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Pathways to Success
Tenth Year Report

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Pathways to Success Tenth Year Report
Executive Summary

The 2013 – 2014 academic year marked the tenth year of the Pathways to Success Program at LSU Eunice. This report presents much of the statistical information gathered to date as well as details of many different aspects of the program. Much of the data gathered follows the National Center for Developmental Education's (NCDE) criteria for program evaluation (see Table 1).

1. In all, 3,616 students have been admitted to the program. Black (non-Hispanic) accounted for 54% of the students with 70% being female (see Table 2). The average age was 28 and an average of 54% to 60% attended full-time (see Table 3 and Table 4).
2. Approximately 93.5% of the students complete the semester (see Table 5 and Table 6).
3. The percentage of students with a grade of C or better was analyzed in several ways:
    a. For fall, the percentage of students successfully completing all of their courses is up from 34% in fall 2004 to 49% in fall 2013. The percentage of students receiving a D, F, or W in at least one course is down from 53% in fall 2004 to 12% in fall 2013. The percentage of students receiving failing grades in every course increased from 14% to 20% (see Table 12). Similar results are noted for spring (see Table 13).
    b. For fall 2003, 55% of the students were in good standing compared to 80% in fall 2013. Students placed on probation went from 39% to 8% over the same time period. The median GPA also increased from 1.429 to 2.333 (see Table 14). Table 15 details the data for spring.
4. Goal One: Developmental Education Course Completion: All program objectives were analyzed by direct (student learning outcomes) and indirect means (success rates). Success using NCDE standards increased from the following from AY 2003-2004 to AY 2013-2014 (see Table 16):
    a. Objective 1-1: ENGL 0001 from 65% to 90%; national average = 73%; met.
    b. Objective 1-2: MATH 0001 from 54% to 74%; national average = 68%; met.
    c. Objective 1-3: MATH 0002 from 49% to 67%; national average = 68%; not met.
    d. Objective 1-4: UNIV 1005 from 22% to 89%; national average = 76%; met.
    e. Objective 1-5: UNIV 0008 from 67% to 85%; national average = 76%; met.
    f. Raw success rates for each course are presented in Table 17.
    g. Differences in percentages between Table 16 and Table 17 indicate a large percentage of students withdraw or failed due to the attendance policy.
5. Goal Two: Developmental Education to General Education Course Success (NCDE) (see Table 19).
    a. Objective 2-1: ENGL 0001 to ENGL 1001 = 88%, n = 2,279, national average = 64%; met.
    b. Objective 2-2: MATH 0002 to general education mathematics = 78%, n = 840; national average = 58%; met.
    c. Objective 2-3: UNIV 0008 to social science = 70%; n = 976, national average = 69%. This objective = 71%; n = 1,205; if UNIV 0008 test out students are included (see Table 22). Met.
    d. Far more students complete the writing component than reading or mathematics.
6. Goal Three: Program Completion and Persistence
    a. Objective 3-1: Completion rate = 31%, national average 30%-40% (see Table 23), met.
    b. Objective 3-2: Fall to spring retention = 80%, ten year average = 75%, met.
    c. Objective 3-3: Fall to fall retention = 50%, ten year average = 42%, met.
7. Graduation rate = 5%, n = 162 (see Table 26), average to graduation = 3.92 years (see Table 27), with a mean GPA = 2.80. Most awarded degree was general studies, then Nursing (see Table 28).
8. Student satisfaction (either agree or strongly agree) with statements = 81%, n = 447 (see Table 29).
9. Most students (49%) withdraw from individual courses for academic reasons (see Table 31).
10. First semester students with children or who are working can be more successful if they are not full-time. GPA's of first semester students increased 15% in one year when students were encouraged to schedule their classes around their personal life (see Table 32).
11. 5% to 6% of the Pathways students are Pell Runners and enroll to collect a check (see Figure 1 to Figure 3).

Data indicates that the Pathways to Success program does assist students in the completion of their developmental education coursework. Budget reductions are hampering efforts to assist more students; however, program staff will continue to do the best they can with the resources available.

Pathways to Success Tenth Year Report

Introduction

According to ACT (2012), 83% of the 2012 students ACT-tested in Louisiana required some form of developmental education coursework as they entered college. The same report notes that 29% of the Louisiana students are seriously deficient meaning that students need developmental coursework in every subject. The only option for most of these students is to enroll in a community college or technical school given that Louisiana's four-year institutions of higher education are "no longer" permitted to offer developmental education courses.[1] As a result, Louisiana State University Eunice (LSU Eunice) serves the needs of developmental students in the Acadiana Region. The Pathways to Success Program fills a vital function for the students at LSU Eunice needing developmental education coursework in all subject areas. This report summarizes the results achieved by LSU Eunice's Pathways to Success Program over the past ten years.

The Pathways to Success program received the John Champaign Memorial Award for Outstanding Developmental Education Program honored by the National Association of Developmental Education in March 2010. The program was also named an Outstanding Institutional Advising Program by the National Academic Advising Association in 2008 – one of three in the nation. In addition, Dr. Hunter Boylan, the Director of the National Center of Developmental Education, named Pathways as one of the best developmental education programs in the state of Louisiana in spring 2006. The program director was named as the outstanding developmental education administrator in the State of Louisiana in 2009 and the program was named an exemplary advising program for underprepared students in 2007.

Pathways to Success was named an Outstanding Institutional Advising Program in 2008.

Pathways to Success was honored with the John Champaign Memorial Award for Outstanding Developmental Education in 2010.

LSU Eunice's Pathways to Success

In fall 2004, LSU Eunice decided to face the developmental education issue and its challenges head on. Specifically, Pathways to Success was implemented targeting entering students who have no ACT scores and those who have an ACT composite of 15 or below. Students with an ACT composite of 15 or below usually require developmental coursework in

[1] The words "no longer" are in quotes because the four-year institutions are permitted to offer co-requisite developmental courses where the developmental and general education courses are offered at the same time.

every subject.[2] Unique to LSU Eunice, the program addresses whole student development by addressing the academic factors (coursework and tutoring), nonacademic factors (socialization and transition to higher education), and personal factors (life's issues in general) related to student success.[3] Several different theoretical constructs including, but not limited to using clear student guidelines,[4] first year experience and mandatory orientation,[5] intrusive academic advising,[6] structured and rigorous developmental education coursework,[7] all play a part in addressing the trio of student success factors.

At LSU Eunice, placement in the program has been mandatory for ten years. All students enrolled in the Pathways to Success program attend an orientation introducing them to the program and LSU Eunice in general. At orientation, students sign a contract acknowledging the role of institutional policy and their own responsibilities for success.[8] Students are also expected to attend 90% of their classes or risk being failed due to absences. Very simply, LSU Eunice officials believe that developmental education students need to attend class if they are to learn the course material and successfully complete the course.

In addition, students must also see their academic advisor at least three times during the semester.[9] The advising visits in the university studies courses play an integral role in addressing the nonacademic and personal factors related to success. The first university studies course introduces students to the university, time management, critical thinking, goal setting, and appropriate socialization skills necessary to be successful in a college setting. It also uses various psychometric tests that help the students identify learning styles, temperament, and appropriate choice of major. Academic advising may become "intrusive" for some students as the director and advisors often "get out of their offices" during the early warning period and engage students by visiting them in class, calling them at home, calling them on their cell phones, or visiting them in the college's residence hall. During this time, students are identified by faculty for not doing homework, not showing up for class, not showing up for class on time, answering cell phones in class, or causing any kind of disruption.

Lastly, students must attend tutoring in math and English if their grade falls below 70% on a major assessment. Tutoring services are offered as institutional funds permit and students have their option of seeking tutoring face to face with a faculty member using a "drop in" method that requires no appointment or seeking help from the student success center on campus that

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[2] LSU Eunice has developmental English composition and developmental mathematics. The institution does not have a developmental science course. The State of Louisiana has no college level standards for reading. LSU Eunice does, however, have a college reading course. ACT guidelines for reading are followed for Pathways students.

[3] For a complete discussion of the academic and nonacademic factors see: Lotkowski, Robbins, and Noeth (2004). For a complete discussion of cognitive (academic) factors, affective (noncognitive) factors, and personal factors and how each relates to developmental education see Boylan (2009) or Fowler and Boylan (2010).

[4] (Fowler, 2007; Miller & Murray; 2005; Stewart, Brewer, & Brown-Wright, 2007; Tinto, 2004)

[5] (Escobedo, 2007; Fowler & Dronet, 2007; Grubb, 2013; Kuh, 2007; Lotkowski, Robbins, & Noeth, 2004; Varney, 2007)

[6] (Earl, 1988; Ender & Wilkie, 2000; Escobedo, 2007; Fowler & Dronet, 2007; Glennen & Baxley, 1985; Kuh, 2007; Rutschow & Schneider, 2011; Vander Schee, 2007)

[7] (Boylan, 2002; McCabe, 2000)

[8] See http://web.lsue.edu/docs/DevelopmentalEd/CONTRACT.pdf for the contract.

[9] See http://web.lsue.edu/docs/DevelopmentalEd/advising.pdf for a complete list of academic advising efforts.

requires appointments and uses more of a supplemental instructional approach. Students in the program may also seek help through electronic tutoring; however, most students use the face to face method due to limited experience with technology.

Unique to LSU Eunice, the Pathways to Success program addresses whole student development by addressing the academic factors, nonacademic factors, and personal factors related to student success.

Mission and Goals

Approved by the Developmental Studies Advisory Committee in spring 2011, the mission of the Pathways to Success program is:

Using the best practices in the field as defined by the National Center for Developmental Education (NCDE), the Pathways to Success program exists to provide a holistic approach to developmental education so that LSU Eunice may better assist underprepared students in the achievement of their educational and personal goals.

Goals one and two are:
In working to maintain an effective developmental education program, Pathways to Success will provide students the necessary support for the successful completion of:

1. their developmental education coursework. (linked to institutional goals 4, 5, 7, 8);
2. their first general education course in English, mathematics, and social science. (linked to institutional goals 3, 5, 7, 8).

Goal three is:
In an effort to further examine program effectiveness, Pathways to Success program staff will examine the program completion and retention data (linked to institutional goals 3, 5, 7, 8).

