. After implementation of the QEP, cohorts will demonstrate higher levels of satisfaction (Section III) and agreement (Section IV) over time.
- **Number of Major Changes** – Students will show an increase in percentage of major changes early in their academic careers while upperclassmen will have reduced major changes.

OUTCOME 3: Students will demonstrate academic progress

Measurement	Freshman Cohort*	Collection Time	Target
Retention (annual)	Fall 2007-Fall 2013	Fall semester	Achieve 70% by fall 2013
End of Term GPA	Fall 2007-Fall 2013	Fall/spring semesters	Achieve 3.0 by fall 2013
Academic Standing	Fall 2007-Fall 2013	Fall/spring semesters	Achieve 90% in good standing by fall 2013
Earned Hours (annual)	Fall 2007-Fall 2013	Spring semester	Earn 30 hours by fall 2013
Academic Progression (annual)	Fall 2007-Fall 2013	Fall semester	70% progress to next classification by fall 2013

**Specified measurements in the above table will be reported annually or by semester for each freshman cohort succeeding the 2007 and 2008 baseline groups*

All assessment results will be discussed in the Annual Report produced by the QEP Director. This report will be reviewed by the QEP Implementation Committee (Associate Provost, QEP Director, QEP Assistant Director, Institutional Research Director, Planning & Assessment Director, staff (2) from Student Services, and two students). Adjustments will be made according to the results.

Comprehensive Standard 3.5.1

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

RECOMMENDATION 3: The Committee recommends that the University continue to refine the general education curriculum and demonstrate that its graduates have attained college-level competencies.

ON-SITE REVIEW TEAM COMMENTS

Northwestern State University has identified college-level competencies (expected learning outcomes) that the institution's graduates will master as the result of the completion of the general education and degree requirements. Those expected learning outcomes were adopted by the University in Spring 2006 and have been published in the *2006/2007 University Catalog*. The University has established a process for assessing the extent to which these core competencies are achieved and the University has gathered results based on the identified methodologies for Spring 2006 and Fall 2006. In addition, the institution has used that data as the basis for improvement or for changes/modifications to the outcome measurements developed. However, to date there is not sufficient evidence accumulated that the University's graduates are attaining those competencies. For example, the following comments come from the University's *Continuous Improvement Plan—Degree Information for Core (2006-2007)—Degree Program Changes (2006-2007)*:

- **Outcome Number 1:** ...Once we have this comprehensive plan enacted, we will be better able to analyze results to judge whether substantive changes to course material...
- **Outcome Number 3:** ... Test results—An average overall improvement of 19.7 points can be noted from Pre-Test to Post-Test, but the Post-Test average score of 65.1 percent is significantly lower than goals stated in the Core Competency Assessment.
- **Outcome Number 10:** The data indicate that students are not demonstrating mastery of abstract reasoning and critical thinking.

It is certainly fair to describe the University's direction and effort in this area as very good. However, the SACS On-Site Committee affirms the finding of the SACS Off-Site Committee that because this process was only implemented in Spring 2006, it is too soon to properly measure and determine whether NSU graduates are attaining the specified competencies nor can it yet be determined whether the general education curriculum is effective in the acquisition of these competencies.

UNIVERSITY RESPONSE

As recognized by the On-site Committee in Spring 2007, the University approved revised competencies for its core curriculum in Spring 2006. As included in the self-study, these competencies have since been published in the *2006-2007 University Catalog* (p. 19).

A significant portion of the development of the University's core competencies was devoted to ensuring that each competency was concrete and measurable. In addition, assessment methodologies and instruments for each competency were developed and described in the self-study. These methodologies, assessment targets, data, and decisions for continuous improvement can be viewed on the Expected Learning Outcomes Follow-up Display ([AY 2005-2006](#), [AY 2006-2007](#)) Web page (Core section).

Evidence of Attainment of Competencies

The process established by Northwestern to assess college-level competencies within the general education core is comprehensive and provides evidence that graduates have attained those competencies by completing the University's core curriculum courses. Engaging the expertise of assessment professionals including Dr. Gloria Rogers, Dr. Peter Ewell, and Drs. Julia and Bob Armacost, the University community worked to adopt the best practices in assessment. In early 2006, the University implemented core curriculum assessments tied to both the core curriculum and its Board of Regents mandated revised competencies. Given the implementation of this recently approved assessment process, the evidence provided to the off-site team included only data from Spring 2006. Typical of early implementation stages of outcomes-based assessment, some instruments needed revision. Nevertheless, the data collected in Spring 2006 were analyzed, and decisions for course improvements were made. Decisions specific to departments, programs, and courses ranged from course content revisions to changes to assessment methodologies.

