

Pathways to Success

***2010-2011 Year End Report
A Year of Promising Results***

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LSU
EUNICE

Pathways to Success 2010 – 2011 Year End Report: A Year of Promising Results Executive Summary

The 2010 – 2011 academic year marked the seventh 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.

1. Demographics: Black (non-Hispanic) females make up the majority (56%) of the students served in the program (see Table 2). The average age was 24 and 51% of the 890 students attended part-time.
2. Semester Completion: An average of 92.5% of the students completed each semester (see Table 3 and Table 4).
3. Goal One: Developmental Education Course Completion: All program objectives were analyzed by direct and indirect means.
 - a. Objective 1-1 for ENGL 0001: The data for this objective was inconclusive since the indirect measure met benchmarks while the direct measurement was one point below the benchmark. Action required: The English faculty will examine their outcome C questions to determine if some of questions were vague (see [1-1 text](#)). Please note that the ENGL 0001 student learning outcome assessment was being piloted for the first time in spring 2011.
 - b. Objective 1-2 for MATH 0001: This objective was not met since the direct assessment yielded at 62%. Action required: Math faculty will begin meeting in fall 2011 to discuss ways of increasing student learning (see [1-2 text](#)).
 - c. Objective 1-3 for MATH 0002: This objective was not met since the direct assessment yielded a 62%. Action required: Math faculty will begin meeting in fall 2011 to discuss ways of increasing student learning (see [1-3 text](#)). Please note that the MATH 0001/0002 multiple choice final exam with learning outcome assessment and the software used to analyze it was piloted for the first time at the end of spring 2011.
 - d. Objective 1-4 for UNIV 1005: This objective was met since both measures met benchmarks (see [1-4 text](#)). No action required.
 - e. Objective 1-5 for UNIV 0008: This objective was not met since direct measure had a mean score of 38 which is three points below the 41 needed to be considered reading at collegiate level according to ACT. Action required: Faculty continue to meet to discuss changes in the UNIV 0008 course (see [1-5 text](#)).
4. Success between developmental courses met national benchmarks; however, students, on average, had to take MATH 0001 twice (see Table 11).
5. Goal Two: Developmental to General Education:
 - a. Objective 2-1: ENGL 0001 to ENGL 1001: This objective was measured by indirect and direct means. The data was inconclusive on this objective since the indirect measurement met benchmarks, but the direct measurement did not (see Table 14, and Table 15, and [2-1 text](#)). Action required: The ENGL 1001 faculty, will continue to meet on the CAAP issue.
 - b. Objective 2-2: MATH 0002 to MATH 1021 or MATH 1017: The

- objective was measured by indirect and direct means. This objective is met given success rates (see Table 14) and the CAAP results (see Table 16 and [2-2 text](#)). No action required.
- c. Objective 2-3: UNIV 0008 to social sciences: This objective was measured by indirect means. Data indicated the objective was met (see Table 14 and [2-3 text](#)). No action required.
6. Goal Three: Program completion, retention, and graduation:
- a. Objective 3-1: Program Completion: A record number of students (128) completed the program in the 2010 – 2011 academic year (see Table 17). Student completion was at 29% which approximates the national norm. Students, on average, complete the program in 1.15 years with a GPA of 2.83. This objective is met (see [3-1 text](#)). No action required.
- b. Objective 3-2: Fall 2010 to Spring 2011 Retention of New First Time Freshmen: Measured through indirect means, the fall to spring retention rate was 76% which exceeded the ten year average. This objective was met (see Table 18 and [3-2 text](#)).
- c. Objective 3-3: Fall 2010 to Fall 2011 Retention of New First Time Freshmen: Measured through indirect means, the fall to fall retention rate was 47% which exceeds the 10 year average of 39% (see Table 19). This objective is met. No action required; however, monitoring of the retention rate will continue (see [3-3 text](#)).
- d. Graduation: A record number of students (30) graduated in 2010 – 2011 academic year. The largest number of degrees were awarded in nursing and management. Pathways students graduate, on average, in 3.92 years with a GPA of 2.80 (see Table 20, Table 21, and Table 22).
7. An average of 90.5% of the students complied with the academic advising component generating 2,891 total advising visits. This is up from 2,590 during the 2009 – 2010 academic year.
8. Students withdraw for personal reasons. The most cited reasons were family or medical issues (see Table 25).
9. Several initiatives were continued or implemented during the 2010 – 2011 academic year:
- a. The reading initiative for UNIV 1005/0008. All components should be in place by the end of fall 2011.
- b. Student learning outcomes and their assessments were developed for all developmental courses in order to assist with the direct assessment of student learning.
- c. A plan of action was initiated to assist with fall to fall retention. The plan primarily relied on additional personal interaction with students. ACT's Student Readiness Inventory was also piloted for the first time in summer 2011.
- d. An additional analysis took place on student attendance appeals for the first time in Pathway's history. Attendance appeals increased during times of student financial aid refund checks being issued (see Figure 5). In addition, the data suggested that 8% of the Pathways students were attending to "collect a check".
10. Lastly, Dr. Fowler presented at two national conferences and had two articles published during the academic year. Two workshops were held and funds were expended to send one other to a professional conference.

Pathways to Success 2010 – 2011 Year End Report: A Year of Promising Results

Introduction

Students requiring developmental education coursework are not unique to Louisiana. In fact, according to ACT (2007), nearly 75% of the students entering two-year institutions of higher education across the United States require some form of developmental education coursework. The same report notes that 19% of the students are seriously deficient students. McCabe (2003) writes that this figure may be as high as 33% meaning that one-third of all students across the US may not have any viable option for college unless they have the opportunity to enroll in courses that will help them improve their academic skills prior to enrolling in general education courses.

LSU Eunice's Pathways to Success

In fall 2004, LSU Eunice decided to give developmental education students a chance and face their challenges head on. Specifically, Pathways to Success targets entering students who have no ACT scores and those who have an ACT composite of 15 or below. 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 success¹. Several different theoretical constructs including, but not limited to the first year experience, orientation, intrusive academic advising,

¹ 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).

developmental education, and continuous student engagement all play a part in addressing the trio of student success factors.

At LSU Eunice, placement in the program is mandatory and 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. 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 be in class if they are to learn the course material.

In addition, students must also see their academic advisor at least three times during the semester². 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" and visit students in class, call students at home, call students on their cell phones, or visit them in the college's residence hall during the early warning

² see <http://web.lsu.edu/docs/DevelopmentalEd/advising.pdf> for a complete list of academic advising efforts.

period. 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 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.

The Pathways to Success Program has been nationally recognized for excellence in academic advising and developmental education.

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.

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.

Approved goals 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 LSUE goals 4, 5, 7, 8);
 2. their first general education course in English, mathematics, and social science. (linked to LSUE goals 3, 5, 7, 8).
 3. In an effort to further examine program effectiveness, Pathways to Success program staff will examine the program completion and retention data (linked to LSUE goals 3, 5, 7, 8 and QEP objective 8).

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

Table 1
NCDE Criteria for Program Evaluation.

