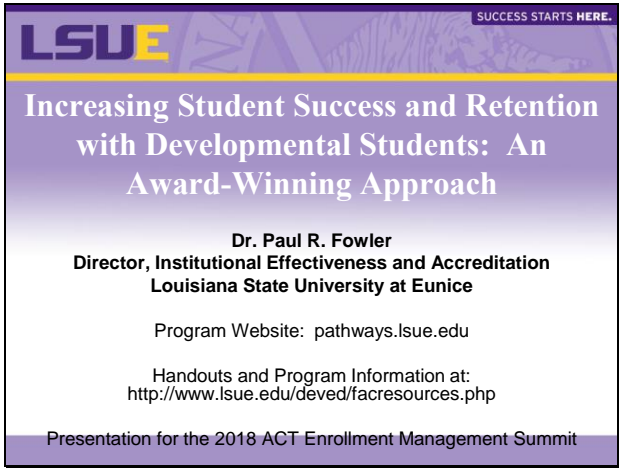

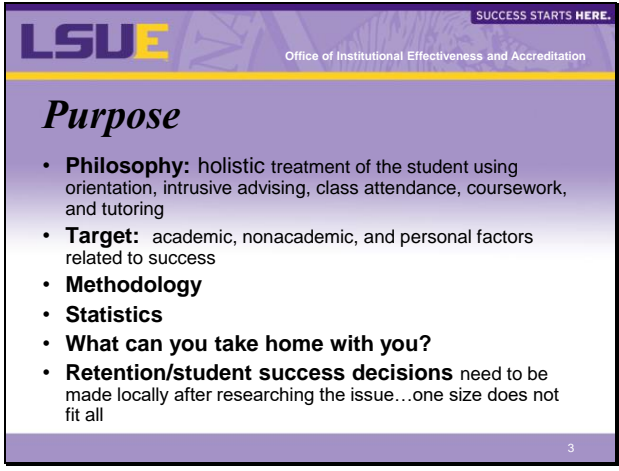


<p>Slide 1</p>	 <p><b>LSUE</b> SUCCESS STARTS HERE.</p> <h2>Increasing Student Success and Retention with Developmental Students: An Award-Winning Approach</h2> <p><b>Dr. Paul R. Fowler</b> Director, Institutional Effectiveness and Accreditation Louisiana State University at Eunice</p> <p>Program Website: <a href="http://pathways.lsue.edu">pathways.lsue.edu</a></p> <p>Handouts and Program Information at: <a href="http://www.lsue.edu/deved/facresources.php">http://www.lsue.edu/deved/facresources.php</a></p> <p>Presentation for the 2018 ACT Enrollment Management Summit</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 2</p>	 <p><b>LSUE</b> SUCCESS STARTS HERE. Office of Institutional Effectiveness and Accreditation</p> <h2>Recognitions</h2> <ul style="list-style-type: none"><li>• <b>2006:</b> One of the best DE programs in the State of Louisiana (Director of the NCDE)</li><li>• <b>2007:</b> Exemplary advising program (NACADA)</li><li>• <b>2008:</b> Outstanding Institutional Advising Program Award Winner (NACADA)</li><li>• <b>2009:</b> Outstanding DE Program (NADE)</li><li>• <b>2009:</b> Dr. Fowler was named Outstanding DE Administrator for the State (LADE)</li></ul> <p>2</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 3</p>	 <p><b>LSUE</b> SUCCESS STARTS HERE. Office of Institutional Effectiveness and Accreditation</p> <h2>Purpose</h2> <ul style="list-style-type: none"><li>• <b>Philosophy:</b> holistic treatment of the student using orientation, intrusive advising, class attendance, coursework, and tutoring</li><li>• <b>Target:</b> academic, nonacademic, and personal factors related to success</li><li>• <b>Methodology</b></li><li>• <b>Statistics</b></li><li>• <b>What can you take home with you?</b></li><li>• <b>Retention/student success decisions</b> need to be made locally after researching the issue...one size does not fit all</li></ul> <p>3</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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4

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### Demographic Information (2017)

Description	St. Landry	U.S.
Black or African American	40%	13.4%
Population	84,000	326 m
High school graduates	75%	87%
Earned Bachelors Degree	13%	30%
Median income	\$30,000	\$55,322
Persons in poverty	26%	13%

The U.S Census Bureau (n.d.).