Data for [Spring 2006](#), [Fall 2006](#), and [Spring 2007](#) have been posted on the Expected Learning Outcomes Follow-up Display. Clicking on the plus sign (+) on any of the three horizontal bars will expand the display as follows:

- + **Degree Program Expected Learning Outcomes (years):** will list the Core Competencies
- + **Degree Program Methodology and Results (years):** will display the methodologies used to assess competencies obtained by graduates and to present the data collected as specified by academic years
- + **Degree Program Changes (years):** will show the decisions made for continuous improvement as specified by academic years

To allow adequate time for learning, data are typically collected toward the end of each semester. The assessment of the core curriculum (general education) parallels assessment of expected learning outcomes in individual academic programs. Additional evidence is presented herein to demonstrate that the general education curriculum is effective in facilitating the acquisition of core competencies in its graduates.

Comprehensive Standard 3.5.4

At least 25 percent of the discipline course hours in each major at the baccalaureate level are taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline, or the equivalent of the terminal degree.

RECOMMENDATION 4: The Committee recommends that the institution demonstrate that at least 25 percent of the discipline course hours in each major at the baccalaureate level be taught by faculty members holding the terminal degree in the discipline or its equivalent.

ON-SITE REVIEW TEAM COMMENTS

In its compliance certification, the institution addressed the 25 percent rule with this statement: “According to institutional research data from fall 2005 and spring 2006, 25 percent of the course hours in each undergraduate major were taught by faculty members with a terminal degree.” The hyperlink from the phrase “institutional research data” led to a table that listed the total credit hours, credit hours taught by faculty holding terminal degrees, and percentage of hours taught by faculty holding terminal degrees in 16 course departments. These data are listed for fall 2005 and spring 2006. They do not report all baccalaureate majors separately, but some categories (such as social science) report aggregate data that include multiple majors. The baccalaureate criminal justice major, for example, is not reported separately from other majors in the social sciences. To provide evidence of compliance, each major would need to be reported separately.

For both semesters in the nursing department, the percentage of hours taught by faculty holding terminal degrees was less than the 25 percent reported by the University in its compliance certification. The values in the table show that, in Fall 2005, 13.6 percent of the course hours were taught by faculty holding the terminal degree and in Spring 2006, 21.1 percent of the course hours were taught by faculty holding the terminal degree. Again, it is not clear which baccalaureate majors in the College of Nursing (including radiologic technology) are represented by the aggregated data.

Interviews with deans did not reveal an institutional representative or administrative level (such as department chair) charged with monitoring compliance with the 25 percent rule. Further the method of calculating credit hour data in the table labeled “Course hours in undergraduate degree disciplines taught by faculty members holding terminal degrees” was not described.

Data on nursing baccalaureate course offerings (major code 410) in spring 2007 were reviewed. These data were derived from two sources (a) a printout of all College of Nursing courses prepared by the Director of Student Services and (b) the Faculty Roster Form, Qualifications of Full-Time and Part-Time Faculty, Spring 2007, Department: Nursing. There were 20 separate baccalaureate of science in nursing courses (major code 410) offered at the 3000 and 4000 levels. All but one of these courses had multiple sections for a total of 100 sections. The total credit hours generated by all of the sections of all of the courses equaled 195. Sixteen (16) of these hours (8.2 percent) were taught by nursing faculty with a terminal degree.

Finally, data were not provided for majors by campus. The Leesville/Fort Polk campus, for example, is described by the campus home page as offering three baccalaureate programs: Criminal Justice, Nursing, and General Studies. The Catalog indicates that the General Studies program does not require a major. It is unclear whether or not students taking the other programs of study from this campus are enrolled in majors that meet the 25 percent rule.

UNIVERSITY RESPONSE

Each semester, for all bachelor's degree programs offered at Northwestern, the Director of Institutional Research identifies specific courses required for each major offered. Credit hours assigned to these specific courses are separated between those taught by a terminally-qualified faculty member and those not taught by a terminally qualified faculty member. A percentage is derived using this data.

Members of the on-site review team were not clear whether students taking programs of study from the Leesville/Fort Polk campus were enrolled in majors that meet the 25 percent rule. The University offers coursework on the Leesville/Fort Polk campus leading to the completion of baccalaureate programs in criminal justice, nursing and general studies; however, this campus does not have separate degree programs and does not have a faculty exclusive to that campus. Students are not restricted to that campus, and many of the courses offered on the campus are taught by credentialed full-time faculty members from the Natchitoches or Shreveport campuses. Also, many of the courses at the Leesville-Fort Polk campus are offered electronically.