Program assessment in terms of methodology and benchmarks is guided by the NCDE (Boylan and Bonham, 2011; Gerlaugh, Thompson, Boylan, & Davis, 2007), the Lumina Foundation (Bailey, Jeong, & Cho, 2008), and literature in the field of developmental education (Attewell, Lavin, & Levey, 2006). Table 1 details each of the specific metrics based on information from the NCDE. Those identified with an “X” reflect data collected on a routine basis.

The Pathways to Success program exists to provide a holistic approach to developmental education.

Table 1
NCDE Criteria for Program Evaluation.[10]

Reference	Quantitative Criteria	Monitored
Table 5 Table 6	How many students participated in the program/courses?	X
Table 7	How many hours of tutoring were offered?	X
Table 8 Table 9	How many sections of developmental courses were offered?	X
Table 5 Table 6	What % of the students who entered the course stayed for the entire term?	X
Table 12 - Table 17	What % of those who stayed the entire term earned a C or better?	X
	What were the g-scores for those taking the course or receiving tutoring?	
Table 24	How many of those who participated in the course/program remained for one semester?	X
Table 18	What % of those who passed the lowest level developmental course took and passed the next level developmental course?	X
Table 19 Table 20 Table 21	What % of those who passed the highest level developmental course took and passed the next level curriculum course in that subject?	X
Table 25	What % of those who took one or more developmental courses were retained from fall to fall?	X
Table 27	What % of those who took one or more developmental courses graduated within 2, 3, 4, 5, and 6 years?	X
Reference	Qualitative Criteria	Monitored
Table 29	To what extent are student users satisfied with the program?	X
	What are faculty/staff perceptions of the program?	X
	What are faculty/staff perceptions of the program's students?	X
	What is the impact of program on the campus as a whole?	X

National Center for Developmental Education Criteria for Program Evaluation is used to assess the Pathways to Success Program.

It is important to note that the benchmarks established through the NCDE reflect all developmental students, not just those that need developmental education courses in all subjects (Gerlaugh et al., 2007). The director and the advisory committee feel that the benchmarks should be adopted for three reasons. First, the NCDE and the Lumina foundation provide some of the most systematic and reliable data on developmental students across the country. Second, any other benchmark is arbitrary and difficult to defend. As a result, an

[10] See NCDE's website at http://ncde.appstate.edu/sites/ncde.appstate.edu/files/evaluation.pdf for the program evaluation.

objective or outcome may use the word “approximate” instead of the word “will” meet certain benchmarks. Lastly, it was felt that the benchmarks demand academic excellence from the faculty, students, and the institution as a whole. In other words, setting high expectations would result in greater student learning.

Data Collection

Much of the raw data is broken out in six data sets (three for fall and three for spring), one for all campus sites and then one for LSU Eunice and one for LSU Alexandria.[11] The data set itself is labeled by campus and is collected each semester. In some cases, data for the semester prior to the implementation of Pathways to Success program is also included. Data related questions may be addressed to the author of this report: Dr. Paul Fowler, Director of Developmental Education at pfowler@lsue.edu.

93% to 94% of the students enrolling in the Pathways to Success Program stayed for the entire term.

Demographic Information

In all, 3,616 students have entered the Pathways to Success program since its implementation in summer 2004.[12] Student demographics since 2004 are contained in Table 2. The majority (54%) of the students being served are Black (non-Hispanic) with nearly three-fourths (70%) being female. The average age for all Pathways students is 28 and an average of 54% to 60% attended full-time in any given semester over the ten years (see Table 3 and Table 4). Table 5 and Table 6 also detail the number of new and continuing students, along with those who completed the semester since the program was implemented. Between 93% and 94% of the students stay for the entire term in any given fall or spring (see Table 5 and Table 6).

[11] The complete data set is available at: http://web.lsue.edu/docs/DevelopmentalEd/Pathwaysyeartoyearcomparisons.pdf.
[12] Statistic provided through spring 2014.

Table 2
Fall 2013 student demographics.

Ethnicity	F	M	Total
Black/African American	1402	536	1938
White	999	469	1468
Hispanic of any Race	25	20	45
Two or More Races	28	9	37
Race/Ethnicity Unknown	21	13	34
Am Indian or Alaskan	20	10	30
Not Reported	17	10	27
Nonresident Alien	8	3	11
Asian	4	4	8
Hispanic	6	2	8
Asian or Pacific Island	4	2	6
Foreign	1	1	2
Hawaiian/Pacific Island	2	0	2
Grand Total	2537	1079	3616

Table 3
Class load for fall semesters.

Class Load	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Median
Percent part time	14	20	34	40	37	39	46	59	65	72	40
Percent full time	86	80	66	60	63	61	54	41	35	28	61

Table 4
Class load for spring semesters.

Class Load	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Median
Percent part time	27	33	47	40	41	44	57	61	75	70	46
Percent full time	73	67	53	60	59	55	43	39	25	30	54

54% of the students enrolling in the Pathways to Success Program were black (Non – Hispanic).
The average age was 28 and 54% to 61% attended full-time.

Table 5
Pathways to Success enrollment and semester completion for fall.[13]

Fall Enrollment	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Median
new	328	202	202	176	220	240	211	224	212	214	181	211.5
continuing/transfer		29	132	175	193	210	292	256	281	243	226	218
total	328	231	334	351	413	450	503	480	493	457	407	431.5
Percent retention from fall (new FF)	34%	30%	37%	49%	43%	44%	48%	26%	47%	47%	45%	45%
Resignation Information	17	18	16	13	35	29	33	35	37	22	32	31
	5%	8%	5%	4%	8%	6%	7%	7%	8%	5%	8%	7%
Completed Semester	311	213	318	338	378	421	470	445	456	435	375	
	95%	92%	95%	96%	92%	94%	93%	93%	92%	95%	92%	93%

Table 6
Pathways to Success enrollment and semester completion for spring.

Spring Enrollment	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Median
new		90	71	76	67	92	99	107	97	55	60	83
continuing/transfer		172	256	288	314	363	381	376	378	336	294	325
total		262	327	364	381	455	480	483	475	391	354	386
Percent retention from fall (new FF)	63%	75%	79%	76%	77%	81%	74%	76%	80%	72%	80%	77%
Resignation Information		16	17	29	32	28	33	38	17	21	24	26
		6%	5%	8%	8%	6%	7%	8%	4%	5%	7%	6%
Completed Semester		246	310	335	349	427	447	445	458	370	330	
		94%	95%	92%	92%	94%	93%	92%	96%	95%	93%	94%

[13] Resignation means that the student withdrew from all courses for the semester. For Fall 2013, 264 (65%) of the Pathways students received a Pell Grant. In addition, 313 (77%) were first generation college students.

Tutoring

Pathways students have a mandatory tutoring requirement if they score below a C on a major assessment in developmental mathematics or English composition. Several tutoring methods are available including face-to-face with a faculty member in the Pathways tutoring lab or face-to-face in the Student Support Services lab with a peer. Students may also use *Smarthinking* for both subjects and many faculty members recommend the use of *MyMathLab* through the text book publisher for the developmental mathematics courses. In following best practices and the NCDE (Boylan, 2002), LSU Eunice recommends that Pathways students use an appropriate method for them. This is usually the face-to-face method when possible as many of them either do not have high speed internet connections at home or are not familiar with the computing requirements for online tutoring.

An average of 24 hours for tutoring for mathematics and 7.5 hours for English composition per week per academic year has been offered by the Pathways to Success (see Table 7). Generally, math tutoring is offered from 9 am to 1 pm Monday through Friday while specific hours for tutoring for English (up to five per week) vary each semester. During the AY 2013-2014, Pathways to Success students generally had a 43% compliance rate with the tutoring requirement generating an average of 317 tutoring visits every semester. This is down from 50% just a few years ago, however, the tutoring requirement in modular mathematics does not exist for the most part since tutoring is built into the course sequencing.[14] Very few, if any, if any Pathways students enrolled in the modular mathematics sections require face-to-face tutoring in the lab.

Table 7
Tutoring hours for the Pathways to Success tutoring lab per academic year.

Course	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	Median
Math	23	40	37	40.5	20	25	25	20	20	20	24
English	25	10	10	10	13	5	5	5	5	5	7.5

Number of Developmental Sections Offered

The number of sections offered to Pathways to Success students each fall and spring are shown in Table 8 and Table 9. Generally speaking, there has been a slight decrease in the number of sections offered for ENGL 0001 and MATH 0002. The decreases in ENGL 0001 and MATH 0002 reflect overall enrollment decreases during the past ten years. The increase in sections for MATH 0001 reflect an attempt to have smaller class sizes to increase success. The increase in offerings for both UNIV 1005 and UNIV 0008 emphasize the fact that the two courses became mandatory in fall 2004 for all students enrolled in the Pathways program. In an attempt to have students finish the Pathways to Success program sooner, students are given an attempt to test out of UNIV 0008 while they take UNIV 1005 (Grubb, 2013).

[14] The modular mathematics program will be discussed in detail later in this paper.

Table 8
Number of fall sections offered to Pathways to Success students.[15]

Course	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Median
ENGL 0001	25	25	21	19	22	22	19	22	22	22	22	22
MATH 0001	10	11	20	18	21	21	25	29	30	24	22	21.5
MATH 0002	21	21	14	13	13	13	13	13	13	13	12	13
UNIV 1005	5	13	12	11	14	14	12	14	14	13	13	13
UNIV 0008	2	2	3	3	3	6	5	5	6	5	5	5

Table 9
Number of spring sections offered to Pathways to Success students.

Course	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Median
ENGL 0001	12	12	11	10	12	10	12	12	12	12	10	12
MATH 0001	9	12	15	13	16	16	17	18	18	14	10	15.5
MATH 0002	16	16	15	14	18	16	17	18	19	16	14	16
UNIV 1005	3	6	7	6	9	7	8	7	8	9	8	7.5
UNIV 0008	2	8	7	7	9	9	9	9	9	9	9	9

[15] ENGL 0001 is developmental composition, MATH 0001 is pre-algebra, MATH 0002 is introduction to algebra, UNIV 1005 is orientation to university studies, and UNIV 0008 is college reading.

Developmental Class Size

Class sizes, especially in mathematics, declined when the program was implemented in fall 2004 (see Table 10 and Table 11) in order to meet typical NCDE standards which is generally accepted to be around 20 students per class (Gerlaugh et al., 2007). However, while sanctioned by the NCDE, the very nature of the calculation is itself, to some degree, misleading since the median is taken on the fourteenth class day and then again on the last day of classes. Large class sections on the 14th day generally lead to additional students withdrawing allowing for smaller classes on the last day. Of course, this practice does nothing for course success rates. By the second and third year of the program, the director was able to convince administration to add additional sections resulting in lower class sizes in developmental mathematics.