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### Demographics from Fall 2016

Description	LSUE	Program
Student headcount <sup>1</sup>	2,906	319
Full time	48%	44%
Gender (female)	70%	78%
Ethnicity (White non-Hispanic)	68%	40%
Average age	22	23
Average ACT composite	20	14

LSUE is an open enrollment two-year institution.  
Note 1: Program targeted students at two sites.

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### Pathways to Success Philosophy

- “Tough Love” that limited student choice
- ACT composite ≤ 15 or no ACT scores
- Face to face only
- Specific guided pathways
- Implemented in 2004 as a QEP
  - Treat student holistically!
  - Instill a sense of belonging
  - Develop the relationship!

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### Factors related to Success

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

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

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### Orientation

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

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### Coursework

- **First semester (depending on placement)**
  - 1. Orientation to University Studies
  - 2. Developmental English (can test out)
  - 3. Developmental math – Pre-Algebra (can test out)
  - 4. Elective (usually speech or computer literacy)
- **Second semester**
  - 1. College Reading (can test out)
  - 2. General education English
  - 3. Developmental math – Introductory Algebra (can test out)
  - 4. Elective related to major
- **Tutoring is mandated for scores below a 70% on a "major assessment"**

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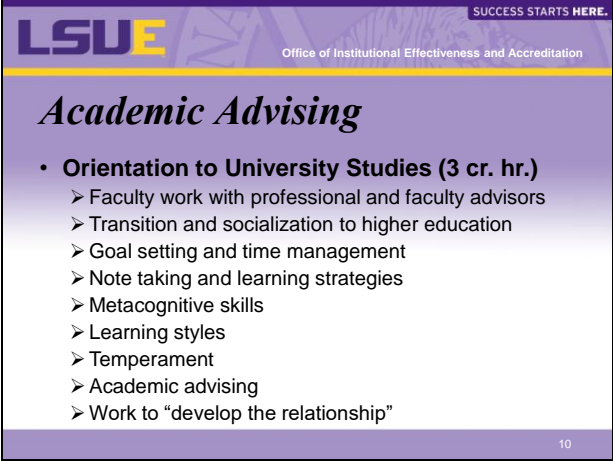

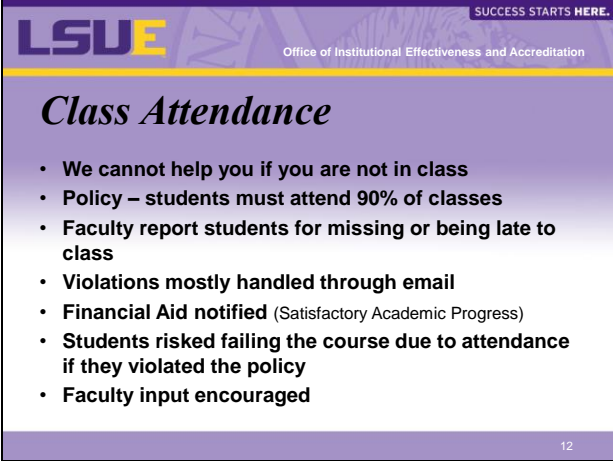
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<p>Slide 10</p>	 <p><b>LSUE</b> SUCCESS STARTS HERE. Office of Institutional Effectiveness and Accreditation</p> <h3>Academic Advising</h3> <ul style="list-style-type: none"><li>• <b>Orientation to University Studies (3 cr. hr.)</b><ul style="list-style-type: none"><li>➢ Faculty work with professional and faculty advisors</li><li>➢ Transition and socialization to higher education</li><li>➢ Goal setting and time management</li><li>➢ Note taking and learning strategies</li><li>➢ Metacognitive skills</li><li>➢ Learning styles</li><li>➢ Temperament</li><li>➢ Academic advising</li><li>➢ Work to “develop the relationship”</li></ul></li></ul> <p>10</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 11</p>	 <p><b>LSUE</b> SUCCESS STARTS HERE. Office of Institutional Effectiveness and Accreditation</p> <h3>Academic Advising</h3> <ul style="list-style-type: none"><li>• <b>Three full-time professional advisors and seven trained faculty advisors teaching full-time</b></li><li>• <b>First semester Orientation to University Studies</b><ul style="list-style-type: none"><li>➢ 1<sup>st</sup> visit (goal setting, learning styles, temperament sorter, and personal factors acting as barriers).</li><li>➢ 2<sup>nd</sup> visit (midterm grades, registration, and nonacademic factors)</li><li>➢ 3<sup>rd</sup> visit (academic progress and career inventory)</li></ul></li><li>• <b>Three visits also required for the reading course</b></li><li>• <b>Intrusive academic advising for noncompliance</b></li></ul> <p>11</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 12</p>	 <p><b>LSUE</b> SUCCESS STARTS HERE. Office of Institutional Effectiveness and Accreditation</p> <h3>Class Attendance</h3> <ul style="list-style-type: none"><li>• <b>We cannot help you if you are not in class</b></li><li>• <b>Policy – students must attend 90% of classes</b></li><li>• <b>Faculty report students for missing or being late to class</b></li><li>• <b>Violations mostly handled through email</b></li><li>• <b>Financial Aid notified</b> (Satisfactory Academic Progress)</li><li>• <b>Students risked failing the course due to attendance if they violated the policy</b></li><li>• <b>Faculty input encouraged</b></li></ul> <p>12</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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### Initiatives