The data indicate that all majors meet the 25 percent threshold for Fall 2005, Spring 2006, Fall 2006, and Spring 2007, except for the bachelor of science in nursing. This major utilizes a large number of master's prepared faculty who also have specialized clinical experience. A shortage of terminal degree nursing faculty exists in the Northwestern State University service area as well as the state of Louisiana. The nursing faculty qualifications comply with the standards set forth by the Louisiana State Board of Nursing (LSBN), the Commission on Collegiate Nursing Education (CCNE), and the National League for Nursing Accrediting Commission (NLN-AC). Clinical expertise is the essential qualification of faculty to teach nursing students who are primarily engaged in clinical learning in hospital and clinic environments.

It is important to note that in Spring 2007 Dr. Sandra Sayles a full-time member of the College of Nursing faculty, was on leave from the University, which further affected the College's compliance with the 25 percent rule. Additionally, Dr. Marsha Wells-Avery, a full-time member of the College of Nursing faculty, did not teach any undergraduate courses in order to cover graduate course vacancies in the spring schedule caused by sudden departures of nursing faculty.

The Louisiana State Board of Nursing standards (Chapter 35, Part 3515), state that nursing faculty shall be hired so as "...to provide a safe, effective faculty/student/client ratio in a clinical setting..." State regulations also stipulate that a master's degree in nursing is sufficient for teaching in baccalaureate programs as long as the candidate has a minimum of two years of nursing practice as a registered nurse in the appropriate clinical setting. Northwestern is consistent with the other colleges of nursing in northern Louisiana for employment of faculty prepared at the doctoral level. Additionally, the Louisiana State Board of Nursing, in the 2005 Annual Report, noted that less than 1 percent

of registered nurses in the state hold the doctoral degree. Of the 652 nursing faculty in the state of Louisiana, only 103 hold the doctoral degree. Of the 103 who hold the doctoral degree in the state of Louisiana, eight doctoral-prepared faculty taught at Northwestern College of Nursing in Fall 2006.

The challenge to attempt to recruit doctoral-prepared faculty is compounded by the extreme shortage of nursing educators and the lack of doctoral nursing programs in the state of Louisiana consisting of two state programs, neither of which are located in the northern part of the state. In a 2005 report from the American Association of Colleges of Nursing (AACN) entitled *Faculty Shortages in Baccalaureate and Graduate Nursing Programs: Scope of the Problem and Strategies for Expanding the Supply*, the Division of Nursing, in their National Sample Survey of Registered Nurses databases, “estimated that in 1992, 1996, and 2000, the proportion of nurses with nursing doctorates who were employed in schools of nursing with baccalaureate and higher degrees showed steady declines, going from 68 percent in 1992 to 49 percent in 2000” (cited in AACN, 2005, p.6). Also noteworthy was the AACN report that “of the 412 doctoral graduates in 2003-2004, post-graduation plans were reported for 307 (78 percent) of the graduates. Twenty-two percent reported employment commitments in settings other than schools of nursing” (cited in AACN, 2005, p.6).

Furthermore, of significance is the extraordinary credentials of the nurse educators of the College of Nursing. For example, numerous nursing faculty hold certifications and credentials above basic licensure and the master’s degree which are not accounted for in the review of traditional terminal degree credentials. In fall 2006, the following full-time faculty held special certifications:

- M’Lou Barnett Family Nurse Practitioner
- Billie Bitowski Family Nurse Practitioner
- Alana Bragg Women’s Health Nurse Practitioner
- Sheila Branson Acute Care Nurse Practitioner
- James Brooks Family Nurse Practitioner
- Becky Carroll Family Nurse Practitioner
- Ann Deshotels Certified Nursing Educator
- Susan Dungan Acute Care Nurse Practitioner
- Susan Holland Gerontological Nurse Practitioner
- Teresa Kevil Adult Nurse Practitioner
- Susan Pierce Certified Nursing Educator
- Dana Roe Women’s Health Nurse Practitioner
- Callie Sexton Family Nurse Practitioner
- Debra Shelton Certified Oncology Nurse, Certified Nursing Educator
- Susan Snell Women’s Health Nurse Practitioner
- Diane Webb Certified Nursing Educator

The following faculty are completing graduate course work toward the doctorate:

- Debra Clark Working on doctorate, now ABD
- Stephen Hernandez Working on doctorate
- Teresa Kyzar Working on doctorate
- Karen Landry Working on doctorate, now ABD
- Dana Roe Working on doctorate, now ABD
- Debra Shelton Working on doctorate, now ABD

Percent of Course Hours Taught by Terminally Qualified Faculty: Fall 2005-Spring 2007

College	Dept	Major	FA 05	SP 06	FA 06	SP 07
Business		Accounting (101)	76.0%	86.0%	77.8%	74.5%
		Bus Adm. (110)	74.3%	84.2%	75.0%	73.1%
		C.I.S. (102)	66.0%	72.0%	72.7%	70.3%
Education		Elementary (3102)	68.0%	85.7%	44.7%	43.3%
		Biology Ed (3105)	67.5%	81.6%	69.4%	75.0%
		Business Ed (3106)	63.9%	71.6%	62.8%	64.5%
		Chemistry Ed (3107)	72.4%	83.6%	72.0%	76.5%
		English Ed (3113)	56.6%	70.3%	53.6%	52.8%
		Family & Con Sci Ed (3108)	43.4%	66.4%	51.7%	56.6%
		Math Ed (3109)	75.3%	83.6%	71.3%	75.5%
		Physics Ed (3110)	67.9%	81.2%	67.6%	73.5%
		Social Studies Ed (3115)	66.7%	76.4%	65.2%	70.0%
		Speech Ed (3111)	42.9%	57.6%	45.3%	48.1%
	Liberal Arts	Creative and Performing Arts	Fine and Graphic Arts (214)	70.0%	72.5%	71.1%
Music (242)			40.5%	38.5%	45.1%	42.3%
		Music Ed - Instrumental (327)	46.3%	56.9%	52.0%	57.3%
		Music Ed - Vocal (328)	49.6%	58.1%	54.3%	58.5%
		Music Ed - Vocal & Inst. (328)	48.9%	58.6%	53.4%	58.2%
		Theatre (245)	96.4%	95.3%	75.0%	81.4%
Journalism		Journalism (231)	46.0%	55.6%	60.3%	56.1%
Language and Communication		English (221)	50.9%	52.7%	50.0%	45.5%
		Psychology (392)	28.1%	36.8%	36.0%	30.1%
		Addiction Studies (395)	29.2%	35.6%	37.5%	31.6%
Social Sciences		Anthropology (251)	100.0%	100.0%	100.0%	100.0%
		Criminal Justice (250)	37.8%	45.5%	34.4%	30.5%
		Heritage Resources (257)	N/A	N/A	94.2%	93.8%
	History (261)	64.6%	66.9%	68.5%	75.2%	
	Political Science (254)	100.0%	100.0%	93.0%	77.5%	
	Sociology (272)	61.7%	71.8%	60.9%	58.5%	
	Social Work (274)	100.0%	100.0%	100.0%	100.0%	
Nursing		Nursing (410)	6.7%	11.8%	7.6%	4.9%
		Radiologic Technology (615)	74.2%	78.5%	82.7%	73.8%