Percentage Earning the Grade of C or Better

The percentage of students earning a grade of C or better is addressed in Table 12 through Table 15. First, Table 12 details the percentage of students earning a grade of C or better in all courses, success in all but one course, and failing all courses. The data suggests that increased success has been demonstrated since only 34% percent successfully completed all courses in 2004 while nearly half (49%) successfully completed them in fall 2013 (see Table 12). Spring semester has much the same results increasing from 39% success in spring 2005 to 50% in spring 2014 (see Table 13).

Decreases from 53% to 12% for fall and 43% to 30% for spring are also noted in students receiving a D, F, or W in at least one course in spring. The problem area seems to be 20% of the students consistently failing their courses every semester. A possible explanation for this will be discussed later.

Next, Table 14 details the fall academic standing and GPA while Table 15 details the spring academic standing and GPA. For fall, the percentage of students in good standing (a GPA ≥ 2.0) increased from 55% to 80% - being consistently above 80% since fall 2010 (see Table 14). In addition, students placed on probation decreased from 39% to 8% and students dropped increased slightly from 2% to 4%. The median GPA also increased from 1.429 in fall 2003[16] to 2.333 in fall 2013 – a 63% increase in ten years.

For spring, the students in good standing increased from 52% to 72% while those on probation decreased from 40% to 12% (see Table 15). The percentage of students dropped in the spring mirrored the fall. Lastly, the median GPA increased from 1.349 in spring 2004[17] to 2.500 in spring 2014 – a 35% increase in ten years. In both cases, the standard deviations of the grade point averages have decreased indicating a narrowing of the data.

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[16] Pathways to Success was implemented in fall 2004. Fall 2003 data was taken from records of students who would have been placed into the program if it had existed.

[17] Pathways to Success was implemented in fall 2004. Spring 2004 is the semester prior to the program being implemented. The data was taken from records of students who would have been placed into the program if it had existed.

Table 10
Median fall developmental class size.

Course	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Nat'l	Median
ENGL 0001	30	21	20	19	20	21	24	21	20	19	22	20	20.5
MATH 0001	30	27	22	22	23	25	26	22	20	22	20	21	22
MATH 0002	22	22	19	22	17	16	22	24	20	21	23	21	21.5
UNIV 1005	22	18	20	18	19	23	24	21	22	23	21	18	21
UNIV 0008	28	21	19	20	20	11	17	23	20	19	18	18	19.5

Table 11
Median spring developmental class size.

Course	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Nat'l	Median
ENGL 0001	24	21	19	18	13	23	24	21	20	16	14	20	19.5
MATH 0001	32	20	22	20	20	22	24	21	21	18	21	21	21
MATH 0002	25	22	21	22	20	23	25	24	23	24	26	21	23
UNIV 1005	17	19	19	21	15	23	24	24	23	16	16	18	20
UNIV 0008	19	18	21	20	21	22	17	23	24	20	15	18	20.5

Table 12
Fall success statistics.

Grades:	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Median
A, B, C, P in every class	72	112	136	139	179	140	162	216	171	185	
	34%	35%	40%	37%	43%	30%	36%	47%	39%	49%	38%
D, F, NC, or W in at least one class	112	171	179	201	214	275	204	177	194	46	
	53%	54%	53%	53%	51%	59%	46%	39%	45%	12%	52%
F in every class	29	35	23	38	28	55	79	63	70	74	
	14%	11%	7%	10%	7%	12%	18%	14%	16%	20%	13%

Table 13
Spring success statistics

Grades:	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Median
A, B, C, P in every class	96	136	164	134	136	150	147	155	170	164	
	39%	44%	49%	38%	32%	34%	33%	34%	46%	50%	39%
D, F, NC, or W in at least one class	106	140	136	215	242	257	210	227	139	99	
	43%	45%	41%	62%	57%	57%	47%	50%	38%	30%	46%
F in every class	44	34	35	44	49	74	88	76	61	67	
	18%	11%	10%	13%	11%	17%	20%	17%	16%	20%	17%

Table 14
Fall academic standing and GPA statistics.[18]

Academic Standing	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Median
Good standing	55%	67%	71%	75%	82%	88%	78%	82%	83%	84%	80%	81%
Placed on probation	39%	32%	21%	9%	9%	6%	11%	6%	6%	10%	8%	9%
Dropped	2%	1%	5%	9%	3%	3%	7%	5%	4%	3%	4%	4%
Continued on probation	0%	0%	1%	5%	3%	2%	2%	4%	4%	1%	5%	3%
Removed from probation	0%	0%	1%	2%	3%	1%	2%	3%	3%	2%	3%	2%

Grade Point Averages	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Averages
mean	1.429	1.400	1.839	1.941	2.004	2.114	2.137	2.290	2.379	2.367	2.312	2.078
median	1.429	1.400	1.936	1.957	2.000	2.143	2.213	2.333	2.400	2.500	2.333	2.121
standard deviation	1.244	1.005	0.917	0.799	0.898	0.868	0.977	0.965	0.864	1.013	0.946	0.925

Table 15
Spring academic standing and GPA statistics.[19]

Academic Standing	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Median
Good standing	52%	61%	71%	76%	73%	70%	66%	74%	77%	79%	72%	73%
Placed on probation	40%	17%	13%	7%	17%	22%	20%	15%	15%	13%	12%	15%
Dropped	2%	16%	11%	11%	5%	4%	8%	5%	4%	4%	4%	5%
Continued on probation	0%	6%	5%	4%	3%	3%	4%	4%	3%	3%	7%	4%
Removed from probation	0%	0%	0%	2%	2%	1%	2%	2%	1%	1%	5%	2%

Grade Point Averages	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Averages
mean	1.583	1.710	2.196	2.317	2.289	2.149	2.127	2.266	2.269	2.379	2.344	2.148
median	1.349	1.750	2.333	2.333	2.375	2.178	2.167	2.285	2.333	2.388	2.500	2.181
standard deviation	1.110	1.189	1.070	0.935	1.007	0.922	0.967	0.884	0.954	0.866	0.884	0.981

[18] Fall 2003 is the fall semester prior to the program being implemented for comparison. For Fall 2013, the GPA data is slightly skewed to the left with skewness = -0.464. The data is also slightly leptokurtic with kurtosis = 0.059. Both are 0 for normal distributions.
[19] Spring 2004 is the spring semester prior to the program being implemented for comparison. For Spring 2014, the GPA data is slightly skewed to the left with skewness = -0.467. The data is slightly leptokurtic with kurtosis = 0.168. Both are 0 for normal distributions.

Goal One – Developmental Education Course Performance

Next, Table 16 details the developmental course success rates using NCDE methodology while Table 17 details the raw success rates for the same courses. Using the methodology of Gerlaugh et al. (2007) in Table 16, the percent success is defined by taking the number of students earning a grade of A, B, or C in the course divided by those enrolled on the 14th day minus students who withdrew or were given a failing grade for violating the Pathways to Success attendance policy. Students earning a D or F are defined as unsuccessful. The 2003-2004 academic year (AY), the year prior to the program being implemented, is also shown for comparison.

For each of the five courses taken by Pathways to Success students, success increased dramatically, especially UNIV 1005, increasing from 22% the year prior to the program being implemented to 89% in AY 2013-2014. Also, in every case except one, the recent results meet or exceed the NCDE standards. The exception is MATH 0002 being one point less than the NCDE standard in AY 2013-2014. Both developmental math course results have fluctuated over the ten years with MATH 0002 never meeting the standard in the ten years the program has existed.

Pathways student success increased dramatically, especially UNIV 1005, increasing from 22% the year prior to the program being implemented to 89% in AY 2013-2014.

The MATH 0002 course is the only one that did not meet the NCDE standard scoring one percentage point below the national benchmark of 68%.

The raw success statistics presented in Table 17 are calculated by taking the students who earn an A, B, or C and dividing them by the total enrolled on the 14th day. As a result, data from all Pathways students is used in the calculation showing just how many students are withdrawing and being failed for violating the attendance policy (comparing Table 16 with Table 17). The raw data also shows how the two developmental mathematics course results have fluctuated over the ten year time span. It is hoped that the new computer-based, competency-based modular mathematics program implemented in fall 2013 will assist in increasing success in the two developmental math courses.

Table 16
Success rates (percentages) in developmental education courses by academic year using NCDE methodology.

Program Outcome	Course	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	NCDE Nat'l Comparisons
1-1	ENGL 0001	65	73	84	91	89	86	76	86	82	86	90	73
1-2	MATH 0001	54	57	53	67	63	60	61	58	65	70	74	68
1-3	MATH 0002	49	48	50	57	62	55	52	57	65	56	67	68
1-4	UNIV 1005	22	79	87	90	89	87	86	86	88	89	89	76
1-5	UNIV 0008	67	86	93	92	85	82	75	83	88	81	85	76

Table 17
Raw success rates (percentages) in developmental education courses by academic year.

Program Outcome	Course	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
1-1	ENGL 0001	65	62	72	79	73	72	63	72	63	66	67
1-2	MATH 0001	48	39	41	51	41	45	37	40	47	51	55
1-3	MATH 0002	43	38	39	40	40	37	36	37	51	38	52
1-4	UNIV 1005	20	67	72	71	69	66	68	70	76	75	71
1-5	UNIV 0008	65	78	84	80	73	77	62	74	77	69	70

Developmental English Composition

With respect to goal one, the following program objective was developed and subsequently approved the Developmental Studies Advisory Committee.

1-1 Pathways to Success students will successfully complete their developmental coursework gaining competencies in developmental English composition (ENGL 0001) mechanics, sentence structure, and paragraph structure necessary to successfully begin their first general education English composition course.

Ninety percent of the 293 students completed ENGL 0001 in AY 2013-2014 (see Table 16). This exceeds the national benchmark of 73% set by the NCDE for those who finished the course (i.e. did not withdraw or fail due to absences). Since the measurement of program objective 1-1 above is considered an indirect measure of success, student learning outcomes for the ENGL 0001 course and the direct measurement for each were also developed.