Quantitative		
Reference	Criteria	Monitored
Table 2 Table 3 Table 4	How many students participated in the program/courses?	X
Table 3 Table 4	What % of the students who entered the course stayed for the entire term?	X
Table 5	What % of those who stayed the entire term earned a C or better?	X
Table 10	How many hours of tutoring were offered?	X
Table 11	What % of those who passed the lowest level developmental course took and passed the next level developmental course?	X
Table 12 Table 13	How many sections of developmental courses were offered?	X
Table 14 Table 15 Table 16	What % of those who passed the highest level developmental course took and passed the next level curriculum course in that subject?	X
	What were the g-scores for those taking the course or receiving tutoring?	
Table 18	What % of those who took one or more developmental courses was retained from fall to fall?	X
Table 19	How many of those who participated in the course/program remained for one semester?	X
Table 21	What % of those who took one or more developmental courses graduated within 2,3,4,5,6 years?	X
Qualitative		
Reference	Criteria	Monitored
Table 23	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

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 may be unreachable; however, it was felt that they should be adopted as benchmarks for outcomes, targets if you will, 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, while the targets may not be reachable by Pathways to Success students, it was felt that any other benchmark would be arbitrary and difficult to defend. As a result, an 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

Raw data is broken out in eight data sets (four for fall and four for spring), one for all campus sites and then one for LSU Eunice, LSU Alexandria, and the Learning Center for Rapides Parish (LCRP)³. The data set itself is labeled by

³ The complete data set is available at: <http://web.lsu.edu/docs/DevelopmentalEd/Pathwaysyear-to-year-comparisons.pdf>.

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.

56% of the students enrolling in the Pathways to Success Program were black (Non – Hispanic).

The average age was 24.

51% attended part-time.

Demographic Information for the 2010-2011 Academic Year

In all, 2,613 students have entered the Pathways to Success program since its implementation in summer 2004. Student demographics for the 2010 – 2011 academic year are contained in Table 2. The majority (56%) of the students being served are Black (non Hispanic) with nearly

three-fourths being female. The average age for all 890 students was 24 with 51% of the students attending part-time. Table 3 and Table 4 detail the number of new and continuing students, along with those who completed the semester. For both fall 2010 and spring 2011, an average of 92.5% of the students who enrolled in classes stayed for the entire term.

92.5% of the students enrolling in the Pathways to Success Program stayed for the entire term.

Table 2
Fall 2010 to spring 2011 student demographics (with resignations removed).

Ethnicity	F	M	Total
Black - Non Hispanic	376	123	499
White - Non Hispanic	224	100	324
Hispanic	12	7	19
Not Reported	8	7	15
Two or More Races	13	2	15
American Indian or Alaskan	3	6	9
Foreign	3	4	7
Asian or Pacific Island	2		2
Grand Total	641	249	890

Table 3

Pathways to Success enrollment and semester completion for fall.

Fall Enrollment	2004	2005	2006	2007	2008	2009	2010	Median
new	202	202	176	220	240	211	224	211
continuing/transfer	29	132	175	193	210	292	256	193
total	231	334	351	413	450	503	480	413
Resignation Information	18	16	13	35	29	33	35	29
	8%	5%	4%	8%	6%	7%	7%	7%
Completed Semester	213	318	338	378	421	470	445	
	92%	95%	96%	92%	94%	93%	93%	93%

Table 4

Pathways to Success enrollment and semester completion for spring.

Spring Enrollment	2005	2006	2007	2008	2009	2010	2011	Median
new	90	71	76	67	92	99	107	90
continuing/transfer	172	256	288	314	363	381	376	314
total	262	327	364	381	455	480	483	381
Resignation Information	16	17	29	32	28	33	38	29
	6%	5%	8%	8%	6%	7%	8%	6.9%
Completed Semester	246	310	335	349	427	447	445	
	94%	95%	92%	92%	94%	93%	92%	93%

Goal One – Developmental Education Course Performance

Next, Table 5 details the success rates for all developmental education courses in which Pathways to Success students enroll along with the national comparisons from the NCDE. Using the methodology of Gerlaugh et al (2007), success is defined by a student earning a

grade of A, B, or C in the course. Students earning a D or F are defined as unsuccessful. Students who withdrew from the course or received a failing grade due to violating the attendance policy are removed from consideration since the course was not completed. The 2003 – 2004 academic year, the year prior to the program being implemented, is also shown for comparison.

Table 5

Success rates (percents) 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	NCDE Nat'l Comparisons
1-1	ENGL 0001	65	72	85	89	88	88	76	89	73
1-2	MATH 0001	54	56	59	67	64	61	61	58	68
1-3	MATH 0002	49	48	57	56	63	55	53	57	68
1-4	UNIV 1005	22	86	92	75	88	88	85	86	76
1-5	UNIV 0008	68	85	95	91	85	83	75	82	76

Used as an indirect measure, the data in Table 5 indicates that success rates in every subject increased with developmental English composition (ENGL 0001) exceeding the national average since the program began. In addition, both orientation to university studies (UNIV 1005) and college reading (UNIV 0008) exceed the national averages in virtually every academic year. Pre-algebra (MATH 0001) and introduction to algebra (MATH 0002)

both show an upward trend, but have fluctuated in the last two academic years.

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.

According to Table 5, the national benchmark for those who finish the course (i.e. did not withdraw or fail due to absences) is equal to or greater than 73%. 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 should be able to

- 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 a 69% success rate overall. In examining the individual outcomes, A and B were both met at 77% and 87% respectively while C was not at 61%. The data overall supported that meeting program objective 1-1 was inconclusive since the student learning outcomes associated with it were not met by one percentage point. Strategies to improve success with all ENGL 0001 student learning outcomes, especially outcome C, will be discussed with the English faculty beginning with an examination of the questions used to assess the outcomes since they were developed by the English faculty themselves. It should be noted that the student learning outcome assessment was being piloted for the first time and that a few of the questions in outcome C proved

confusing to the students judging by the item analysis.

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 5 indicates that the success rates in MATH 0001 have increased since the Pathways to Success program was implemented; however, the success rate still falls short of the national benchmark of 68%. As grade distributions are an indirect measure of learning for program objective 1-2, the mathematics faculty developed student learning outcomes for the course. The student, upon successful completion of MATH 0001, should be able to:

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

Both of these student learning outcomes were directly assessed using a multiple choice final examination with questions grouped by the learning outcome. In the analysis, each of the outcomes was further broken out by subsets specific to each outcome.

Overall, the direct assessment indicated that the student learning outcomes associated with MATH 0001 were not met since pathways students achieved a 62% overall. In fact, only one (A-1) of the eight subsets was met; all others failed to meet the benchmark of 70%. As a result, program objective 1-2 is not met since the student learning outcomes associated with it were not met. It is worth noting that the spring 2011 testing cycle piloted the instrument itself along with the software used to examine the data. Nine recommended

actions were documented to begin the process of increasing success across all program objectives and student learning outcomes for MATH 0001. Adjusting the benchmark downward will only be considered after more data is collected during the 2010 – 2011 academic year.