College	Dept	Major	FA 05	SP 06	FA 06	SP 07	
Science & Tech.	Biology	Biology (618)	80.2%	77.7%	85.6%	86.5%	
	Chemistry	Chemistry (634)	75.2%	77.6%	82.8%	83.8%	
		Physics (633)	89.5%	85.7%	89.1%	96.0%	
	Engineering Technology	Electronics Engr. Tech. (141)	42.6%	40.6%	36.2%	36.9%	
		Industrial Engr. Tech (145)	29.1%	25.4%	30.4%	26.2%	
		Family and Consumer Science	Family & Consumer Sci(138)	33.3%	33.7%	30.6%	36.1%
			Early Childhood Ed. (3101)	54.1%	54.1%	38.0%	33.7%
			Hospitality Mgt. & Tourism (135)	34.3%	34.0%	35.0%	41.0%
		Health and Human Performance	Health & Exercise Sci (377)	50.0%	58.2%	53.8%	53.4%
			Health & Physical Educ. (378)	63.4%	80.3%	60.0%	70.4%
		Mathematics	Mathematics (642)	100.0%	100.0%	100.0%	100.0%
	Scholars' College		Liberal Arts (220)	80.7%	80.3%	83.1%	81.4%
			Liberal Arts (820)	100.0%	100.0%	100.0%	100.0%
			Scholars' Accounting (800)	80.4%	86.1%	82.6%	78.1%
			Scholars' Business Adm (810)	78.9%	84.0%	77.5%	77.3%
		Scholars' Computer Info. Sys. (802)	79.5%	82.1%	77.9%	72.7%	
		Scholars' English (822)	89.4%	93.3%	89.0%	90.9%	
		Scholars' Fine & Graphic Art (815)	87.1%	87.9%	88.1%	91.5%	
		Scholars' History (858)	85.9%	66.9%	86.7%	89.4%	
		Scholars' Journalism (823)	85.8%	88.7%	89.1%	83.6%	
		Scholars' Music (813)	61.3%	55.1%	66.2%	61.5%	
		Scholars' Music Education (824)	67.9%	65.1%	70.0%	69.8%	
		Scholars' Political Science (853)	100.0%	100.0%	98.6%	95.8%	
		Scholars' Psychology (859)	56.4%	62.5%	61.4%	58.7%	
		Scholars' Sociology (857)	74.3%	77.7%	76.1%	76.0%	
		Scholars' Theatre (814)	62.2%	62.2%	67.0%	68.2%	
		Scholars' Biology (838)	90.9%	90.9%	93.9%	94.7%	
		Scholars' Chemistry (836)	88.9%	88.9%	88.5%	84.9%	
		Scholars' Physics (832)	81.5%	81.6%	81.2%	83.2%	
University College		Gen. Stud. - Arts and Comm. (734H)	48.8%	48.8%	51.6%	49.5%	
		Gen. Stud. - Comp & Nat. Sci. (734C)	52.5%	55.8%	52.7%	55.3%	
		Gen. Stud. - Social Science (734G)	58.8%	63.7%	60.9%	59.1%	

Comprehensive Standard 3.7.1

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

RECOMMENDATION 5: The Committee recommends that the institution employ competent faculty members qualified for the courses being taught.

ON-SITE REVIEW TEAM COMMENTS

Meetings with Deans of the Colleges of Business, Liberal Arts, Nursing, and Science and Technology; with the Dean of the Graduate School; and a review of faculty records and official transcripts revealed appropriate credentials for the majority of the 41 individuals listed by the Off-Site Committee. An interview with the Dean of the Graduate School and a review of faculty records found that the privilege to teach graduate courses without the terminal degree was being reserved for only faculty who qualified on the basis of exceptional qualifications other than the terminal degree. Further, graduate faculty standing was awarded following written policies and procedures that involved approval by the Graduate Council as well as administrators. The process for verification of faculty credentials has been updated effective Fall 2005.

Two faculty (Bordelon and Nugent) are teaching biology courses without supportive qualifications. Examination of faculty records revealed that neither had a doctorate or master's degree in the teaching discipline nor a concentration in the teaching discipline with a minimum of 18 graduate semester hours in the teaching field.

UNIVERSITY RESPONSE

The University gives primary consideration to highest degree earned in the discipline for all faculty. For those not holding the terminal degree, the University considers other qualifying criteria and credentials, including those established by COC-SACS as part of their guidelines for the credentialing of faculty.

As part of the credentialing process, each department head/director and/or dean reviews and verifies transcripts and credentials using the *Verification of Faculty Credentials* form and a *Request for Faculty Teaching Privilege* form. Actual documentation is available in the Office of the Provost and Vice President for Academic Affairs. The *Faculty Handbook* includes policies for recruitment and hiring of faculty.

The two adjunct faculty (Bordelon and Nugent) identified by the on-site review team as teaching biology courses without supportive qualifications are no longer teaching. Mr. Bordelon has not taught at Northwestern since Fall 2006, and Dr. Nugent will not teach beyond the Spring 2007 semester. Both will be considered for future adjunct employment only when they attain the requisite 18 graduate credit hours in the biological sciences discipline.

Request for Justifying and Documenting Qualifications of Faculty

Institution: Northwestern State University

For each of the faculty members listed below, the committee either found the qualification of the faculty member to be unacceptable or the institution did not adequately justify and document the faculty member’s qualifications to teach the course(s) identified in the second column. For each case, the committee checked the column appropriate to its findings.

The institution is requested to submit additional justification and documentation on the qualifications of each of the faculty listed. When responding, the institution should use the Commission’s “Faculty Roster Form: Qualifications of Full-Time and Part-Time Faculty” and its “Instructions for Reporting the Qualifications of Full-Time and Part-Time Faculty.” (*Access at www.sacscoc.org*) Read the instructions carefully and pay close attention to the section “Providing Information that Establishes Qualifications.” The completed form, or similar document, should be included as part of the institution’s formal response to the Commission.

