

**Ten Years of Student Success:
An Award Winning Model**

Session C-10

**Paul R. Fowler, Ph.D.
Director of Developmental Education
Louisiana State University Eunice**

pfowler@lsue.edu

<http://pathways.lsue.edu>

LSU Eunice SACSCOC Liaison

Handouts are available on the Wiki or at:

<http://web.lsue.edu/docs/DevelopmentalEd/NADE2015.pdf>

Recognitions

- **Pathways to Success at LSU Eunice has been**
 - labeled as one of the best developmental education (DE) programs in the State of Louisiana by the Director of the NCDE in 2006
 - named an exemplary advising program by the NACADA in 2007
 - named as an Outstanding Institutional Advising Program Award Winner by NACADA in 2008
 - named as an Outstanding DE Program by NADE in 2009
- **Dr. Fowler was named Outstanding DE Administrator for the State of Louisiana in 2009 by the Louisiana Association of Developmental Education**

2

Purpose

- **Discuss**
 - **Methods employed in the Pathways to Success program**
 - **Results**
 - **Implications and lessons learned**
 - **Limitations**
- **Have you take one concept with you to develop at your institution...**

3

Basis

This presentation is based on *Pathways to Success Tenth Year Report* using the NCDE's Criteria for Program Evaluation.

The report is available at:
<http://web.lsue.edu/docs/DevelopmentalEd/Final10thyr.pdf>

References are located in that document

Mission, goals, objectives, and student learning outcomes including benchmarking information is available at:
<http://web.lsue.edu/docs/DevelopmentalEd/mission.pdf>

4

Pathways to Success Philosophy

- Implemented in 2004 as a QEP and provides
 - DE instruction in math, writing, and reading
 - Intrusive academic advising
 - A strict attendance policy
- Targeted for students who have an ACT composite of 15 or below or no ACT scores
- Face to face (no online instruction or accelerated instruction)
- Tough love in that it limits student choice (courses and the number of hours to 12)

5

Factors Related to Student Success:

- **Academic (cognitive)**
 - Coursework and tutoring
 - Assessment using ACT or COMPASS
- **Personal factors**
 - Anything in a student's life that might affect (often act a barrier) their academic performance
 - Work, family, medical, financial, transportation
 - Schedule classes around your personal life
 - Discussed and assessed at orientation using initial registration sheet (p. 8)
- **Nonacademic (affective)**
 - Can account for as much as 25% of success
 - Assessed through advising

Bloom, (1976); Boylan, H.R. (2009); Fowler, P.R. & Boylan, H.R. (2010); and Lotkowski, V.A., Robbins, S. B., & Noeth, R. J. (2004).

6

Demographics (fall 2013)

LSU Eunice is an open admissions two-year institution

Description	Campus	Program
Student headcount ¹	2,673	407
Full time	48%	32% ←
Gender (female)	70%	70%
Ethnicity (White non-Hispanic)	70%	44% ←
Average age	23	23
Average ACT composite	19	15 ←

Notes:

1. Headcount enrollment at two campus sites.

7

Orientation

- **Socialization and transition**
- **Institutional and student responsibilities including tutoring, academic advising, and attendance**
- **Bulletin and catalog**
- **Pathways policies**
 - Students cannot alter their own schedules
 - Mandatory break between classes
 - Full time students can attend MWF or M-F (not TR)
 - 4 class or 12 hour maximum
 - Part-time students can attend in any combination
 - Student must register for math and English
 - Students sign "Contract for Success" (see p. 9)
 - Students registered for classes (see p. 8)

8

Coursework

- **Taught by each discipline (decentralized)**
- **Administrators work together to choose sections**
- **First semester (depending on placement)**
 - 1. Orientation to university studies (mdn = 16 – 21)
 - 2. Developmental English (mdn = 14 – 22)
 - 3. Developmental math – pre-algebra (mdn = 20 – 21)
 - 4. Elective (usually speech or computer literacy)
- **Second semester**
 - 1. College reading (mdn = 15 – 18)
 - 2. General education English
 - 3. Developmental math – intro to algebra (mdn = 23 – 26)
 - 4. Elective
- **Tutoring is mandated for English and math if the student scores below a 70% on a "major assessment"**

9

Coursework (cont.) & Academic Advising

- **Orientation to university studies**
 - Faculty teaching the course working with professional and faculty advisors
 - Transition and socialization to higher education
 - Goal setting and time management
 - Note taking and learning strategies
 - Metacognitive skills
 - Learning styles
 - Temperament
 - Academic advising
 - **Develop the relationship**

10

Academic Advising

- **Three full time professional advisors and seven trained faculty advisors who teach full time**
- **First semester orientation to university studies**
 - 1st visit (goal setting, learning styles, temperament sorter, and personal factors acting as barriers).
 - 2nd visit (midterm grades, registration, and nonacademic factors)
 - 3rd visit (academic progress, career inventory, progress to date)
- **Three visits also required for the reading course**
- **Intrusive academic advising for noncompliance**
- **71% of the students at LSU Eunice site generated 1,905 visits in AY 2013-2014**

11

Student Attendance

- We cannot help you if you are not in class
- Policy – students must attend 90% of classes; absences are not excused (see “Contract for Success” p. 9)
- Faculty report students for missing or being late to class
- Students sent a snail mail and email letter from office
- The letter is also sent to financial aid
- Student must see me and present documentation
- Students may appeal using official University policy
- Process mostly occurs through email
- In AY 13-14, 224 absence appeals were filed on 143 (20%) students...29% of them were successful at their appeal

12

Initiatives

- First semester students
 - Schedule courses around your personal life
 - GPAs increased from 1.975 to 2.263 in one year
- Continual engagement
 - 60 phone calls on 30 students during the first week
 - 133 phone calls for midterm grades
 - 53 classroom visits for not doing first advising visit
 - 300 phone calls in summer
- Modular math to combat low success rates.