Upon successful completion of ENGL 0001, the student will

A. Write a clear topic sentence that includes the main idea of the paragraph.
B. Develop the body of the paragraph with substantial support: evidence, details, and facts.
C. Use proper grammar and punctuation throughout the paragraph.

Directly assessing the student learning outcomes resulted in an 80% success rate overall which exceeded the benchmark of 70%. The 70% was chosen since it is the minimum level average graded needed to proceed to general education composition. In examining the individual outcomes, A was met at 84%, B was met at 87%, and C was met at 76%. The data overall supported that program objective 1-1 was met using a sample of 148 Pathways students from fall 2013. Spring 2014 was assessed using a different method as part of a grant.

Developmental Mathematics

The next two program objectives specifically deal with developmental mathematics.

1-2 Pathways to Success students will successfully complete their developmental coursework gaining competencies in computational and elementary algebra skills (MATH 0001) necessary to begin MATH 0002.

Table 16 indicates that the success rates in MATH 0001 have increased since the Pathways to Success program was implemented. While the 74% for the 300 Pathways students could be improved, it does exceed the NCDE's rate of 68%. As grade distributions are an indirect measure of student learning for program objective 1-2, the mathematics faculty developed student learning outcomes for the course.

The student, upon successful completion of MATH 0001, will:

A. Manipulate the order of operations on real numbers.
B. Perform basic algebraic operations with expressions and linear equations.
C. Perform basic operations with geometric figures.

These student learning outcomes were directly assessed using a multiple choice final examination with questions grouped by the learning outcome for 212[20] Pathways students for both fall 2013 and spring 2014.

Overall, the direct assessment indicated that the student learning outcomes associated with MATH 0001 were met since pathways students achieved a 71% overall exceeding the benchmark of 70%. The benchmark being established as the lowest level average grade needed for students to be successful in the next developmental mathematics course. Outcome A was met at 76%; outcome B was not met at 68%; and outcome C was not met at 62%. As a result, program objective 1-2 is tentatively met with the qualifications that outcomes B and C be strengthened since the student learning outcomes associated with them were not met. Faculty will place more emphasis on concepts involving outcomes B and C.

Next, program objective 1-3 focuses on success in the second developmental mathematics course, MATH 0002.

1-3 Pathways to Success students will successfully complete their developmental coursework gaining competencies in algebra and coordinate geometry (MATH 0002) necessary to be successful in their first general education mathematics course.

Table 16 also provides the success rates for the second developmental mathematics course. The 270 Pathways students succeeded at a rate of 67% in AY 2013-2014 falling just short of the 68% established by the NCDE (Gerlaugh et al., 2007). Again, as grade distributions are indirect measures of student learning, the mathematics faculty developed student learning outcomes for MATH 0002.

The student, upon successful completion of MATH 0002, will:

A. Perform basic algebraic operations.
B. Perform basic operations involving the rectangular coordinate system.

As with MATH 0001, both of these student learning outcomes were directly assessed using a multiple choice final examination with questions grouped by the learning outcome benchmarked at 70% since 70% is the lowest C necessary to go on general education mathematics. Overall, the 200[21] Pathways students scored a 63% on the student learning outcomes with outcome A at 64% and outcome B at 61%. The direct assessment indicated that the student learning outcomes and thus the program objective 1-3 were not met.

The fact that program objective 1-3 and the associated student learning outcomes were not met indicates that corrective action needs to be taken to assist students in completing the second developmental mathematics course. Two primary actions have been taken in AY 2013-2014 to attempt to increase success in the MATH 0002 course. The first was using ACT's COMPASS placement system to place students into MATH 0002. Prior to 2013, ACT's ASSET (a paper and pencil assessment) was being used to assess placement at orientation. Second, fall 2013 saw the implementation of the new modular mathematics program. Eight Pathways students took the modular course; however, only two of them took the final assessment. Despite the results in the modular mathematics program, incremental changes in the second developmental mathematics

[20] For MATH 0001, a total of 200 Pathways students took the face-to-face assessment while 12 took the computerized modular assessment.
[21] For MATH 0002, a total of 198 Pathways students took the face-to-face assessment while 2 took the computerized modular assessment.

course must take place over time while examining the possible implications to resources and student success.

Orientation to University Studies and College Reading

The next two program objectives deal with the orientation to university studies and college reading courses. First, program objective 1-4 calls for the examination of student success in the orientation to university studies (UNIV 1005) course.

1-4 Pathways to Success students will successfully complete their developmental coursework gaining competencies in the cultural abilities (UNIV 1005) necessary to succeed in their first general education courses.

Program objective 1-4, specifically the cultural abilities, refers to the unique characteristics of the UNIV 1005 course and the effort to provide orientation and teach the transitional, motivational, and metacognitive skills necessary to be successful in higher education. The course focuses on aiding students in determining how they best learn while taking responsibility for their own actions. Advising visits are also required in both UNIV courses. The last one-third of UNIV 1005 focuses on developing students' vocabulary and active reading strategies to prepare them for UNIV 0008. For this reason, the NCDE's reading standard is applied to the course. As Table 16 indicates, success in UNIV 1005 increased from 22% the year prior to the Pathways to Success being implemented to 89% in AY 2013-2014 (n = 283).

As with other developmental courses, the faculty created both student learning outcomes and a method to directly assess them for program objective 1-4. A benchmark of 70% was established since it is the lowest level C grade needed to move to the UNIV 0008 (reading) course. For UNIV 1005, the student learning outcomes are:

Upon successful completion of UNIV 1005, the student will:

A. Locate and access LSU Eunice resources.
B. Demonstrate various transferrable academic skills.

Multiple choice questions were developed by the faculty and are included on the final exam in order to directly assess each of the student learning outcomes. Overall, the student learning outcomes were met at 80% for the 236 Pathways students taking the student learning outcome assessment during AY 2013-2014. Students achieved an 83% on outcome A and 77% on outcome B. Since the student learning outcome results exceed the established benchmark of 70%, program objective 1-4 is met.

Next, UNIV 0008, the college reading course, is also examined. Taken after UNIV 1005, the UNIV 0008 course builds on reading material taught in UNIV 1005. The program objective for UNIV 0008 is

1-5 Pathways to Success students will successfully complete their developmental coursework gaining competencies in critical reading comprehension strategies (UNIV 0008) necessary to begin their first general education social science course.

Table 16 summarizes success rates in UNIV 0008 increasing from 67% the year prior to the program being implemented to 85% for the 169 Pathways students in AY 2013-2014. In order to directly access program objective 1-5, the UNIV 0008 faculty developed student learning outcomes and established a benchmark of 70% as it is the lowest C needed to go on to reading in the social sciences.

Upon successful completion of UNIV 0008, the student will:

A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.
B. Employ critical reading comprehension strategies.

Students scored a 75% overall on the student learning outcomes (n = 146). Students also scored a 75% on outcome A and a 73% on outcome B. Given that both the indirect and direct measurements exceed the established benchmarks, program outcome 1-5 is met. Additional information on reading will follow in Goal Two and Additional Information sections.

Success Rates between Developmental Courses

Developmental mathematics and reading are the only two sets of courses where Pathways to Success students progress from one developmental course to another developmental course. The success rates for both are contained in Table 18 indicate that they both exceed the national benchmarks established by the NCDE (Gerlaugh et al., 2007). Successful completion of MATH 0001 is usually not accomplished on the first attempt as indicated by the number of attempts. A comparison between the raw success rate and the NCDE success rate indicates that a large number (as shown by the difference in the percentages) of students withdraw from or are failed due to absences in MATH 0002. Students do, however, typically complete UNIV 0008 on the first attempt as indicated in Table 18.

Table 18
Performance from one developmental course to another developmental course.[22]

Course	Raw % based on those who registered for the 2nd course	NCDE % based on those who registered for the 2nd course	n	Mean number of attempts	NCDE Standard
MATH 0001 to MATH 0002	61	82	1655	1.49	58
UNIV 1005 to UNIV 0008	71	76	2169	1.10	69

Goal Two – Developmental to General Education Course Performance

Since developmental education is not an end unto itself, it is important to examine success rates and related data for Pathways students in their first general education course. For the first general education English composition course, the following program objective related to goal two was approved by the developmental studies advisory committee.

2-1. Pathways to Success students will successfully complete their first general education English (ENGL 1001) course after the completion of their developmental education course (ENGL 0001) at rates that approximate the averages established by the NCDE.

[22] For raw, the percentage is based on the number of students obtaining an A, B, or C divided by those who registered for the next developmental course in the sequence after successfully completing the first course in the series. For NCDE, the percentage is based on the number of students who obtained an A, B, or C divided by those who remained on the final day after completing the first course. Those who withdrew prior to the end of the semester are not included in the total n. Attewell et al. (2006) notes that 68% of students complete developmental writing, 30% complete developmental mathematics, and 71% complete developmental reading.

To indirectly assess program objective 2-1, the NCDE methodology and benchmarks are used (Gerlaugh et al., 2007). Pathways students completing ENGL 0001 and progressing to ENGL 1001 are tracked to determine if success rates in the subsequent course approximate the national average. Students must complete ENGL 1001 with an A, B, or C in order to be considered successful. Students withdrawing from ENGL 1001 are removed from consideration since they voluntarily interrupted the instruction. Table 19 shows that Pathways students have consistently performed above the national average for the first general education English composition course both based on the raw success rate and the NCDE rate using a total of 2,279 students who registered for the ENGL 1001 in the analysis.

Table 19
Pathways to Success students successfully completing the first general education course after completing developmental education courses.[23]

Course	Raw % based on those who registered for the GE course	NCDE % based on those who registered for the GE course	n	NCDE Nat'l Comparisons
ENGL 0001 to GE English	78	88	2279	64
MATH 0002 to GE Mathematics	56	78	840	58
UNIV 0008 to Social Science	59	70	976	69

In order to directly assess learning, LSU Eunice also assesses students using ACT's Collegiate Assessment of Academic Proficiency (CAAP). The 2013 – 2014 Content Area Analysis Report for the bottom 25%, which contains mostly Pathways students, indicates that Pathways students are performing below national norms in only two areas – basic grammar and usage and strategy (see Table 20). According to ACT, differences with magnitudes less than 5% are considered to be negligible while differences between 5% and 10% are considered moderate and differences greater than 10% are considered substantial. Pathways students have a moderate departure below the norm for basic grammar and usage and strategy only while a having a negligible departure below the national norm for sentence structure and strategy. A negligible difference above the norm exists for punctuation and organization. As a result, the data suggests that program objective 2-1 is met since students in the lower 25% had negligible differences from the national norm in four out of the six categories.