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

Table 5 also provides the success rates for the second developmental mathematics course. Students succeeded at a rate of 57% in the 2010 – 2011 academic year falling 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, should be able to

- 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. In the analysis, each of the outcomes was further broken out by subsets specific to each outcome with MATH 0002 pathways students scoring a 62% overall. The direct assessment indicated that the student learning outcomes and thus the program objective 1-3 were not met. Again, the spring 2011 testing cycle for MATH 0002 piloted the assessment itself along with the software used to examine the data.

The data clearly delineated where students had the most difficulty and where faculty should focus their efforts to increase student success. This included rational expressions, coordinate geometry, and radicals. Similar to MATH 0001, nine recommended actions were documented to begin the process to increase student success in MATH 0002. Adjusting the benchmark downward will only be considered after more data is collected during the 2010 – 2011 academic year.

The fact that program objectives 1-2 and 1-3 and their associated student learning outcomes were not met indicates that corrective action needs to be taken to assist students in completing the two developmental mathematics courses. Decreasing developmental mathematics class sizes has been discussed so that the number of students in each section conforms with NCDE standards which is generally accepted to be around 20 students per class prior to Gerlaugh et al (2007) (see Table 6 and Table 7). 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. This disguises the fact that, in some semesters, MATH 0001 classes begin with a median of 29 students and conclude with a median of 22 students with an average of 7 students withdrawing in each class (see Table 8). This situation is similar in MATH 0002 with a median of 28 students on the fourteenth day decreasing to 24, losing 4 students per class to withdrawals (see Table 9). In fall 2010, MATH 0001 class sizes on the 14th class day were smaller when compared to previous years. However, as the developmental math size increases at the beginning of the semester (see Table 8 and Table 9), more students were lost to withdrawals leading to fewer students remaining in the class at the end of the semester thus leaving the overall median approximating the national standard (see Table 6 and Table 7).

Table 6

Median fall developmental class size.

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

Table 7

Median spring developmental class size.

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

Table 8

MATH 0001 enrollment detail for fall sections at the LSUE site only.

Course	Year							
	2003	2004	2005	2006	2007	2008	2009	2010
Begin	31	29	23	24	25	27	29	23
Median	29.5	27	22	22	24.5	25.5	25	21.5
End	27.5	25	21	20	19	24	22	20
Differential	3.5	4	2	4	6	3	7	3

Figure 1

Fall MATH 0001 enrollment detail for LSUE only.

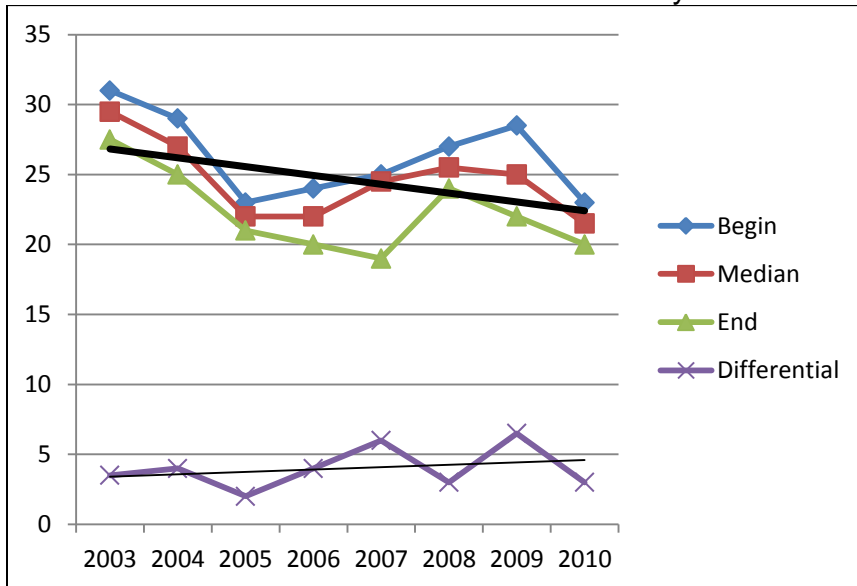


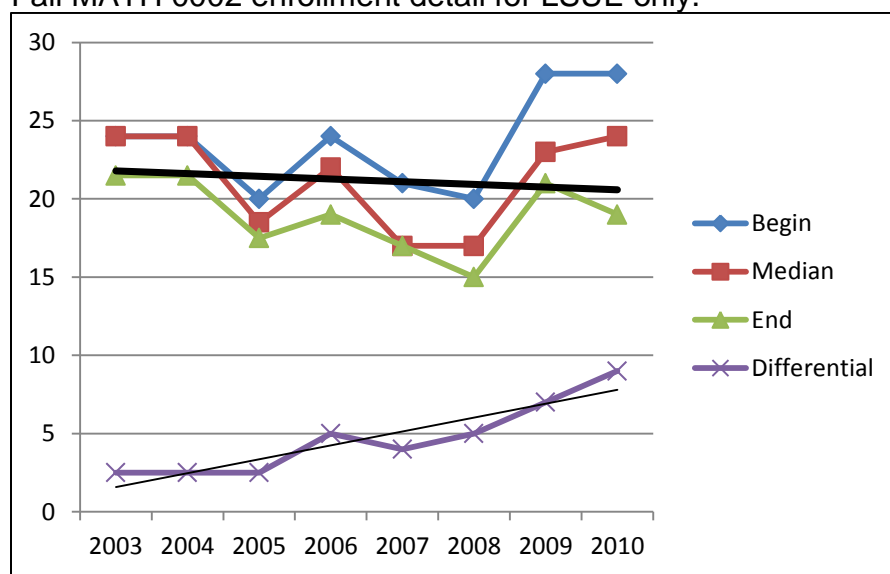
Table 9

MATH 0002 enrollment detail for fall sections at the LSUE site only.

Course	Year							
	2003	2004	2005	2006	2007	2008	2009	2010
Begin	24	24	20	24	21	20	28	28
Median	24	24	18.5	22	17	17	23	24
End	21.5	21.5	17.5	19	17	15	21	19
Differential	2.5	2.5	2.5	5	4	5	7	9

Figure 2

Fall MATH 0002 enrollment detail for LSUE only.



Additionally, math faculty has also informally suggested adding a third developmental mathematics course or changing the existing courses from three credit hours to four credit hours. The extra time would allow better coverage of the material and more contact time for students. All agree that some changes are needed; however, the faculty noted that two distinct issues typically surface in the natural course of attempting to improve mathematics success rates. The first is the need for detailed data since many students enter with either no ACT scores or choose not to take the placement test at orientation. Additional information would allow the mathematics faculty to better determine and adjust the

course content to assist students over time. The second issue is that a third class would increase the time to graduation. Interestingly enough, adding a third class may actually decrease time to graduation if students are learning the material and are successful on the first attempt at the course.