13

Developmental Education Results

Raw Success Rates

Metric	AY 03-04	AY 13-14
% success (developmental English)	65	67
% success (developmental math I)	48	55
% success (developmental math II)	43	52
% success (orientation course)	20	71
% success (college reading)	65	70

A grade of A, B, or C is defined as success. Percentages are calculated by taking the number of A, B, and Cs divided by those enrolled on the 14th day.

14

Developmental Education Results

NCDE Success Rates

Metric	AY 03-04	AY 13-14	NCDE Nat'l
% success (developmental English)	65	90	73
% success (developmental math I)	54	74	68
% success (developmental math II)	49	67	68
% success (orientation course)	22	89	76
% success (college reading)	67	85	76

A grade of A, B, or C is defined as success. Percentages are calculated by taking the number of A, B, and Cs divided by those enrolled on the 14th day minus those who withdrew or were failed for violation of the attendance policy.

National averages from Gerlaugh, K., Thompson, L., Boylan, H., and Davis, H. (2007).

15

DE to GE Results

NCDE Success Rates

Metric	Raw 13-14	NCDE 13-14	n	NCDE Nat'l
% success DE to GE English	78	88	2,279	64
% success DE to GE math	56	78	840	58
% success DE to GE reading	61	71	1,205	69

A grade of A, B, or C in the GE course is defined as success. For NCDE, percentages are calculated by taking the number of A, B, and Cs divided by those enrolled in the GE course on the last day after completing the highest level DE course. Withdrawals have been subtracted from the total n.

National averages from Gerlaugh, K., Thompson, L., Boylan, H., and Davis, H. (2007).

16

Other Results

Metric	FA 03	FA 13
Percent in good academic standing	55	80
Percent placed on probation	39	8
Median GPA all students	1.429	2.333
Standard deviation all students	1.244	0.946
Percent program completion		31
Fa 03 compared to Fa 13 FTF one-year retention	34	45
Graduation Rate	--	5%
Percent "Pell Runners"	--	5-6%

17

Lessons

- **What exactly is a student advocate?**
 - Accommodate students when possible
 - Most students comply
- **Developmental education personnel should include an advising component**
- **Some students will fail regardless**
 - Refuse any help (you can't do anything to me!)
 - 5-6% Pell runners
 - Students who wish to maximize financial aid "need" to be enrolled full time
 - Often do not purchase books
 - Usually attend class long enough to receive expense checks
 - Intervention?
 - Share information with financial aid

18

Lessons

- **Institutional wide collaborative effort**
 - Program policies
 - Writing and assessing student learning outcomes
 - Writing and assessing program outcomes
 - DE to GE
- **Support from central administration is necessary**
- **Coordination, communication, but not always consensus with faculty/staff**

19

Lessons

- **Statistics will fluctuate**
 - Environmental conditions
 - Students themselves
 - Faculty/staff changes
 - Students overall are satisfied with the program
 - Only 2/3 of the students are willing to help themselves
- **Ask students why they are withdrawing**
 - 49% Academic (concerned about grade)
 - 20% Nonacademic (grade and motivation)
 - 31% Personal (work and medical)

20

Limitations

- Program is small in scope
- One institution
- Biased population?
- Students may not be characteristic of students in other areas of the country
- Budget cuts have led to the loss of personnel (and in many cases they are not replaced)
- Is the program effective?

21

Dated entered: _____

Name: _____ ID#: _____ Major: _____

Home Phone Number: _____ Cell Phone Number: _____

Student's Signature: _____

1. Will you work outside the home while taking classes? [yes] [no] If so, how many hours a week? _____

2. Do you have children? [yes] [no] If so, list ages _____

3. Are you a care giver for someone? [yes] [no] Please describe your situation briefly:

4. Are you a student athlete at LSU Eunice? [yes] [no] If so, what sport? _____

5. What semester do you wish to start at LSU Eunice (check one):
 Summer 2013 **Stop here**
 Fall 2013 **(PLEASE ANSWER ALL QUESTIONS IN THE NEXT BOX)**

6. Enrollment preference for the FALL semester (check one):
 Full-time student (4 classes or 12 hours)
 Part-time student (less than 12 hours) How many classes do you want? [1] [2] [3]

7. Time and day of week preference for FALL (check only one):

Full time or part time students:	Part time students ONLY:
<input type="checkbox"/> M W F (Approx. 8 am – 2 pm)	<input type="checkbox"/> TR (3 class maximum 8 am – 2 pm)
<input type="checkbox"/> M W F (Approx. 10 am – 3:40 pm)	
<input type="checkbox"/> M W (Approx 4:30 pm – 9 pm)	
<input type="checkbox"/> MTWRF schedule (Approx 8 am – 1 pm)	

8. Can you attend classes at 8 AM? Yes No

9. FULL TIME STUDENTS ONLY: Please indicate your choice for your elective class for the FALL semester. Put a 1 next to your first choice, a 2 next to your second choice and a 3 next to your third choice.