Both direct and indirect measures of student learning were used.

[23] The raw percentage rate is based on the number of students obtaining an A, B, or C divided by those who were registered for the general education course on the 14th day. For NCDE, the percentage is based on the number of students who obtained an A, B, or C divided by those who remained in the course on the final day. Student who withdrew are not contained in the overall n.

Table 20
Writing skills highlights compared to ACT's nationally normed two year institutions (n = 477 for AY 2013-2014).

Table W-1: Writing Skills Comparison Highlights			
	Local-Normative Group Differences in Percent Correct		
Content Category	Bottom 25%	Middle 50%	Top 25%
Punctuation	6%	15%	10%
Basic Grammar and Usage	- 9%	-17%	-18%
Sentence Structure	- 3%	- 1%	- 3%
Strategy	- 8%	-15%	-16%
Organization	2%	- 1%	- 3%
Style	- 1%	0%	- 2%

The English faculty continue to meet and discuss the best methodology to better meet the students' needs.

Next, developmental mathematics to general education mathematics is also examined. The Developmental Studies Advisory Committee approved the following program objective for mathematics.

2-2. Pathways to Success students will successfully complete their first general education mathematics (MATH 1015 or MATH 1021) course after the completion of their developmental education course (MATH 0002) at rates that approximate the averages established by the NCDE.

Table 19 summarizes subsequent general education success rates for Pathways students who completed MATH 0002. Through indirect means, the raw data indicates that 56% and NCDE data indicates that 78% of the 840 Pathways students were successful in their first general education mathematics course after completing MATH 0002. The data also indicates that far more Pathways students complete English composition than complete mathematics comparing the 2,279 students to 840 students (see Table 19).

Far more Pathways students complete general education English composition compared to general education mathematics.

As with English composition, student learning is also directly assessed through the use of the CAAP mathematics assessment. Table 21 indicates that Pathways students in the bottom 25% meet or exceed the national norms in all areas except coordinate geometry with the difference

being moderate. Pathways students also had a negligible difference from the normative group in trigonometry; however, the CAAP assessment is given in college algebra so students have not yet been exposed to trigonometry. The indirect results from Table 19 and the direct results from Table 21 indicate that students are at least performing at the national average for mathematics. As a result, program objective 2-2 is met.

Table 21
Mathematics skills highlights compared to ACT's nationally normed two year institutions (n = 404 for AY 2013-2014).

Table M-1: Mathematics Comparison Highlights			
	Local-Normative Group Differences in Percent Correct		
Content Category	Bottom 25%	Middle 50%	Top 25%
Prealgebra	11%	5%	4%
Elementary Algebra	20%	16%	5%
Intermediate Algebra	9%	7%	8%
Coordinate Geometry	- 6%	- 8%	-13%
College Algebra	0%	0%	- 4%
Trigonometry	- 4%	- 3%	- 8%

Lastly, program objective 2-3 examines the success rates from the UNIV 0008 course to a student's first general education social science course.

2-3. Pathways to Success students will successfully complete their first general education social science course after the completion of their developmental education reading course (UNIV 0008) at rates that approximate the averages established by the NCDE.

The indirect raw score using success rate for this objective is 59% while the NCDE score is 70% for 976 students (see Table 19). There is no direct measure for student learning for program objective 2.3; however, beginning in fall 2008, students were permitted to test out of the UNIV 0008 course using ACT's COMPASS[24] Reading Assessment while taking the UNIV 1005 course. This is an effort to have students complete their developmental coursework as soon as possible (Grubb, 2013).

Students eligible to skip UNIV 0008 must successfully complete UNIV 1005 with a C or better and score at least an 81 on the COMPASS assessment. The student must also take a social science course the following semester and receive an A or B in the course. Students receiving a C are registered for UNIV 0008. Students receiving a D, F, or withdrawing from the social science course are automatically registered for UNIV 0008 the following semester. Table 22 presents the statistics on the two possibilities over the ten years of the program. Combining the statistics from both methods yields a raw success rate of 61% in the social sciences and a NCDE rate of 71%. Note the total n increase as well from 976 to 1,205.

[24] ASSET was used from 2008 to 2013.

Table 22
Statistics on social science based on whether a student took UNIV 0008.

Description	Total n	No. Withdrawing	No. Successful	Raw Success in %	NCDE in %
UNIV 0008 to social science	976	150	576	59	70
Social science after testing out of UNIV 0008	229	21	462	71	78
Total	1205	171	738	61	71

Given that the indirect rate of 71% in Table 22 exceeds the NCDE benchmark of 69% (see Table 19), program objective 1-5 is met.

Goal Three – Program Completion and Persistence

In terms of program effectiveness, the Pathways to Success program indirectly collects and analyzes data on program completion and retention. First, objective 3-1 examines program completion.

3-1. The Pathways to Success completion rate will approximate the national average as defined by the Community College Research Center and the Lumina Foundation.

Since 2004 – 2005, a total of 1,125 (31%) students have completed the Pathways to Success program out of the 3,620[25] who began it (see Table 23). According to completion demographics, 878 (78%) were female with 575 (51%) being White (non-Hispanic) and 481 (43%) being Black (non-Hispanic). On average, students complete the program in just over a year (1.30) with a mean GPA of 2.801. Even though the 31% completion rate could be improved, it appears to be consistent with the national completion rate. According to the Lumina Foundation (Bailey, Jeong, & Cho, 2008), 30% to 40% of the students nationwide complete their developmental education coursework. The overall completion rate for LSU Eunice, however, does not represent all developmental students enrolled at the institution. Instead, it represents only those students who are underprepared in every subject – students who are in the most need and have the highest probability of dropping out. For these reasons, program objective 3-1 is considered to be met since it approximates the national average. The completion rate will be monitored as changes in program coursework and improvements in mathematics success rates are implemented.

[25] Note that the 3,620 was generated from students enrolling from fall 2004 through spring 2014. It is unlikely that students enrolled from summer 2014 through spring 2015 would have completed the program as this document is written in February 2015.

Table 23
Total number of students completing the Pathways to Success program (AY is Summer, Fall, and Spring).

	Academic Year (Summer, Fall, Spring)											
	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	Total	Median
Number	37	88	113	127	95	122	130	147	118	148	1125	120

The last two program objectives deal specifically with retention.

3-2. Of the new first time freshmen enrolled in the Pathways to Success program, at least 75% will be retained from fall to spring. This benchmark is a ten year historical average from fall 2003 – spring 2004 through fall 2012 – spring 2013.

3-3. Of the new first time freshmen enrolled in the Pathways to Success program, at least 42% will be retained from fall to fall. This benchmark is a ten year historical average from fall 2003 – fall 2004 through fall 2012 – fall 2013.

Data for fall to spring retention is contained in Table 24 while the data for the fall to fall retention is contained in Table 25. For comparison purposes, data from AY 2003-2004 is included with the program implementation beginning in AY 2004-2005. For fall to spring, the 80% retention rate exceeds the 10 year average of 75%. As a result, the indirect measurement indicates that program objective 3-2 is met for AY 2013-2014.

Table 24
Pathways to Success fall-to-spring retention for new first time freshmen (in percentages).[26]

	Academic Year												
	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	Ten Year Mean
Retention	71	63	75	79	76	77	81	74	76	80	72	80	75

As with the fall to spring retention benchmark, the fall-to-fall retention rate of 42% is also a 10 year average. However, as Table 25 shows, the one year retention rate fluctuates depending on external environmental variables. Nevertheless, the 50% retention achieved from fall 2013 to fall 2014 exceeded the ten year average of 42%. As a result, the indirect measurement indicates that program objective 3-3 is also met. Further, if student transcript requests are also considered, the current overall Pathways one year retention rate increased to 66% accounting for the 29 students that may have transferred to another institution.

[26] The fall 2013 to spring 2014 new, first-time retention rate for non-Pathways students at LSU Eunice was 83.4%.

Table 25
Pathways to Success fall-to-fall retention rates for new first time freshmen (in percentages).[27]

	Academic Year												
	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	Ten Year Mean
Retention	34	30	37	49	43	44	48	27	47	47	45	50	42

Graduation

Currently, a total of 162 (5%) former Pathways to Success students have graduated from LSU Eunice.[28] The Pathways to Success Program does add some time to graduation since students spend roughly a year in developmental education courses; however, institutional data indicates that those who do graduate do so in 3.92 years, on average, with a mean GPA of 2.80 (see Table 26 and Table 27). The most popular degrees are Associate of General Studies followed by an Associate of Science in Nursing (see Table 28). A total of 133 (82%) were female with 56 (34%) being Black (non-Hispanic) and 98 (60%) being White (non-Hispanic).

Table 26
Pathways to Success frequency of graduation by academic year (AY is summer, fall, spring).

AY	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	Total
Total graduates	3	6	19	16	30	27	27	34	162

Over 10 years, 5% of the Pathways students have graduated.

Table 27
Number of students graduating in 2, 3, 4, 5, or 6 years.

Within x years	2	3	4	5	6	More than 6	Total
Total	7	53	56	28	10	8	162

[27] The fall 2013 to fall 2014 new, first-time retention rate for non-Pathways students at LSU Eunice was 54.3%

[28] Percent calculated through fall 2012 (n = 3,241) as it is unlikely that students admitted from spring 2013 and on would have completed both a developmental and degree granting program. Students who transfer are not tracked due to the difficulty in obtaining reliable data. The IPEDS 150% (completed ≤ 3 years) graduation rate for Pathways to Success students is 2%.

Table 28
Pathways to Success degree type.

Degree	Number
General Studies	34
Nursing	31
Associate of Applied Science	29
Criminal Justice	15
Computer Information Technology	8
Associate of Arts	8
Care/Dev of Young Children	8
Office Information Systems	7
Fire and Emergency Services	6
Associate of Science	4
Respiratory Care	4
Associate of Arts Transfer	4
Office Practices and Procedures	2
Paralegal	2
Total	162

Student Satisfaction

Student satisfaction with the program is monitored each semester by way of an online survey taken by students completing the UNIV 0008 course. The results of the survey are contained in Table 29 for years in which complete data exist.[29] Students leaving the program and continuing in their general education work seem to be satisfied with their experience in the Pathways to Success program as Table 29 indicates. For example, better than 81% of students agree or strongly agree with variables influenced by institution, instruction, and academic advising. However, students rated their own self-help variables lower than any variables influenced by the institution. Examples of institutional variables are:

- LSU Eunice helps students who need financial assistance.
- I was able to schedule classes at times when I needed them.
- The Pathways to Success orientation helped me better understand the program and its requirements.