- **First semester students**
  - Schedule courses around your personal life
  - GPAs increased from 1.975 to 2.263 in one year **15% ↑**
- **Continual engagement**
  - 60 phone calls on 30 students during the first week
  - 133 phone calls for midterm grades
  - 53 classroom visits for not doing first advising visit
  - 300 phone calls in summer
- **Modular math to combat low success rates**
- **Co-requisite math/English (non algebra based)**
- **Split second DE math course into two courses**

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### DE Success Rates – Raw Data

Metric	AY 03-04	AY 16-17
% success (developmental English)	65	71
% success (developmental math I)	48	50
% success (developmental math II)	43	41
% success (orientation course)	20	76
% success (college reading)	65	74

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

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### DE Success Rates - NCDE

Metric	AY 03-04	AY 16-17	NCDE Nat'l
% success (developmental English)	65	90	73
% success (developmental math I)	54	64	68
% success (developmental math II)	49	57	68
% success (orientation course)	22	91	76
% success (college reading)	67	89	76

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

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

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### DE-GE Success Rates - NCDE

Metric	Original N	Raw 16-17	NCDE 16-17	n	NCDE Nat'l	
% success DE to GE English	236	73	89	67%	158	64
% success DE to GE math	235	66	77	28%	65	58
% success DE to GE reading	89	61	71	45%	40	69

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

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

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### Additional Results

Metric	FA 03	FA 16	
Percent in good academic standing	55	79	44% ↑
Percent placed on probation	39	11	72% ↓
Median GPA all students	1.429	2.330	63% ↑
Standard deviation all students	1.244	0.963	
Percent program completion	29	34	17% ↑
FTF one-year retention	34	49	44% ↑
Percent Graduated	--	7	

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### Lessons Learned - Advice

- **The budget drives everything...**
- **Institutional wide effort**
  - Program policies
  - Writing and assessing student learning outcomes
  - Writing and assessing program outcomes
  - DE to GE
  - Coordination and communication, but not always consensus with faculty/staff
  - Support from central administration
- **What exactly is a student advocate?**

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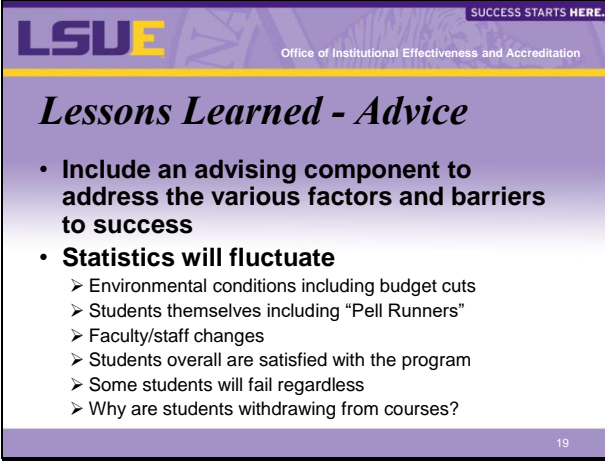
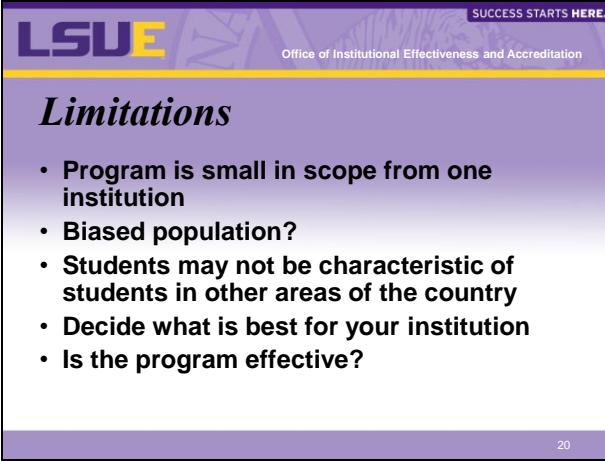