In summary, the LSU Eunice mathematics department understands that an issue exists with developmental mathematics and intends on continuing the discussion on exactly what should be done to assist developmental (Pathways and non Pathways) students in completing their developmental mathematics courses in a timely fashion. However, incremental

changes must take place over time and examine 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. 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 5 points out, success in UNIV 1005 increased from 22% the year prior to the Pathways to Success being implemented to 86% in spring 2011.

As with other developmental courses, the faculty created both student learning outcomes and a method to assess them in order to directly measure student learning outcomes for program objective 1-4. 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 70%. No action was required relative to learning outcome A since students achieved an 82% success rate. Students, however, achieved learning outcome B at only 60%. As a result, performance on transferrable academic skills should be improved. Even though program objective 1-4 is technically met, faculty has already begun the process of examining ways of increasing student success on learning outcome B. This involved examining the questions most missed by students and revising them for clarity. Revised questions were piloted in summer 2011 and improvements were noted as students met the benchmark of 70% for both outcomes.

Next, UNIV 0008, the college reading course, is also examined. Taken after UNIV 1005, the UNIV 0008 course builds on 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 5 summarizes success rates in UNIV 0008 increasing from 68% the year prior to the program beginning to the 80 to 90% range in all years except 2009-2010. In order to directly access program objective 1-5, the UNIV 0008 faculty developed student learning outcomes.

Upon successful completion of UNIV 0008, the student should be able to:

- 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.

The data generated by the direct assessment of the student learning outcomes using ACT's ASSET indicated that the student learning outcomes for UNIV 0008 were not met. While the mean increased slightly, the 38 from spring 2011 is below the 41 considered to be college level reading according to ACT. As a result, program outcome 1-5 is not met. The UNIV 0008 results will continue to be monitored as the textbooks are changed, better assessment of student learning outcomes are developed, and a comprehensive final examination is implemented in fall 2011. Additional information on reading will follow in Goal Two and Additional Information.

Tutoring

Tutoring data was also analyzed for Pathways to Success students. 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 the face to face methods 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 40 hours for tutoring for mathematics and 10 hours for English composition per academic year has been offered by the Pathways to Success tutoring lab (see Table 10). Generally, math tutoring is offered from 10 am to 2 pm Monday through Friday while specific hours for tutoring for English (up to five per week) vary each semester. During the academic year, Pathways to Success students generally had a 50% compliance rate with the tutoring requirement generating an average of just over 500 tutoring visits every semester.

Table 10

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	Median
Math	23	40	37	40.5	20	25	25	25
English	25	10	10	10	13	5	5	10

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 11 indicate that they both exceed the

national benchmarks established by the NCDE (Gerlaugh et al (2007)) and include students who achieved an A, B, or C in the course divided by those who remained in the course at the end of the semester. Successful completion of MATH 0001 is usually not accomplished on the first attempt. However, students do typically complete UNIV 1005 on the first attempt as indicated in Table 11.

Table 11

Performance from one developmental course to another developmental course.

Course			Mean No. of Attempts	Nat'l Averages
	2011	n for 2011		
MATH 0001 to MATH 0002	69	634	1.53	58
UNIV 1005 to UNIV 0008	87	1455	1.08	69

Number of Developmental Sections Offered

The number of sections offered to Pathways to Success students each fall and spring are shown in Table 12 and Table 13. Generally speaking, there has been a slight

increase in the number of sections offered in all courses since the program's implementation except MATH 0001 which has increased 150%. This is in an effort to combat large class sizes even in the face of limited institutional resources.

Table 12

Number of fall sections offered to Pathways to Success students.

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

Table 13

Number of spring sections offered to Pathways to Success students.

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

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.

To indirectly assess program objective 2-1, the NCDE methodology and benchmarks are used (Gerlaugh et al (2007)). Pathways students who complete ENGL 0001 and then progress 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 who withdraw from ENGL 1001 are removed from consideration since they voluntarily interrupted the instruction. Table 14 shows that Pathways students have consistently performed above the national average for the first general education English composition course.

Table 14
Pathways to Success students successfully completing the first general education course after completing developmental education courses in percents.

Course	2007	2008	2009	2010	2011	NCDE Nat'l Comparisons
ENGL 0001 to ENGL 1001	82	84	82	81	82	64
MATH 0002 to MATH 1021/1017	62	61	64	69	67	58
UNIV 0008 to Social Science	63	64	68	73	73	69

In order to directly assess learning, LSU Eunice also assesses students using ACT's Collegiate Assessment of Academic Proficiency (CAAP). The 2010 – 2011 Content Area Analysis Report for the bottom 25%, which contains mostly Pathways students, indicates that Pathways students are performing below national norms in most areas (see Table 15). 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 substantial departure below the norm for punctuation only while a moderate

departure exists for sentence structure and strategy. A negligible difference from the norm exists for basic grammar and usage, organization, and style. Compared to the 2009 Content Area Analysis Report, student increased their cognitive ability in every area except punctuation and strategy; however, students still score below the national norm in almost every area of the test. As a result, the data suggests mixed results for program objective 2-1. The indirect course success measurements indicate that students are succeeding while the direct measurement using CAAP suggests that their cognitive development is below that of their peers.

Table 15
Writing skills highlights compared to ACT's nationally normed two year institutions.

Content Category	Local-Normative Group Differences in Percent Correct		
	Bottom 25%	Middle 50%	Top 25%
Punctuation	-15%	-10%	- 5%
Basic Grammar and Usage	- 2%	0%	3%
Sentence Structure	- 6%	- 9%	-11%
Strategy	- 6%	-12%	- 5%
Organization	- 2%	- 3%	- 6%
Style	1%	- 5%	- 6%

The English faculty will need to meet to discuss why the scores appear to be fluctuating. One possible reason is that the testing cycle may be too early in the semester since students were tested at midterm for fall 2010 and spring 2011 instead of at the end of the course.

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 1021 or MATH 1017) course after the completion of their developmental education course (MATH 0002) at rates that approximate the averages established by the NCDE.

Table 14 summarizes subsequent general education success rates for Pathways students who completed MATH 0002. Through indirect means, the data indicates that 67% of the Pathways students were successful in their first general education

mathematics course after completing MATH 0002.

As with English composition, student learning is also directly assessed through the use of the CAAP mathematics assessment. Table 16 indicates that Pathways students in the bottom 25% meet or exceed the national norms in all areas except pre algebra. This, however, is negligible according to ACT and may, in fact, be due to random error given that students meet national norms for elementary algebra and intermediate algebra, both of which require knowledge of pre algebra in order to be successful. It should be noted that pre algebra was 17% in 2010 while elementary algebra was 33% and intermediate algebra was 6% so decreases are evident for the first three areas while increases are noted in the other three when compared to the 2010 report. These differences should be monitored over the next testing cycle to determine probable causes in the fluctuation. The indirect results from Table 14 and the direct results from Table 16 indicate that students are at least performing at the national average for mathematics.

Table 16

Mathematics skills highlights compared to ACT's nationally normed two year institutions.