CPS 1001 – Computer Literacy CMST 1061 – Fundamentals of Communication
 BADM 1001 – Introduction to Business CJ 1107 – Introduction to Criminal Justice
 HPRE 1600 – Personal and Community Health

OFFICE USE ONLY – Do not write below this line.

ACT: Date taken: _____ English: _____ Math: _____ Reading: _____ Science: _____ Comp: _____

COMPASS Date taken: _____ Writing: _____ Pre-Alg: _____ Alg: _____ College Alg: _____ Reading: _____

Does the student wish to remain in MATH 0001? [yes] [no]

Will the student be living on campus? [yes] [no] If so, a 5 day per week schedule is possible.

Might the student have another Pathways file? [yes] [no]

Is student on probation? [yes] [no]

Is student eligible for Academic bankruptcy? [yes] [no] Initial schedule completed by: _____

Louisiana State University Eunice

Office of Developmental Education ■ P.O. Box 1129 ■ Eunice, LA 70535 ■ Phone (337) 550-1433 ■ FAX: (337) 550-1479

Pathways to Success Program M-207

CONTRACT FOR SUCCESS

Welcome to Pathways to Success

Based on careful planning and research, LSU Eunice has developed this program to help students with ACT scores of 15 and below achieve the highest possible success rate in college. To accomplish that goal, we ask that you agree to be bound by certain regulations and practices for your classes during your first semesters at LSU Eunice. Please contact Dr. Fowler, Director at 337-550-1433 or e-mail him at pfowler@lsue.edu if you have any questions.

Advising

Students in this program are required to meet with their faculty advisor at least three times each semester. This is a minimum number, and does not prevent students from meeting with their advisors more than three times. Meetings with advisors are considered part of the coursework for some courses and will be recorded as an assignment by the instructor.

Instructional Laboratory

The educators and staff of LSU Eunice have developed an instructional laboratory for students who require extra assistance for their **Pathways to Success** classes. Students who receive a grade below 70% or C- on a major assignment in either English or Mathematics will be required to participate in laboratory instruction for two (2) hours per week until their grades reach at least 70%. Information on students who need additional help in any course is sent to the Director who then monitors student activity electronically. Note that the instructional laboratory is available to all **Pathways** student at any time, regardless of in-class performance. Please take advantage of the instructional laboratory **before** grades decline.

Attendance

Regular and consistent class attendance is one of the most important factors in achieving success in college courses. As a result, attendance in each class every time the class meets is required. There is no such thing as an "excused absence" in any **Pathways** course. As a result, students are expected to attend class and schedule personal appointments at times when they are not in class. The following table details the number of days students are permitted to miss class:

Number of days the class meets per week:	At most, students are permitted to miss:	Time of year
3	3	Fall/spring 15 week session
2	2	Fall/spring 15 week session
1	1	Fall/spring 15 week session
3, 4, or 5	2	Summer 4 or 8 week session

LSU Eunice defines attendance as the student being present in the assigned classroom each class period from the time the class is scheduled to begin until the class is scheduled to end. Students who come in after the scheduled starting time or leave before the scheduled ending time can, at the discretion of the instructor, be counted as absent. Students who choose to schedule appointments or leave the classroom for any reason risk being counted absent. Please note that a failing grade in a course **does** affect future financial aid. Please contact the Office of Financial Aid at 337-550-1282 for further information. Also note that makeup work is assigned at the discretion of the instructor. It is the prerogative of the instructor to allow no makeup work.

Other Information

1. Please be aware that any notification of absences or advising needs may come from the Pathways office through LSU Eunice student e-mail. Each student is expected to set up their LSU Eunice email and check it frequently.
2. Providing ACT scores indicating a composite of 16 or higher prior to the start of the first semester of attendance will permit a student to exit the program.
3. Providing transcripts from another institution of higher education prior to the start of the first semester of attendance will permit the student to exit the program.
4. Pathways students may not register for online, web enhanced, intersession, or accelerated courses.
5. This Contract for Success changes occasionally requiring me to attend another orientation if I skip a semester.
6. Students may register for summer mathematics or science courses if they have an overall GPA of 3.5 or higher with the approval of the Director of Developmental Education.

Student Signature

My signature below attests that I have read, understand, and agree to abide by the policies set forth in the **Pathways to Success** Program outlined in this document. I also understand that once classes begin for my first semester at LSU Eunice as a **Pathways to Success** student I must complete the program in its entirety and cannot be released from the program until all mandated course work is completed.

Print Name and ID Number

Sign Name

Date

2/1/13 Effective Summer 2013