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<p>Slide 19</p>	 <p><b>Lessons Learned - Advice</b></p> <ul style="list-style-type: none"><li>• <b>Include an advising component to address the various factors and barriers to success</b></li><li>• <b>Statistics will fluctuate</b><ul style="list-style-type: none"><li>➢ Environmental conditions including budget cuts</li><li>➢ Students themselves including "Pell Runners"</li><li>➢ Faculty/staff changes</li><li>➢ Students overall are satisfied with the program</li><li>➢ Some students will fail regardless</li><li>➢ Why are students withdrawing from courses?</li></ul></li></ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 20</p>	 <p><b>Limitations</b></p> <ul style="list-style-type: none"><li>• <b>Program is small in scope from one institution</b></li><li>• <b>Biased population?</b></li><li>• <b>Students may not be characteristic of students in other areas of the country</b></li><li>• <b>Decide what is best for your institution</b></li><li>• <b>Is the program effective?</b></li></ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 21</p>	 <p><b>Questions?</b></p> <ul style="list-style-type: none"><li>• <b>Thank you!</b></li><li>• <b>Email <a href="mailto:pfowler@lsue.edu">pfowler@lsue.edu</a></b></li><li>• <b>Program website (with changes from current leadership) is at: <a href="http://pathways.lsue.edu">pathways.lsue.edu</a></b></li></ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

# Louisiana State University Eunice

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

## Pathways to Success Program M-207

### CONTRACT FOR SUCCESS

#### Welcome to Pathways to Success

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

#### Advising

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

#### Instructional Laboratory

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

#### Attendance

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

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

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

#### Other Information

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

#### Student Signature

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

\_\_\_\_\_  
Print Name and ID Number

\_\_\_\_\_  
Sign Name

\_\_\_\_\_  
Date

2/1/13 Effective Summer 2013



### Pathways to Success Initial Registration Sheet Filled in at Orientation

Dated entered: \_\_\_\_\_

Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Major: \_\_\_\_\_

Home Phone Number: \_\_\_\_\_ Cell Phone Number: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

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

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

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

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

5. What semester do you wish to start at LSU Eunice (check one):

Summer 2016 (ENGL 0001 and UNIV 1005 from 9:30 am to 12:30 pm MTWR)

Fall 2016 **(PLEASE ANSWER ALL QUESTIONS IN THE NEXT BOX)**

6. Enrollment preference for the FALL semester (check one):

Full-time student (4 classes or 12 hours)

Part-time student (less than 12 hours) How many classes do you want? [1] [2] [3]

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

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

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

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

\_\_\_\_ CPS 1001 – Computer Literacy

\_\_\_\_ CMST 1061 – Fundamentals of Communication

\_\_\_\_ BADM 1001 – Introduction to Business

\_\_\_\_ CJ 1107 – Introduction to Criminal Justice

\_\_\_\_ HPRE 1600 – Personal and Community Health

#### OFFICE USE ONLY – Do not write below this line.

ACT: Date taken: \_\_\_\_\_ English: \_\_\_\_\_ Math: \_\_\_\_\_ Reading: \_\_\_\_\_ Science: \_\_\_\_\_ Comp: \_\_\_\_\_

COMPASS: Date taken: \_\_\_\_\_ Writing: \_\_\_\_\_ Reading: \_\_\_\_\_ Pre-Alg: \_\_\_\_\_ Alg: \_\_\_\_\_ College Alg: \_\_\_\_\_