Examples of instructional variables are:

- My math classes were small enough to facilitate learning.
- My instructors treated me with respect.
- My instructors were clear about what they expected in each class.

Examples of advising variables are:

- My advisors were available when I needed them.
- My advisors were open and honest with me, even if I did not like what they had to say.
- I met with my advisor at least three times per semester.

Examples of student self-help variables are:

- I completed all my assignments on time.

[29] Prior to fall 2009, the number of students completing the survey was not reported. As a result, the individual semesters could not be weighted properly to generate an appropriate data set for the AY.

- I asked the instructor for help when I did not understand the course material.
- I went to peer tutoring when I needed help.

Table 29
Percent that responded agree or strongly agree to the Pathways to Success student satisfaction survey.

Question	09-10	10-11	11-12	12-13	13-14	Median
Summary of institutional variables.	78	84	76	73	79	78
Summary of instructional variables.	83	91	82	88	89	88
Summary of advising variables.	88	90	85	82	88	88
Summary of student self help variables.	66	74	70	66	68	68
median of all catagories	81	87	79	76	85	81
N that filled out	73	148	58	89	85	447
N enrolled	221	231	324	291	256	1423

Program Perceptions and Impact

Faculty and staff perceptions of the program and students have been monitored through conversations with LSU Eunice personnel, both those who work within the program and those who do not. The general consensus is that the program is helping students succeed and that the program is effective to some degree. The impact has changed the way the entire campus views students who need developmental coursework in all subject areas. Especially as more students from developmental courses move into and then complete general education courses.

Faculty and staff admit that the program does limit student choice in many respects and the students themselves do not appreciate the limited choices available to them the first semester of attendance. For example, Pathways students must register for certain classes, namely university studies (orientation or reading), English, and math every semester they are enrolled in the program. Faculty also saw the need to approve only entry level courses as electives – courses they thought that students would have a good chance of successfully completing during the first and second semester. Given limited choice, the faculty and staff suggest that student completion and time to completion is shortened as opposed to lengthened given that students cannot make poor choices the first or second semester.

Another major impact involves academic advising and registration. The Office of Information Technology (IT) had to write computer code so that Pathways students could be identified by a red bar across the top of their myLSUE advising screen. This was done since the general faculty was not able to advise or register Pathways students. Very simply, the red bar on the advising screen helps the general faculty and staff send students to the correct office for academic advising and registration assistance. Faculty members who advise in the program, however, have permissions to enter data for the students along with the program's two full-time academic advisors and the Director. Special identification on advising screens has now been

extended to other populations such as those receiving Veterans Benefits and student athletes. IT personnel also wrote the code for the 15 reports run every semester to generate the data for this report.

The next major impact involves the attendance policy and other classroom procedures for new faculty. All faculty teaching in the program are sent reminders on the policies and procedures for the program each semester. New faculty meet with the Director personally in order to discuss the Pathways requirements, especially the attendance policy which requires that students not be late for or miss more than one week of class. Even though the program reporting requirements created additional paperwork for faculty, most saw the benefits almost immediately upon implementation. Faculty were noting that students were "showing up to class and doing the work". In this respect, faculty understand that most developmental students can and will perform if given the assistance they need and feel as if they belong at the institution.

This completes the NCDE evaluative information from Table 1. The sections that follow contain additional information on accomplishments and initiatives during AY 2013-2014.

Additional Information

In an effort to continuously improve the Pathways to Success program, several metrics are examined to determine possible issues with student satisfaction or the lack of student success in the various courses. This section discusses the additional data examined and initiatives implemented or continued from previous years in order to improve student learning.

Academic Advising

During AY 2013-2014 nearly three-fourths (71%) of the Pathways students complied with the advising component of the program seeing their advisor just over three times per semester and generating 1,905 advising visits over the academic year not including visits made during orientation. Compliance with advising was below the median of 91% established using the ten year data. Students from the LSU Eunice site had an 85% compliance rate while students on the LSU Alexandria site had a 67% compliance rate. Very simply, some students did not want to walk across the LSU Alexandra campus in order to see their advisor resulting in the student receiving a failing grade on the advising component of the course.

In order to remain current, the Director maintains his membership to the National Academic Advising Association, reading the journals has time permits. Regular meetings with the faculty teaching the UNIV courses and the Pathways advisors also take place with meeting minutes being kept. These meeting minutes are then distributed to personnel at the LSU Alexandria site. The Director and the personnel at the LSU Alexandria site also keep in contact via phone and email on a regular basis as well.

Absences

Students in the program must comply with the attendance policy set down by the faculty and staff in the 2004 Quality Enhancement Plan which states that students must attend 90% of the class meetings in any given semester. Table 30 details the attendance information since the implementation of the program. Students in AY 2013-2014 had the highest compliance rate with the attendance policy over the ten year time span with only 21% of the students being turned in

for violating the attendance policy. At the same time only 29% of the students were successful at their appeal having their grade based on their performance in class.

Absenteeism continues to be a major topic at orientation so that students understand their responsibilities. In addition, the Director reminds faculty members each semester to follow the attendance policy by turning students in so absences can be processed in a timely fashion.

Table 30
Program absence data averaged between fall and spring for each academic year.

Academic Year	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	median
Percent of students receiving an attendance appeal	32	29	29	35	28	31	25	25	25	21	28.5
Percent base grade on performance in class	38	34	48	42	45	32	38	31	24	29	36

Student Withdrawals

Since the program was implemented, students who withdraw from a course must meet with their academic advisor to obtain the form and then meet with the Director to discuss the reasons and implications of withdrawing. The Director then classifies each withdrawal as being academic, nonacademic, or personal. The data summarized in Table 31 indicates that students generally withdraw for academic reasons and then personal reasons. The most cited reason for the academic is the grade in the course at the time of the withdrawal while the personal reason most cited is family and/or medical issues. Nonacademic reasons typically involve the student not going to tutoring or having issues with the instructor of the course.

Table 31
Program withdrawal data averaged by fall and spring for each academic year.[30]

Academic Year	08-09	09-10	10-11	11-12	12-13	13-14	median
Number of withdrawals logged	123	141	132	281	228	169	155
Percent academic	34	34	37	41	58	49	39
Percent nonacademic	43	28	28	20	17	20	24
Percent personal	20	38	35	39	25	31	33

Initiatives

Reading

Several initiatives either began or were continued during AY 2013-2014. First, the initiative to increase reading effectiveness was continued with incremental changes being made to both

[30] Note that the total number of withdrawals shown reflects all withdrawals processed by the Director of Developmental Education. The number does not reflect students who withdrew from all courses (resigned from LSU Eunice) or students who were removed from courses for disciplinary reasons. The academic, nonacademic, and personal reasons for withdrawing were not logged prior to AY 2008-2009.

UNIV 1005 (orientation to university studies) and UNIV 0008 (college reading). The material in UNIV 1005 course was revised including student learning outcomes and an updated comprehensive final exam question bank. Faculty have met from summer 2011 to fall 2013 to address course specifics and the assessment of the outcome for the two courses. Increased student learning for UNIV 1005 was presented in Table 16, Table 17, and Table 18.

Revisions to UNIV 0008 have taken place continually since spring 2011. This included a change in books, the revision of portfolio materials, the addition of student learning outcomes, and a comprehensive final exam for the UNIV 0008 course using a prescribed test bank. Increased student learning for UNIV 0008 was presented in Table 16, Table 17, Table 19, and Table 22.

Class Loads for First-Time Freshmen

The Pathways to Success presentation at new student orientation has always stressed time management, asking students to consider their personal life as they begin classes in higher education. As data was being analyzed and the Director began tracking the reasons for student withdraws (see Table 31), it became obvious that some students were taking too many classes their first semester. Some students were either failing their courses or were withdrawing from a course or two – both of which were affecting their financial aid eligibility. As a result, the Director sought permission from the Vice Chancellor for Academic Affairs to alter the orientation presentation in spring 2010 to emphasize that students with small children or working over twenty hours per week should consider registering for two to three courses the first semester until they know how the class schedule will impact their personal schedule and vice versa. The slogan at orientation to sell the idea to students was "Don't become a statistic…think about your life beyond classes. Schedule your classes around your personal life!" Students who still wanted to be full-time were registered for the 12 hour maximum with an electronic advising note being placed in their file if necessary.

Table 32 shows the results of the initiative with respect to grade point average. All other program components held constant, the mean grade point average of new students increased 15% in one year from 1.975 in AY 2009-2010 to 2.263 in AY2010-2011. While not conclusive statistically, Table 32 suggests that slowing students down in their first semester does benefit them in terms of the grade point average for the first semester.

Table 32
Mean grade point averages for new students.[31]

AY	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	Overall Mean
Mean GPA	1.472	2.081	2.285	2.016	1.975	1.975	2.263	2.405	2.349	2.399	2.122
n	271	286	286	314	356	354	368	353	288	259	313.5

Retention

A plan of action was initiated to address the retention decrease from 2009 – 2010 (see Table 25). While retention has rebounded, the retention initiatives have been maintained in order to assist students. These initiatives essentially increased the amount of engagement with students

[31] The AY 2013-2014 data is slightly skewed to the left with skewness = -0.720. The data is also platykurtic with kurtosis = -0.270. Normal distributions have skewness and kurtosis = 0.

accomplished by individually contacting each student who was absent during the first week of classes or did not complete the first advising visit in the UNIV 1005 course early in the semester. Typically, students being called during the first week for nonattendance amounts to 60 phone calls to approximately 30 students depending on the semester. Approximately 30-50 students may be contacted for not completing their first advising visit each semester as well. The engagement for advising visits typically are face-to-face in the UNIV 1005 class.

The staff also attempted to contact students who were failing more than one class at midterm to discuss options with them making an additional 133 phone calls during AY 2013-2014. In many cases, the students decided to drop the course or courses for various reasons. The staff also places nearly 300 phone calls to students each summer to remind them to pay their fees prior to the July deadline and to verify their fall schedules or a reason for not having one. Finally, while not as effective as phone calls or in-class visits, the staff also emails students to remind them of upcoming or missed deadlines. For tutoring alone, the staff sent 251 emails to remind students of missed tutoring deadlines during AY 2013-2014.