Content Category	Local-Normative Group Differences in Percent Correct		
	Bottom 25%	Middle 50%	Top 25%
Prealgebra	- 4%	- 1%	- 2%
Elementary Algebra	3%	- 3%	- 5%
Intermediate Algebra	5%	7%	- 4%
Coordinate Geometry	12%	14%	9%
College Algebra	1%	7%	11%
Trigonometry	3%	5%	- 5%

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.

This objective has been the center of concern since 2006 and has motivated changes in the developmental reading and orientation to university studies courses. As Table 14 indicates, Pathways student performance in the social sciences has been consistently below the national average. However, the statistic has increased since 2007, and it appears the changes in the UNIV courses are assisting students in performing at a higher rate in the social science courses. As mentioned in program objective 1-5, the changes are still in progress; however, indirect assessment of UNIV 0008 indicates that program objective 2-3 is currently meeting national standards.

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

Since 2004 – 2005, a total of 706 (29%) students have completed the Pathways to Success program out of the 2,452 who began it (see Table 17). On average, students complete the program in just over a year (1.15) with a median GPA of 2.83. Even though the 29% 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 the most underprepared – 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.

Table 17

Total number of students completing the Pathways to Success program.

	Academic Year (Summer, Fall, Spring)							Total	Median
	04-05	05-06	06-07	07-08	08-09	09-10	10-11		
Number	36	88	112	127	94	122	128	707	112

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 73% will be retained from fall to spring.

3-3. Of the new first time freshmen enrolled in the Pathways to Success

program, at least 39% will be retained from fall to fall⁴.

Data for fall to spring and fall-to-fall retention for new first time freshmen are

⁴ On Wednesday September 14, 2011, Ms. LaBauve from LSUA confirmed that 5 Pathways students from the LSUE/LSUA program transferred to LSU Alexandria. These students are not included in the one year retention figures.

contained in Table 18 and Table 19. For comparison purposes, data from the 2003 – 2004 academic year is included with the program implementation beginning in 2004 – 2005. For fall to spring, the 76% retention

rate exceeds the 10 year average of 74%. As a result, the indirect measurement indicates that program objective 3-2 is met for the 2010 – 2011 year.

Table 18

Pathways to Success fall to spring retention for new first time freshmen (in percents).

	Academic Year											
	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	Mean
Retention	66	69	71	63	75	79	76	77	81	74	76	74

Table 19

Pathways to Success fall-to-fall retention rates for new first time freshmen (in percents).

	Academic Year											
	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	Mean
Retention	36	41	34	30	37	49	43	44	48	27	47	39

As with the fall to spring retention benchmark, the fall-to-fall retention rate of 39% is also a 10 year average. However, as Table 19 shows, there was an increase of 20 percentage points from 2009 – 2010 from 27% last year to 47% currently. As a result, the indirect measurement indicates that program objective 3-3 is also met. In fact, if student transcript requests are also considered, the current overall Pathways one year retention rate increased to 58%.

percentage of graduates is based on all Pathways students enrolled up to and including summer 2008. Students who enrolled in fall 2008 or after could not have typically completed the program and taken the courses necessary to graduate. The most popular degrees are Associate of Nursing followed by an Associate of Applied Science in Management (see Table 22).

Graduation

Currently, a total of 73 (3.2%) former Pathways to Success students have graduated from LSU Eunice⁵. 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 they graduate in 3.92 years, on average, with an average GPA of 2.80 (see Table 20 and Table 21). The

Table 20

Pathways to Success frequency of graduation by academic year.

AY	06-07	07-08	08-09	09-10	10-11	Total
Total graduates	3	6	19	15	30	73

Table 21

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

Within x years	2	3	4	5	6	6 or more	Total
Total	0	13	31	21	7	1	73

⁵ Students who transfer are not tracked due to the difficulty in obtaining reliable data.

Table 22
Pathways to Success degree type.

Degree	Number
Nursing	17
Management	16
Associate of Arts	8
General Studies Associates	6
Office Information Systems	5
Criminal Justice	4
Care/Dev of Young Children	4
Associate of Science	4
Computer Information Technology	3
Repirartory Care	2
Paralegal	1
Office Practices and Procedures	1
Fire and Emergency Services	2
Total	73

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 23. Only the most recent semesters are shown in Table 23; however, the medians are calculated from since spring 2005 when the survey was first implemented. The level of satisfaction in all areas approximates or exceeds the median calculated since 2005; therefore, students leaving the program and continuing in the their general education work seem to be satisfied with their experience in the Pathways to Success program, even with larger class sizes and reduced tutoring hours.

Table 23
Percent that responded agree or strongly agree to the Pathways to Success student satisfaction survey.

Question	FA 2008	SP 2009	FA 2009	SP 2010	FA 2010	SP 2011	Median
Summary of institutional variables.	85	85	92	71	74	87	79
Summary of instructional variables.	88	84	88	76	87	88	85
Summary of advising variables.	88	91	96	84	89	91	84.5
Summary of student self help variables.	83	73.5	73	62.5	68	76	69
median of all catagories	85	86	92	76	85	88	82
N that filled out			24	49	47	101	
N enrolled			77	144	85	146	

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.

The impact has, to some degree, changed the way the entire campus views students who need developmental coursework in all subject areas. Essentially, the program limits student choice in many respects. 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. As a result, entry level nursing students take a speech course as their humanities elective their first semester and take the introductory biology course after completing the speech course.

Another major impact involves academic advising and registration. The Office of

Information Technology (OIT) had to write computer code so that a Pathways student 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.

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, 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 the 2010 – 2011 academic year.

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 the 2010 – 2011 academic year, an average of 90.5% of the students complied with the advising component of the program seeing their advisor just over three times per semester and generating 2,891 advising visits. This is up from 85% during the 2009 – 2010 academic year in which students saw their advisor approximately 2.80 times per semester for a total of 2,590 advising. The increase in compliance and number of visits between the two academic years can be attributed to having all positions staffed, the students themselves complying with the guidelines, and additional contact with students who do not see their advisor during the first advising visit in the UNIV 1005 course.

Absences

Students in the program must comply with the attendance policy set down by the faculty and staff in the Quality Enhancement Plan which states that students must attend 90% of the class meetings in any given semester. Table 24 details the attendance information since the implementation of the program. Students in the 2010 – 2011 academic year mostly complied with the attendance policy since the lowest percentage of students were turned in for not attending class. Thirty-eight percent of those who were turned in were successful at having their appeal granted. This is in contrast to the 2009 – 2010 academic year in which attendance policy violations were identified as producing the lowest proportion of students having appeals granted.

Table 24

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	median
Percent of students receiving an attendance appeal	32	29	29	35	28	31	25	29
Percent base grade on performance in class	38	34	48	42	45	32	38	38

Student Withdrawals

Since the program was implemented, students who withdraw from a course must meet with their advisor to obtain the form and then meet with the director to discuss the reasons and implications of withdrawing. While meeting with the director, the reason for withdrawing is classified as an academic, nonacademic, or personal. The data summarized in Table 25 indicates that students generally withdraw mostly for personal and academic 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.