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

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

Does the student have credits (C or better) from another institution of higher education? [yes] [no]

Does the student have official or unofficial transcripts with them? [yes] [no]

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

Is student on probation? [yes] [no]

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

## UNIV 1005 Advising Visit One

**FIRST ADVISOR VISIT**

*Students are to fill out the first three lines and the advisor completes the remaining section.*

STUDENT: \_\_\_\_\_ ID: \_\_\_\_\_

UNIV INSTRUCTOR: \_\_\_\_\_ DUE: \_\_\_\_\_

ADVISOR: \_\_\_\_\_

Student had the following completed prior to the visit:

- Learning Style Inventory
- Temperament Sorter
- My Learning Strategy to Achieve my Goal
- Other \_\_\_\_\_

Student able to verbalize learning goals  yes  no

Other issues discussed:

Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's evaluation of advising (student must complete in order to receive credit):

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

# My Learning Profile

**LEARNING STYLE:** Enter the appropriate information from your textbook (the questionnaire begins on page 29). Using the style, write which learning strategies you can use to succeed in your studies.

Part	Total Number of Choice A	Total Number of Choice B
One	_____	_____
	Auditory	Visual
Two	_____	_____
	Applied	Conceptual
Three	_____	_____
	Spatial	Verbal
Four	_____	_____
	Social	Independent
Five	_____	_____
	Creative	Pragmatic

**TEMPERAMENT:** Take the survey at <http://www.humanmetrics.com/cgi-win/JTypes2.asp> answering all questions. When finished, click “score it” at the bottom of the page. Circle the appropriate temperament type and enter the initials for your type below. Using the type, write how you can use your type to succeed in your studies.

Extravert/ Introvert

Sensate/iNtuitive

Thinking/ Feeling

Judging/Perceiving

My Temperament Type is: \_\_\_\_\_

# My Learning Strategy to Achieve My Goal

Using the information gained from the inventories, write one goal (*specific, positive, realistic, achievable, worthwhile, time limited, flexible*) you have for the semester in a complete sentence. How can you reach that goal?

What complications will you have to overcome this semester to achieve this goal?

UNIV 1005 Advising Visit Two  
**2nd ADVISOR VISIT**



***Students are to fill out the first three lines and the advisor completes the remaining section.***

STUDENT: \_\_\_\_\_ ID: \_\_\_\_\_

UNIV INSTRUCTOR: \_\_\_\_\_ DUE: \_\_\_\_\_

ADVISOR: \_\_\_\_\_

Student had *Requested Schedule* completed correctly

Student knew midterm grades  yes  no

Number of enrolled classes       Number of passing grades

Student assigned to tutoring:  yes  no

Student went to tutoring, whether assigned or not:  yes  no

Other issues discussed:

Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

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Student's evaluation of advising (student must complete in order to receive credit):

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Student Signature \_\_\_\_\_ Date \_\_\_\_\_

UNIV 1005 Advising Visit Three

**3rd ADVISOR VISIT**

***Students are to fill out the first three lines and the advisor completes the remaining section.***

STUDENT: \_\_\_\_\_ ID: \_\_\_\_\_

UNIV INSTRUCTOR: \_\_\_\_\_ DUE: \_\_\_\_\_

ADVISOR: \_\_\_\_\_

Student presented completed KUDER one page summary report  yes  noStudent major agrees with KUDER results  yes  noStudent has goals for upcoming semester:  yes  noStudent able to verbalize successful strategies for current semester and changes necessary for future semesters:  yes  noStudent registered for next semester:  yes  no

Other issues discussed:

\_\_\_\_\_  
Advisor Signature\_\_\_\_\_  
Date

Cite specific examples and grades to demonstrate how you have used UNIV1005 and the three advising visits to strategize academic success. Use the backside if necessary. (Student must complete in order to receive credit):

\_\_\_\_\_  
Student Signature\_\_\_\_\_  
Date

Bibliography and References  
References are denoted by \*

- \*ACT. (2017). *The condition of college & career readiness 2017*. Retrieved on July 6, 2018 from <https://www.act.org/content/dam/act/unsecured/documents/cccr2017/Louisiana-CCCR-2017-Final.pdf>
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