Further Analysis on Attendance Appeals

Lastly, the issue of student disappearance surfaced during AY 2010-2011 so it was investigated again for AY 2013-2014 with the same two questions being examined. First, when do students "disappear"? Do students stop attending class at any particular point in the semester or is the disappearance spread out over the entire semester? Second, if a pattern does exist, is it consistent among all students? An investigation of this type is possible since the Pathways to Success program has an attendance policy that is followed by faculty teaching in the program.

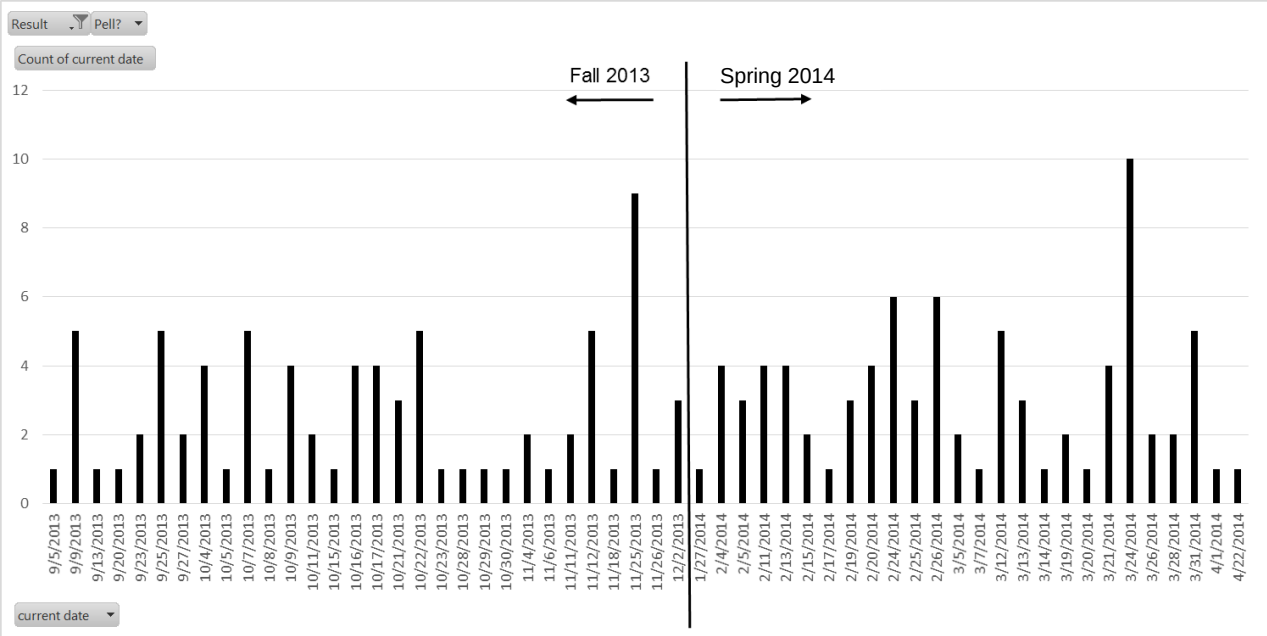
During the AY 2013-2014, 160 attendance appeals were filed on 101 different students on the dates shown in Figure 1.[32] Figure 1 includes only Pathways students who had an absence appeal for not attending class and withdrew from the course, received a failing grade due to absences, or never showed to discuss the absences with the Director of Developmental Education. It is important to note that better than three students per week were affected by attendance appeals over the course of the 30 weeks of the fall 2013 and spring 2014 semesters. For fall, the spikes in absences are noted at the end of September, mid-October, and near Thanksgiving. The loss of students in spring appears to be from the beginning of February, the end of February, and at the end of March. These 101 students took an average of 4.29 courses over AY 2013-2014 with 45 (45%) of them successfully completing at least one course with an A, B, or C. In addition, only 16 (16%) of the 101 students were retained beyond spring 2014.

160 attendance appeals were filed on 101 different students.

This number includes only students who received an F due to absences, withdrew, or did not see the Director.

[32] A total of 224 absence appeals were filed on 143 students overall. Those not discussed in this narrative had their grades based on their performance in class (i.e. they had legitimate reasons for missing class).

Figure 1
Frequency of absence appeals for AY 2013-2014 (n = 160 appeals filed on 101 students).

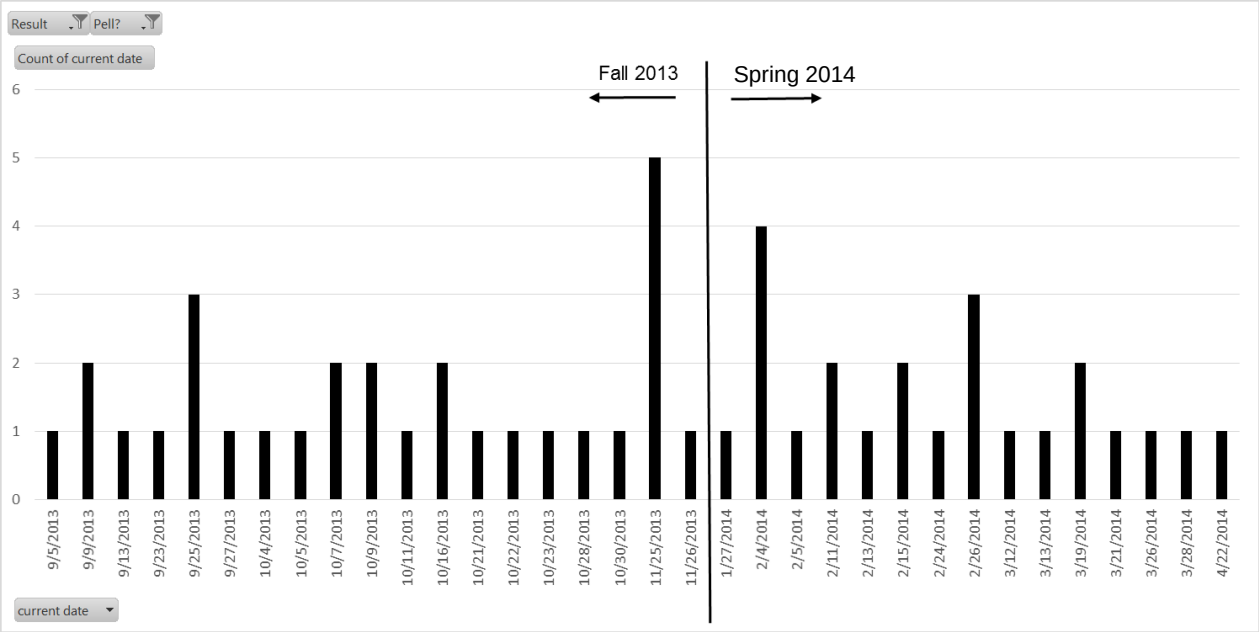


Next, the data is broken out into students who are paying for their own education. A total of 52 attendance appeals were filed on 29 (29%) students who were paying for their own education during AY 2013-2014 and withdrew, failed due to absences, or did not see the director (see Figure 2). There appears to be a natural loss of one student per week over the 30 weeks so the 29 lost due to absences seems logical. Comparing Figure 1 and Figure 2, the spikes in attendance appeals associated with Figure 1 coincide with three dates across the academic year. The first was September 25, 2013 with three out of five absence appeals being filed against students who were paying for their own education. The second date was November 25, 2013 with five out of nine and then in spring on February 4, 2014 with all four and February 26, 2014 with three out of the six appeals being filed against students who were paying for their own education. The 29 students took a mean number of 3.59 courses over AY 2013-2014 with only 9 (31%) out of the 29 successfully completing one course with an A, B, or C. In addition, only 2 (7%) of the 29 students were retained beyond spring 2014.

For students who were paying for their own education, a total of 52 attendance appeals were filed on 29 students.

Only 9 students of the 29 completed a single course with an A, B, or C.

Figure 2
Frequency of absence appeals for students not on financial aid (n = 52 appeals filed on 29 students).



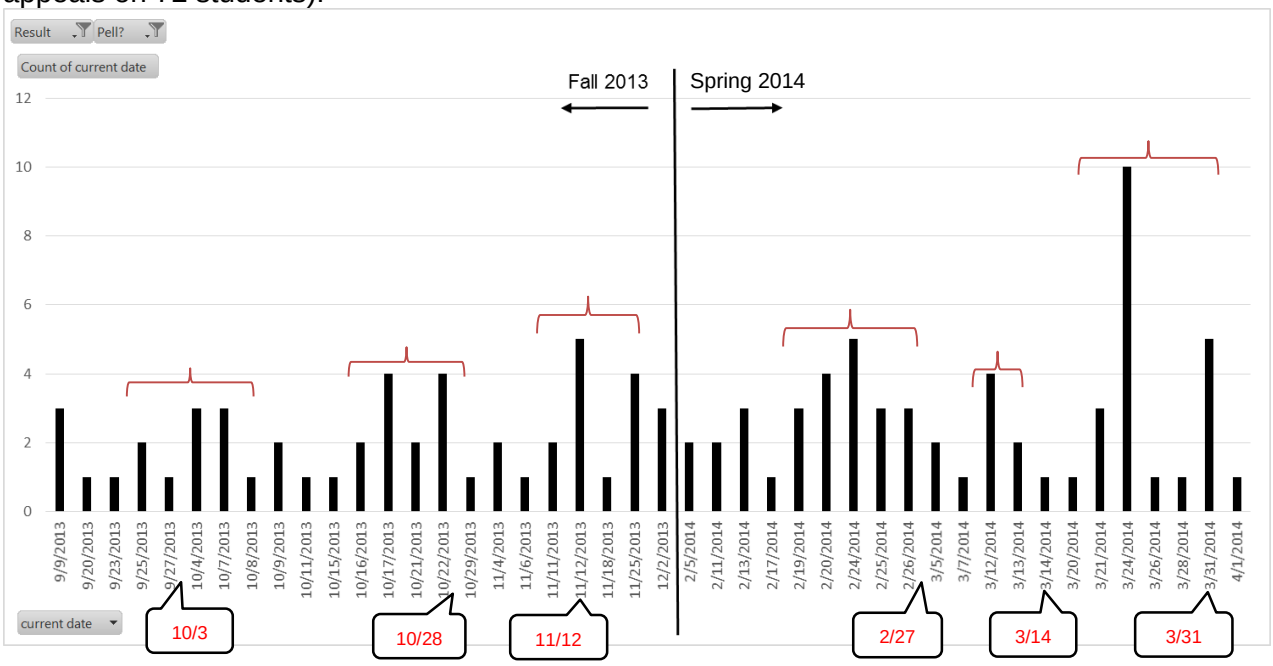
The last section of the analysis included students who were on financial aid and had an absence appeal for not attending classes. A total of 108 absence appeals were filed on 72 (72%) different students who withdrew, failed the course due to absences, or did not meet with the director to discuss the absences (see Figure 3). In contrast to those who are paying for their own education, students on financial aid make up nearly three-fourths of the students who were lost accounting for one to two students per week over the fall and spring semesters. Comparing Figure 1 and Figure 3, the spikes in attendance appeals were more prominent for students attending on financial aid thus influencing the overall data reported in Figure 1 (noted in Figure 3 by the brackets). The students on financial aid took a mean of 4.58 courses over AY 2013-2014 with 36 (50%) of the 72 successfully completing any courses with an A, B, or C. In addition, only 14 (19%) of the 72 students were retained beyond spring 2014.

