

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 M-207

Revision date: April 10, 2015 (posted to web on April 16, 2015)

1. Revisions reflect the effective dates of Strategic Goals and to the Strategic Goals themselves.
2. Indirect assessments were placed next to direct assessments in the text for each SLO.
3. Justification for benchmarks added along with sampling methodology to comply with SACSCOC CR 3.3.1.1

Mission of the Pathways to Success Program:

Using the best practices in the field as defined by the National Center for Developmental Education, 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:

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. (LSU Eunice goals 4, 5, 7, 8); Strategic Goals 14-19: Objective II-4 (graduation); Objective II-5 (completers)
2. their first general education course in English composition, mathematics, and social science. (LSU Eunice goals 3, 5, 7, 8); Strategic Goals 14-19: Objective II-4 (graduation); Objective II-5 (completers)
3. In an effort to further examine program effectiveness, the Pathways to Success program staff will examine program completion, fall to spring retention, and fall to fall retention (LSU Eunice goals 3, 5, 7, 8); Strategic Goals 14-19: Objective II-4 (graduation); Objective II-5 (completers)

Specific Outcomes for Goal 1:

Pathways to Success students will successfully complete their developmental coursework gaining competencies

- 1-1. in developmental English composition (ENGL 0001) mechanics, sentence structure, and paragraph structure necessary to successfully begin their first general education English composition course.

Student Learning Outcomes for 1-1:

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.

Indirect assessment: The rate established by the NCDE is 73% calculated from the frequency of A, B, and C's divided by the total number of students who were enrolled in ENGL 0001 on the last day of classes (the W's and students who were failed due to absences are subtracted from the total number of students) aggregated between fall and spring (reported as one number). Citation: Gerlaugh, K., Thompson, L., Boylan, H., and Davis, H. (2007). National study of developmental education II: Baseline data for community colleges. *Research in Developmental Education* 20 (4) 1-4.

The direct assessment of the SLOs, developed by the faculty, is given as a comprehensive quiz toward the end of the semester and is aggregated between fall and spring (reported as one number). The assessment was benchmarked at 70% (lowest "average" grade) and all students are assessed at all sites (i.e. no sampling).

- 1-2. in computational and elementary algebra skills (MATH 0001) necessary to begin MATH 0002.

Student Learning Outcomes for 1-2.

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

- A. Manipulate the order of operations on the real numbers.
- B. Perform basic algebraic operations with expressions and linear equations.
- C. Analyze and compute measurements for different geometric figures.

Indirect assessment: The rate established by the NCDE is 68% calculated from the frequency of A, B, and C's divided by the total number of students who were enrolled in MATH 0001 on the last day of classes (the W's and students who were failed due to absences are subtracted from the total number of students) aggregated between fall and spring (reported as one number). Citation: Gerlaugh, K., Thompson, L., Boylan, H., and Davis, H. (2007). National study of developmental education II: Baseline data for community colleges. *Research in Developmental Education* 20 (4) 1-4.

The direct assessment of the SLOs is based on the comprehensive final exam with the data being aggregated between fall and spring (reported as one number). A benchmark of 70% is being used as it is the lowest "average" grade needed to move on to MATH 0002. All students are assessed at all sites (i.e. no sampling).

- 1-3. in the algebra and coordinate geometry (MATH 0002) necessary to be successful in their first general education mathematics course.

Student Learning Outcomes for 1-3:

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

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

Indirect assessment: The rate established by the NCDE is 68% calculated from the frequency of A, B, and C's divided by the total number of students who were enrolled in MATH 0002 on the last day of classes (the W's and students who were failed due to absences are subtracted from the total number of students) aggregated between fall and spring (reported as one number). NCDE data is used as an indirect measurement. Citation: Gerlaugh, K., Thompson, L., Boylan, H., and Davis, H. (2007). National study of developmental education II: Baseline data for community colleges. *Research in Developmental Education* 20 (4) 1-4.

The direct assessment of the SLOs is based on the comprehensive final exam with the data being aggregated between fall and spring (reported as one number). A benchmark of 70% is being used as it is the lowest "average grade" necessary to move on to general education mathematics. All students are assessed at all sites (i.e. no sampling).

- 1-4. in the cultural competencies (UNIV 1005) necessary to succeed in their first general education courses.