Students generally withdraw from classes for personal and academic reasons.

The most cited academic reason is the grade in the course.

The most cited personal reason is either family or medical issues.

Table 25

Program withdrawal data averaged by fall and spring for each academic year⁶.

Academic Year	08-09	09-10	10-11	median
Number of withdrawals logged	123	141	132	132
Percent academic	34	34	37	34
Percent nonacademic	43	28	28	28
Percent personal	20	38	35	35

Initiatives

Reading

Several initiatives either began or were continued during the 2010 – 2011 academic year. First, the initiative to increase reading effectiveness was continued. The material in UNIV 1005 (orientation to university studies) course was revised including student learning outcomes and an updated comprehensive final exam question bank. As noted, preliminary data indicated that UNIV 1005 students met the overall outcomes, but had difficulty transferring skills learned to other courses. Faculty met in summer 2011, added learning outcome questions and revised three “problem”

⁶ Please note that the total number of withdrawals shown in this table 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 the 2008 – 2009 academic year.

questions. Students taking the courses in summer 2011 performed better meeting both objectives and increasing the transferrable skills outcome by 13 percentage points.

Revisions to UNIV 0008 (college reading) took place during spring 2011 once the revisions to the UNIV 1005 course were completed. The faculty decided on new books, portfolio materials, student learning outcomes, and a comprehensive final exam for the UNIV 0008 course. Results from spring 2011, indicated an incremental increase in student comprehension took place during the spring 2011 round of ASSET testing since the mean test score increased from 37 from 2009 and 2010 to 38 in 2011. While this is good news, the mean score does not necessarily reflect the ability to successfully complete general education reading intensive courses as defined by ACT and the NCDE. In addition, the ASSET does not permit an analysis of the individual student learning outcomes for the reading course. As a result the student learning outcomes will be embedded into the comprehensive final exam beginning fall 2011. The ASSET test will be used for comparison purposes at a later date.

Student Learning Outcome Analysis

Next, as noted in goal one, student learning outcome data was gathered for the first time in spring 2011 for ENGL 0001, MATH 0001, MATH 0002, UNIV 1005, and UNIV 0008. Faculty in the respective areas created both student learning outcomes and an appropriate assessment using multiple choice questions. The Office of Developmental Education then scanned the forms, analyzed the data, and filled in the Outcome Assessment Reporting Summary by Course and sent the forms to the appropriate coordinators and division heads. Faculty responses with corrective action, if appropriate to the data summary and analysis, will occur during fall 2011. As of this writing, the UNIV 1005 issues have been corrected and piloted during summer 2011. Seventeen student learning outcomes

will be included for the fall 2011 term. UNIV 0008 student learning outcome assessment will be piloted in fall 2011 for the first time. The English faculty was asked to examine several student learning outcomes for ENGL 0001 during fall 2011 which they did in September 2011 finding several problems that needed to be revised. Developmental math courses are the most problematic since it appears several issues are intertwined such as the questions themselves, the amount of material in the courses, and the number of students in each class. Math faculty began examining the issues in mid-September 2011. They are also revising student learning outcome assessment questions.

Retention

A plan of action was initiated to address the retention decrease from 2009 – 2010. This primarily included increasing the amount of engagement with students. This was accomplished by individually seeing each student who did not complete the first advising visit in the UNIV 1005 course early in the semester. The staff also attempted to contact students who were failing more than one class at midterm to discuss options with them. In many cases, the students decided to drop the course or courses for various reasons. In addition, ACT's Student Readiness Inventory (SRI) was piloted in summer and fall 2011 so that advisors might specifically target the nonacademic aspects of a student's life. Lastly, the two full-time developmental studies advisors placed nearly 300 phone calls to students in summer 2011 to remind them to pay their fees prior to the July deadline and to verify the fall 2011 schedule or a reason for not having one.

Further Analysis on Attendance Appeals

Lastly, the issue of student disappearance surfaced during the 2010 – 2011 academic year with two questions being investigated. 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

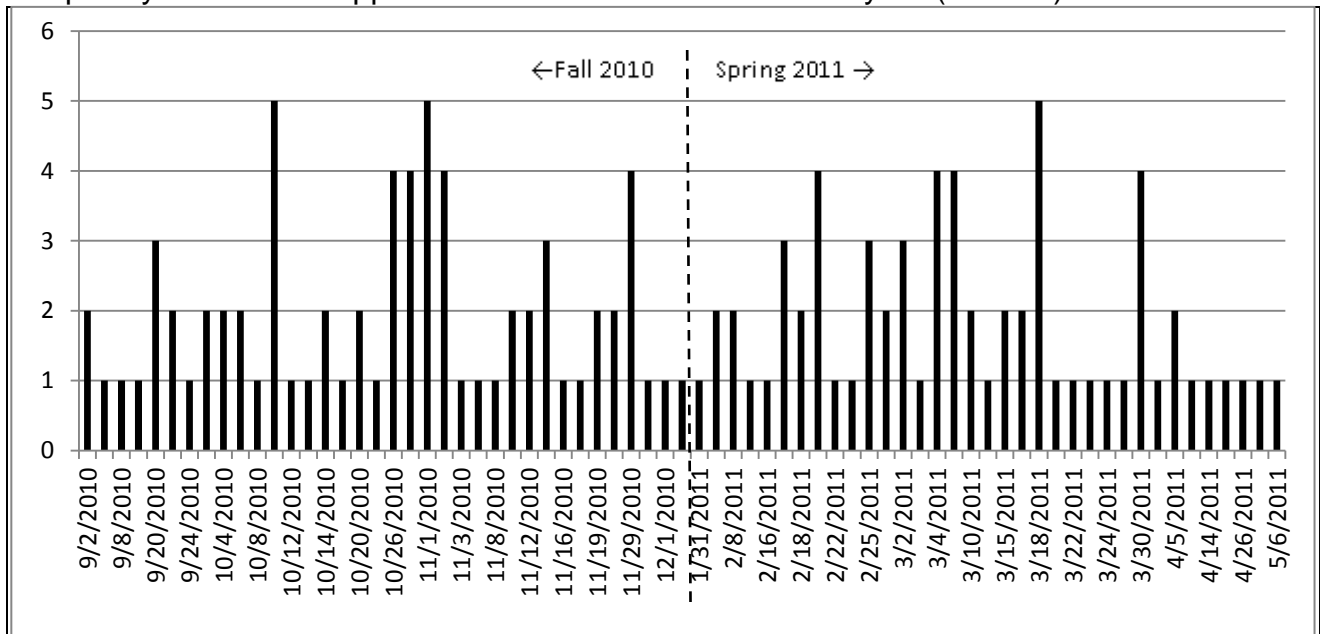
semester? Second, if a pattern does exist, is it consistent among all students? An investigation of this type is possible since the Pathways to Success program has an attendance policy that is followed by faculty teaching in the program.