A total of 36 students on financial aid disappeared and completed no classes during AY 2013-2014. This represents 5% of the total number of Pathways students.

Keeping in mind that LSU Eunice is an open admissions two-year institution, it is interesting to compare students paying for their own education versus those on financial aid who received an appeal for violating the attendance policy resulting in a W, F, or not showing to see the director. Only 31% of those paying for their own education completed a single course with 7% being

retained beyond spring 2014 compared to 50% of those receiving a Pell Grant completing a single course with 19% being retained beyond spring 2014. Why would Pell Grant recipients be more successful? The answer to this is elusive, and the Director has no explanation for this other than it is possible that those paying for their own education underestimated the cost and simply ran out of money and were not able to complete their courses.

Figure 3
Frequency of reported absences compared to dates of financial aid expense checks (n = 108 appeals on 72 students).



To take the analysis one step further, the Directors of Developmental Education and Financial Aid met to discuss how left over financial aid money is disbursed to see to what degree students were enrolling in classes simply to “collect a check” from financial aid having no intention of completing the semester. These students, often called “Pell Runners” (Field, 2011), typically purchase no books or supplies and often disappear after receiving one or more expense checks.

Using Figure 3, it is possible to determine how many additional students had appeals filed. Figure 3 also indicates the days on which expense checks were dispersed to the students. The number of appeals seem to increase during the time periods noted in Table 33 using the data generated for Figure 3 which coincide with expense checks being disbursed. The approximate number of Pell Runners can be determined assuming that one student per week is lost naturally over the 30 weeks of the semester (much like those who are paying for their own education). Assuming that one student per week is lost due to natural attrition, then approximately 49 students attended to simply “collect a check” and had no intention on receiving an education.

Table 33
Approximate number of Pell Runners determined from spikes in attendance appeals.

Days	Total No. of Appeals	No of Students	No of Weeks (students lost naturally)	Difference between No. of Weeks and No of Students
9/25-10/7/13	8	8	3	5
10/16-10/22/13	12	9	2	7
11/11-11/25/13	12	9	3	6
2/19-2/26/14	18	14	2	12
3/12-3/13/14	6	6	1	5
3/21-3//31/14	20	17	3	14
Total	76	63		49

The second way to approach the analysis is to determine how many of the students on financial aid successfully completed no courses over the AY 2013-2014. Viewing the issue from this standpoint yields 36 (50%) of the 72 students receiving a Pell Grant and receiving an attendance appeal. As a result somewhere between 36 (5%) and 49 (6%) out of the 761 Pathways to Success students enrolled on the 14th day could be designated as Pell Runners. It is interesting to note that the calculation yielded approximately 8% of the students as Pell runners in AY 2010-2011. The decrease to between 5% and 6% could be the result of Pathways personnel automatically notifying financial aid of students who are not attending classes. Students are then notified by the financial aid director that a face-to-face meeting is needed to explain their lack of satisfactory academic progress due to nonattendance. The discussion on appeals for absences and Pell Runners is a partial explanation for the 20% of the students in the program that consistently fail all of their courses (see Table 12 and Table 14).

Modular Developmental Mathematics

Beginning in fall 2013, LSU Eunice implemented a course redesign with the two developmental mathematics courses using design principles from the National Center for Academic Transformation (NCAT) (NCAT, 2009; NCAT, 2010; NCAT, 2011; Twigg, 2013). Selected sections of both developmental courses are now modular using a computer-based, competency-based format. This change was implemented to address the low success rates in developmental mathematics using the belief that students learn math by doing (Attewell, 2006). The innovative program uses multiple approaches to teach developmental mathematics including active learning, individualized approach to tutoring, and self-paced setting (Attewell, 2006; Bonham & Boylan, 2012; Grubb, 2013; Rutschow & Schneider, 2011). To date, student success in the modular mathematics program is outpacing success in the face-to-face and online sections combined. MATH 0001 success is up from 61% in face-to-face and online to 77% in modular sections while MATH 0002 success is up from 54% face-to-face and online to 72% modular.[33]

Pathways to Success students were able to register for the modular program beginning in spring 2014. There were two Pathways students in the modular MATH 0001 sections in AY

[33] MATH 0001 and MATH 0002 were both implemented in fall 2013. Statistics quoted reflect all students fall 2013 through fall 2014 (MATH 0001: n = 255 for modular and n = 890 for face-to-face and online; MATH 0002: n = 187 for modular and n = 890 for face-to-face and online).

2013-2014 and 12 in MATH 0002. Data on success rates and student learning outcomes includes these students.

Conferences and Workshops

During AY 2013-2014, Dr. Fowler attended the National Association for Developmental Education's Annual Conference in Dallas with Ms. Jamie Thibodeaux. In fall 2014, he presented "Using the QEP and Course Redesign to Enhance Student Learning in Developmental Mathematics" with Dr. Renee Robichaux, LSU Eunice's Vice Chancellor for Academic Affairs at the Southern Association of Colleges and Schools Commission on College's Annual Conference.

Fowler is also scheduled to present "Sustaining Student Success over a Decade: An Award Winning Model" based on this paper. He is also scheduled to present "What Happened to My Classroom? Course Redesign Improves Student Learning in Developmental Mathematics" with Ms. Jamie Thibodeaux at the National Association for Developmental Education's Annual Conference in February 2015.

Finally, the Director, staff, and faculty regularly meet on advising and UNIV 1005/0008 issues each semester. Documents or procedures are revised as necessary with revision dates posted on the documents.

Discussion

As the Pathways to Success program begins its second decade of service, departmental personnel continue to focus on "whole student development" by addressing students' academic, nonacademic, and personal factors. While there is room for improvement in mathematics, program completion, and graduation, the program director and faculty think that the results are promising. Incremental improvement is noted in all five courses taken by Pathways to Success Students. For example, the raw success rate for ENGL 0001 increased from 65% in AY 2003-2004 to 67% in AY 2013-2014 (see Table 17). Success in MATH 0001 increased from 48% to 55% and MATH 0002 increased from 43% to 52% during the same time span. The same can be said for UNIV 1005 increasing from 20% to 71% and UNIV 0008 increasing from 65% to 70% over the ten year span.

Further, the largest number of students completed the Pathways to Success program (see Table 22) and the largest number of students graduated during AY 2013-2014 (see Table 25). Nevertheless, there is a discrepancy in the statistics from entry to graduation. For example, upon entry 70% of the students are female. Seventy-eight percent of the students completing the program are female while 82% of those who graduate are also female. So, from program entry to graduation, the proportion of female students graduating increases slightly over the proportion of male students.

At issue is the proportion of Black (non-Hispanic) students who complete the program and then go on to graduate. According to Table 2, 54% of the students are Black (non-Hispanic) while 41% of them are White (non-Hispanic) upon program entry as new students. At program completion 43% are Black (non-Hispanic) while 51% are White (non-Hispanic). At graduation, the inverse relationship is exacerbated further with only 34% of the graduating students being Black (non-Hispanic) while 60% are White (non-Hispanic). The Director has no explanation for the inverse relationship except to say that Black (non-Hispanic) students might be transferring to other institutions to complete their education. Anecdotally, the Director has talked to several

Black (non-Hispanic) students over the years who transfer to either Southern or Grambling to finish their coursework. The discrepancy from entry to graduation in terms of ethnicity should be examined further. It is possible that the needs of Black (non-Hispanic) students are not being met. Attewell and Lavin as cited in Goudas and Boylan (2012) also provide possible explanations in that poverty, minority background, first generation college student, and poor high school preparation are all factors affecting completion rates.

Next, the proportion of students who could be Pell Runners is rather unfortunate. The current data suggests that 5% to 6% of the students on financial aid may be attending to simply collect a check and have no intention on attending class let alone purchasing a book, completing any coursework, or complying with the Pathways to Success Contract. It is difficult to increase student success and retain students when some have different motives for attending.

The program continues to struggle with higher education "reforms" implemented by the state legislature. These reforms are in the form of budget reductions from the state leading to increased tuition, reduced course availability, a very busy faculty and staff that cannot provide individual attention to the students who need it, and major fluctuations in student retention. As this document is being completed, additional state budget cuts are being discussed leading to a better than 50% decrease in state funding since 2007. It is unclear at this point which aspects of the Pathways to Success program may be affected. Still, while it is somewhat naïve to think that every student's needs can be met, it is up to department personnel to do what they can to assist every student even if the student refuses to attend class and complete any coursework.

Conclusion

There is no doubt that LSU Eunice's Pathways to Success program flies in the face of recent publications on developmental education. The program does not permit many "nontraditional" options for students advocated in the literature today for students to complete developmental education coursework "faster" or bypass it all together. In addition, the program is rather traditional insofar as its face-to-face, hands-on, tough love philosophy. The data in this report suggests that many Pathways to Success students can indeed succeed if given the extra help they need to progress toward the educational goals. It is important to note that the education of developmental students is a collaborative effort where the responsibility is shared by LSU Eunice, the state, and the students themselves. By working together and providing the extra resources necessary, students can earn a degree, enter the workforce, assist others who wish to become better educated by enhancing the tax base, and have a better overall quality of life.

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