Student Learning Outcome for 1-4:

Upon successful completion of UNIV 1005, the student will:

1. Locate and access LSU Eunice resources.
2. Demonstrate various transferrable academic skills.

Indirect assessment: The rate established by the NCDE for reading is 76% calculated from the frequency of A, B, and C's divided by the total number of students who were enrolled in UNIV 1005 on the last day of classes (the W's and students who were failed due to absences are subtracted from the total number of students) aggregated between fall and spring (reported as one number). The reading benchmark was used since UNIV 1005 supports UNIV 0008. Citation: Gerlaugh, K., Thompson, L., Boylan, H., and Davis, H. (2007). National study of developmental education II: Baseline data for community colleges. *Research in Developmental Education* 20 (4) 1-4.

The direct assessment of the SLOs is based on the first 17 questions of the comprehensive final exam aggregated between fall and spring (reported as one number). A benchmark of 70% is being used at it is the lowest "average" graded needed to move on to UNIV 0008. All students are assessed at all sites (i.e. no sampling).

- 1-5. in critical reading comprehension strategies (UNIV 0008) necessary to begin their first general education social science course.

Student Learning Outcomes for 1-5:

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.

Indirect assessment: The rate established by the NCDE is 76% calculated from the frequency of A, B, and C's divided by the total number of students who were enrolled in UNIV 0008 on the last day of classes (the W's and students who were failed due to absences are subtracted from the total number of students) aggregated between fall and spring (reported as one number). Citation: Gerlaugh, K., Thompson, L., Boylan, H., and Davis, H. (2007). National study of developmental education II: Baseline data for community colleges. *Research in Developmental Education* 20 (4) 1-4.

The direct assessment of the SLOs is based on the first 19 questions of the comprehensive final exam using a reading passage and graphic that the students have never seen with the data being aggregated between fall and spring (reported as one number). A benchmark of 70% is being used as it is the lowest "average" grade necessary to move on to general education social sciences. All students are assessed at all sites (i.e. no sampling).

Specific Outcomes for Goal 2:

Pathways to Success students will successfully complete their first general education courses at rates that approximate the averages established by the National Center for Developmental Education for

- 2-1. general education English composition course (ENGL 1001) after successfully completing ENGL 0001.
- 2-2. general education mathematics course (MATH 1015 or MATH 1021) after the successful completion of MATH 0002.
- 2-3. general education social science course as defined by the current LSU Eunice Catalog after the successful completion of UNIV 0008.

Indirect assessment: According to Gerlaugh, K., Thompson, L., Boylan, H., and Davis, H. (2007). National study of developmental education II: Baseline data for community colleges. *Research in Developmental Education* 20 (4) 1-4, the benchmark for completion of ENGL 1001 is 64%, completion of mathematics is 58%, and the completion of social science is 69%. At the conclusion of each spring semester, percentages will be calculated by the frequency of students who successfully completed their first general education course with an A, B, or C divided by those who remained in the course on the last day (i.e. did not withdraw).

The direct measurement for this outcome will take place through the CAAP to ACT linkage analysis, and the CAAP Content Area Analysis for the bottom 25% of the student body. Actual student learning outcomes and their assessment in each general education course rests with each division.

Specific Outcomes for Program Effectiveness

The Pathways to Success program will examine the following data sets to determine program effectiveness.

- 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.

This outcome is indirectly assessed using national data. Between 33% and 40% of the developmental students nationwide complete their developmental studies coursework. Please note that this national number is the only one that is available in the research and refers to all developmental students, not just those who are severely deficient academically (need developmental coursework in all subjects). Citation: Bailey, T., Jeong, D. W., & Cho, S. W. (2008). *Referral, enrollment, and completion in developmental education sequences in community colleges*. Retrieved on January 20, 2009 from <http://ccrc.tc.columbia.edu/Publication.asp?UID=659>

- 3-2. Of the new first time freshmen enrolled in the Pathways to Success program, at least 77% overall will be retained from fall to spring.

This outcome is indirectly assessed using institutional data and taking the average fall to spring retention over the previous ten years. The 77% was generated by comparing the raw statistics on the 14th day for all new first time freshmen attending at the LSU Eunice and LSU Alexandria sites. Note that the retention at the LSU Alexandria site may be lower since the Pathways program at LSU Alexandria exists to support transfer of students to LSU Alexandria. In addition, note that the benchmark in this objective changes from year to year based on the ten year average.

- 3-3. Of the new first time freshmen enrolled in the Pathways to Success program, at least 43% will be retained from fall to fall.

This outcome is indirectly assessed using institutional data and taking the average fall to fall retention over the previous ten years. The 43% was generated by comparing the raw statistics on the 14th day for all new first time freshmen attending at the LSU Eunice and LSU Alexandria sites. Retention at the LSU Alexandria site may be lower since the Pathways program at LSU Alexandria exists to support transfer of students to LSU Alexandria. In addition, note that the benchmark in this objective changes from year to year based on the ten year average.