During, the 2010 – 2011 academic year, 136 students had attendance appeals filed on the dates shown in Figure 3. Figure 3 only includes Pathways students who had an absence appeal filed against them 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 approximately two students per week were lost to absences over the course of the 30 weeks of the academic year. The data indicates that students were lost consistently throughout the semester. For fall, the spikes in absences are noted at the beginning of the semester, mid-October through the beginning of November, and then again around Thanksgiving. The loss of students in spring appears to be from mid-February through mid-March.

Figure 3

Frequency of Absence appeals for the 2010-2011 academic year (n = 136).

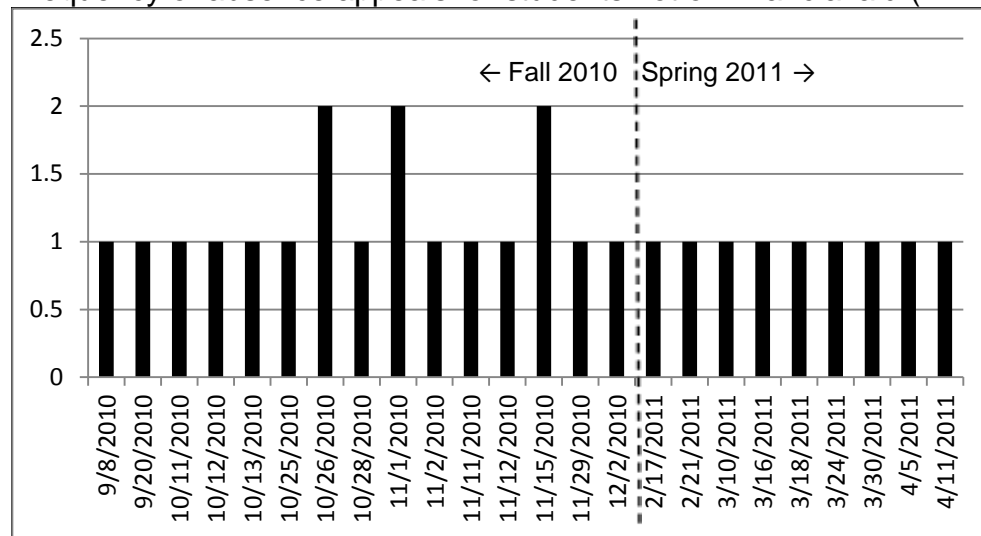


Next, the data is broken out into students who are paying for their own education and those who are on financial aid. A total of 27 (20%) students who were paying for their own education had an attendance appeal filed against them during the 2010 – 2011 academic year and withdrew, failed due to absences, or did not see the director (see Figure 4). There appears to be a natural loss of 15 students in the fall and nine in the spring. Comparing Figure 3 and Figure 4,

the spikes in attendance appeals associated with Figure 3 do not appear to be the result of students who are paying for their own education. The 27 students took a median of three courses each. Only 9 out of the 27 students (33%) successfully completed even one course with the remaining 18 (66%) completing no courses. In addition, none of the students resigned in the semester studied and only five (19%) were retained beyond the semester studied.

Figure 4

Frequency of absence appeals for students not on financial aid (n = 27).



The last section of the analysis included students who were on financial aid and had an absence appeal filed against them for not attending classes. A total of 109 (80%) students withdrew, failed the course due to absences, or did not meet with the director to discuss the absences (see Figure 5). In contrast to those who are paying for their own education, students on financial aid make up the majority of the students who were lost approaching almost one student per week for both fall and spring semesters. Comparing Figure 3 and Figure 5, the spikes in attendance appeals were more prominent for students attending on financial aid thus influencing the overall data

reported in Figure 3. Only 48 (44%) out of the 109 completed even one course with 37 (34%) being retained beyond the semester studied.

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. Figure 5 includes the dates that the expense checks were disbursed shown in the callouts below the date axis. The data suggests that three sets of check disbursals (shown in red) appear to trigger additional attendance appeals from

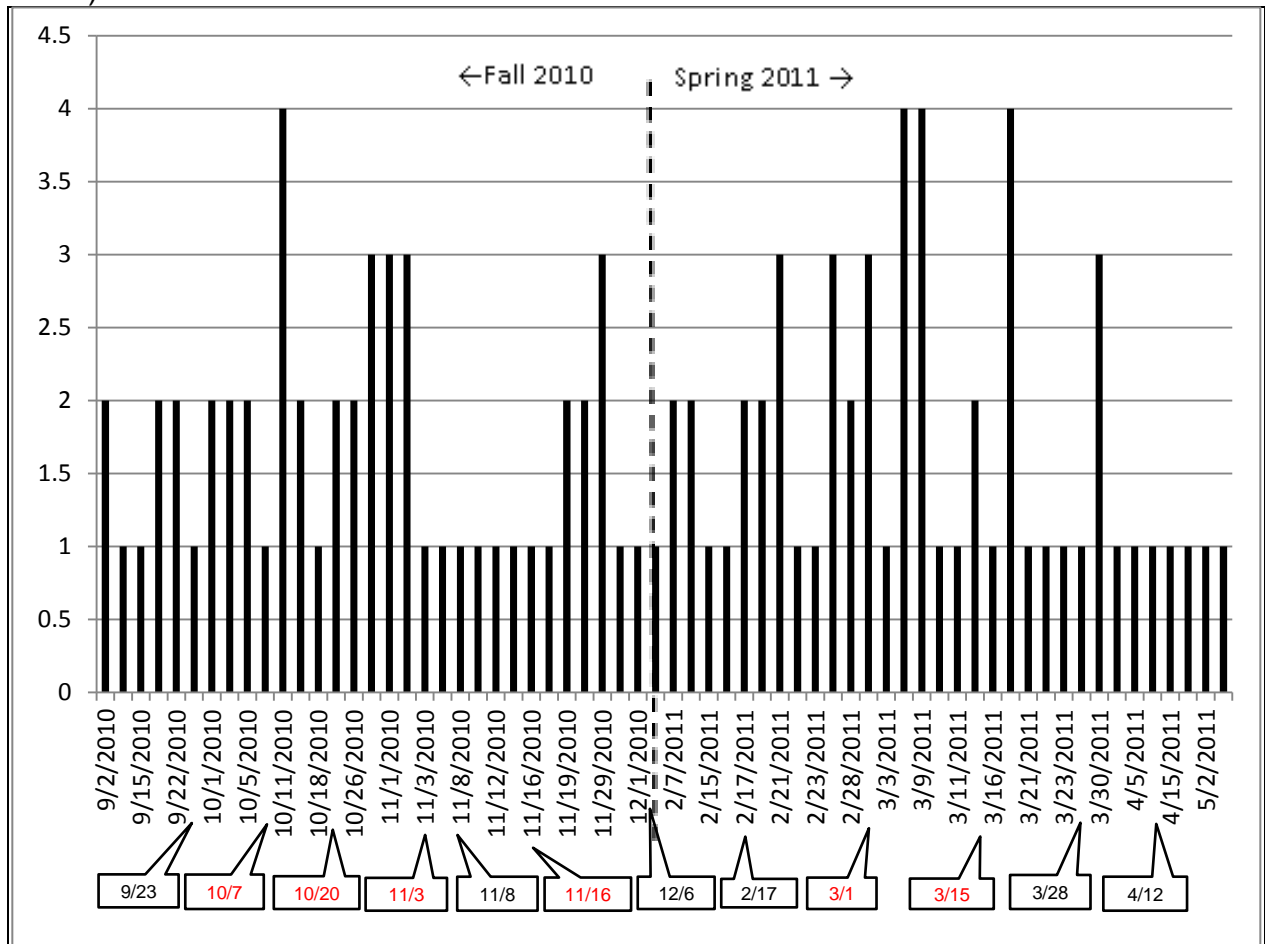
October 7 through November 3 and around Thanksgiving for fall and at the beginning of March for spring. If the loss of 15 students in the fall and 9 students in the spring are analogous to each student group – those on financial aid and not on

financial aid – then the 24 students receiving financial aid were lost naturally. However, this leaves 85 students, 48 of whom completed at least one class leaving 37 attending merely to “collect a check”. This represents 8% of the Pathways students attending in any given semester.