Name	Status	Credentials	Teaching
Bordelon, Shane	Adjunct	MEd; BS – wildlife management BS – biology	SCI 1020 – Basic Concepts of Biological Science I SCI 2020 – Basic Concepts of Biological Science II
Nugent, Litton	Adjunct	EdD – secondary education MEd – secondary teaching BS – science education	SCI 1020 – Basic Concepts of Biological Science I

The institution is requested to submit additional justification and documentation on the qualifica-

tions of each of the faculty listed. When responding, the institution should use the Commission’s “Faculty Roster Form: Qualifications of Full-Time and Part-Time Faculty” and its “Instructions for Reporting the Qualifications of Full-Time and Part-Time Faculty.” (Access at www.sacscoc.org) Read the instructions carefully and pay close attention to the section “Providing Information that Establishes Qualifications.” The completed form, or similar document, should be included as part of the institution’s formal response to the Commission.

1	2	3	4
Faculty Name	Courses Taught (Catalog Description Linked)	Academic Degrees Earned and Additional Discipline Hours	Other Qualifications and Notes
<p>BORDELON, SHANE CWID: 10302757 Department of Biological Sciences (Adjunct)</p>	<p>FALL 2005 SCI 2020 1CX BASIC CONCEPTS OF BIOLOGICAL SCIENCE II (U)</p> <p>SPRING 2006 SCI 1020 1CX BASIC CONCEPTS OF BIOLOGICAL SCIENCE I (U)</p> <p>FALL 2006 SCI 2020 1CX BASIC CONCEPTS OF BIOLOGICAL SCIENCE II (U)</p>	<p>M.Ed., Secondary Education NORTHWESTERN STATE UNIVERSITY OF LOUISIANA</p> <p>B.S., Wildlife Management NORTHWESTERN STATE UNIVERSITY OF LOUISIANA</p> <p>B.S., Biology NORTHWESTERN STATE UNI- VERSITY OF LOUISIANA</p> <p>18 or More Graduate Hours (or Equivalent) Discipline: Physical/Biological Sciences Hours: 18</p>	<ul style="list-style-type: none"> • Louisiana Teacher Certification, Type A (Lifetime), No. 410492, certification in physics, chemistry, general science, and biology • 30+ years teaching experience in high school physics, chemistry, general science, and biology (general and Advanced Placement) • Member, science adjunct faculties of Northwestern and Southern University • Graduate coursework in discipline includes 18 hours in biology , physical science, growth and development, environmental science, and chemistry

1 Faculty Name	2 Courses Taught (Catalog Description Linked)	3 Academic Degrees Earned and Additional Discipline Hours	4 Other Qualifications and Notes
<p>NUGENT, LITTON CWID: 10199968 Department of Biological Sciences (Adjunct)</p>	<p>FALL 2005 SCI 1020 45N BASIC CONCEPTS OF BIOLOGICAL SCIENCE I(U)</p> <p>SPRING 2006 SCI 1020 45N BASIC CONCEPTS OF BIOLOGICAL SCIENCE I(U)</p> <p>FALL 2006 SCI 1020 45N BASIC CONCEPTS OF BIOLOGICAL SCIENCE I(U)</p> <p>SPRING 2007 SCI 1020 45N BASIC CONCEPTS OF BIOLOGICAL SCIENCE I(U)</p>	<p>Ed.D., Secondary Education NORTHWESTERN STATE UNIVERSITY OF LOUISIANA</p> <p>M.Ed., Secondary Teaching NORTHWESTERN STATE UNIVERSITY OF LOUISIANA</p> <p>B.S., Science Education NORTHWESTERN STATE UNIVERSITY OF LOUISIANA</p> <p>18 or More Graduate Hours (or Equivalent) Discipline: Physical/ Biological Sciences Hours: 29</p>	<ul style="list-style-type: none"> Graduate hours include coursework in theoretical physics, thermodynamics, biology, environmental science, botany, and general physics 25 years experience in higher education instruction (physical and biological sciences; aerospace studies) 30 years experience in secondary education (biology, physics, chemistry, aerospace studies, computer literacy) Louisiana teacher certification, Type A (Lifetime), No. A020234, certifications in computer literacy, aerospace education, parish/city school supervisor of instruction, principal, supervisor of student teaching, physics, general science, chemistry, biology, mathematics. Member, LA Science Teachers Association, National Science Teachers Association, LAE, American Society of Aerospace Education, American Association of Physics Teachers