37 students who disappeared during the semester completed no classes were on financial aid. This represents 8% of the total number of Pathways in a semester.

Figure 5

Frequency of reported absences compared to dates of financial aid expense checks (n = 109).



Conferences and Workshops

During the 2010 – 2011 academic year, Dr. Fowler presented at two national conferences. He presented “Intrusive Academic Advising and the Underprepared Student: An Award Winning Model for Increasing Student Success” in fall 2010 at the National Academic Advising Association’s (NACADA) annual conference with the sponsorship of the Two-Year Colleges Commission. Upon the conclusion of the conference, Dr. Fowler was asked to write a Vantage Point column for NACADA’s online *Academic Advising Today*. The article appears in the June 2011 edition at:

http://www.nacada.ksu.edu/AAT/NW34_2.htm#10.

Dr. Fowler also co-chairs the Advising and Counseling Special Interest Group for the National Association for Developmental Education (NADE). Along with the other co-chair, he maintains the interest group’s website at <http://web.lsu.edu/NADE/> writing a biannual newsletter for the 120 members. He also presented “Increasing Student Success & Retention: An Award Winning Model” at NADE’s national conference in spring 2011.

Lastly, Dr. Fowler, along with Dr. Berg from Liberal Arts, was asked by ACT to present “Assessing General Education Outcomes Plan and Providing the Value Added Connection” at their spring regional conference. This presentation focused on the LSU Eunice’s use of ACT’s CAAP to measure cognitive development of students in English and Mathematics.

Next, Drs. Fowler and Boylan, the Director of the National Center for Developmental Education, authored “Increasing Student Success and Retention: A Multidimensional Approach” in the *Journal of Developmental Education* (Fowler & Boylan, 2010). The article details the Pathways to Success Program and its focus on the academic, nonacademic, and personal factors related to success for students who need developmental coursework in all subjects.

Dr. Ken Elliott attended the Louisiana Association of Developmental Education in fall 2010. Finally, short on-campus workshops were held with the Pathways to Success advisors and UNIV faculty at the beginning of each semester during the academic year to detail changes to the program and advising procedures.

Discussion

The report layout this year conforms to the NCDE and the LSU Eunice’s General Education committee and the Program Mission and Goals Committee. The NCDE dictates that certain metrics be examined (see Table 1) while the LSU Eunice committees dictate some additional direct measurement of both program objectives and student learning outcomes at the end of each academic year. Faculty members in all divisions are to be congratulated for their hard work in accomplishing these tasks in spring 2011 so that baseline data could be generated in all subject areas. Faculty members worked to create the questions and then worked to detect problems with outcomes in individual courses and vague questions in the

assessment itself. Quite a bit has been learned by the faculty and director as this collaborative process continues to move forward in fall 2011 so that all areas of program evaluation may be refined.

During the 2010 – 2011 academic year, the Pathways to Success program continued to focus on “whole student development” using the academic, nonacademic, and personal factors. In doing so, many of the program goals were met using both direct and indirect assessment. While there is room for improvement, especially in mathematics, the program director and faculty agree that the results are promising and that the results can indeed be improved, especially given that the largest number of students completed the Pathways to Success program and the largest number of students who were in the program graduated with a degree during the academic year. It is unfortunate; however, to find that nearly 8% 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. Table 26 summarizes the results for each of the 11 program objectives along with the results compared to the national or internally set benchmarks.

The program, however, continues to struggle with higher education “reforms” according to Baton Rouge. These reforms include nearly a 30% budget reduction from the state leading to increased tuition, larger class sizes, 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. However, according to those in Baton Rouge, the budget decreases are in no way related to the decreases in student learning and retention. This was made abundantly clear when LSU Eunice asked to include the unintended consequences in a state document and was told that the legislature does not want to

hear about any problems being caused by the budget cuts. It is also very apparent that the legislature is not aware that many students struggle with a multitude of personal issues in any given semester that lead to individual course withdrawals and resignations.

Finally, an additional concern exists relative to resources in that some objective and outcomes simply cannot be improved with additional resources. Speaking from the aspect of mathematics, some faculty are wondering if another developmental math course is needed so that the course material in the developmental courses may be reduced allowing more time for assessment, group questions, and individual attention. Another suggestion is to increase the three credit hour courses to four credits to allow for additional seat time. In addition, students may need to be tested diagnostically prior to enrolling in MATH 0001. However, allowing more seat time or additional testing requires additional resources. If those resources cannot be secured, then the status quo may prevail which will not increase student success, retention, and then graduation.

Conclusion

The data in this report suggests that 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 group 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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Table 26

Program objective summary for 2010 – 2011.

Objective	Course/Area	Measurement		Overall	Notes
		Direct	Indirect		
1-1	ENGL 0001	69% out of 70% no	89% out of 73% yes	Inconclusive	English faculty will examine SLO questions
1-2	MATH 0001	62% out of 70% no	58% out of 68% no	Not met	Meetings with math faculty begin in fall 2011
1-3	MATH 0002	62% out of 70% no	57% out of 68% no	Not met	Meetings with math faculty begin in fall 2011
1-4	UNIV 1005	70% out of 70% yes	86% out of 76% yes	Met	Meetings continue
1-5	UNIV 0008	38 out of 41 no	82% out of 76% yes	Not met	Meetings on SLOs continue
2-1	ENGL 0001 to 1001	CAAP: not achieving Nat'l norms, no	82% out of 64% yes	Inconclusive	Faculty discussing ways to improve instruction.
2-2	MATH 0002 to 1021	CAAP: achieving Nat'l norms in most areas, yes	67% out of 58% yes	Met	Meetings with math faculty begin in fall 2011
2-3	UNIV 0008 to social science	None	73% out 69% yes	Met	Discussion with faculty continue
3-1	Program completion	None	29% out of 30% to 40% yes	Met	30% to 40% are national approximations for all developmental students
3-2	Fall to spring retention	None	76% out of 74%	Met	None
3-2	Fall to Fall retention	None	47% out of 39%	Met	Monitor data