

# Increasing Student Success and Retention with Developmental Students: An Award-Winning Approach

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Program Website: [pathways.lssue.edu](http://pathways.lssue.edu)

Handouts and Program Information at:  
<http://www.lssue.edu/deved/facresources.php>

# *Recognitions*

- **2006:** One of the best DE programs in the State of Louisiana (Director of the NCDE)
- **2007:** Exemplary advising program (NACADA)
- **2008:** Outstanding Institutional Advising Program Award Winner (NACADA)
- **2009:** Outstanding DE Program (NADE)
- **2009:** Dr. Fowler was named Outstanding DE Administrator for the State (LADE)

# *Purpose*

- **Philosophy:** holistic treatment of the student using orientation, intrusive advising, class attendance, coursework, and tutoring
- **Target:** academic, nonacademic, and personal factors related to success
- **Methodology**
- **Statistics**
- **What can you take home with you?**
- **Retention/student success decisions** need to be made locally after researching the issue...one size does not fit all

# *Demographic Information (2017)*

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

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

# *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.

# *Pathways to Success Philosophy*

- **“Tough Love” that limited student choice**
- **ACT composite  $\leq 15$  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!

# *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).

# *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



# 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”**

# *Academic Advising*

- **Orientation to University Studies (3 cr. hr.)**
  - Faculty work with professional and faculty advisors
  - Transition and socialization to higher education
  - Goal setting and time management
  - Note taking and learning strategies
  - Metacognitive skills
  - Learning styles
  - Temperament
  - Academic advising
  - Work to “develop the relationship”

# *Academic Advising*

- **Three full-time professional advisors and seven trained faculty advisors teaching full-time**
- **First semester Orientation to University Studies**
  - 1<sup>st</sup> visit (goal setting, learning styles, temperament sorter, and personal factors acting as barriers).
  - 2<sup>nd</sup> visit (midterm grades, registration, and nonacademic factors)
  - 3<sup>rd</sup> visit (academic progress and career inventory)
- **Three visits also required for the reading course**
- **Intrusive academic advising for noncompliance**

# *Class Attendance*

- **We cannot help you if you are not in class**
- **Policy – students must attend 90% of classes**
- **Faculty report students for missing or being late to class**
- **Violations mostly handled through email**
- **Financial Aid notified** (Satisfactory Academic Progress)
- **Students risked failing the course due to attendance if they violated the policy**
- **Faculty input encouraged**

# *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**

# *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.

# *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).

# *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).



# *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	

# *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?**

# *Lessons Learned - Advice*

- **Include an advising component to address the various factors and barriers to success**
- **Statistics will fluctuate**
  - Environmental conditions including budget cuts
  - Students themselves including “Pell Runners”
  - Faculty/staff changes
  - Students overall are satisfied with the program
  - Some students will fail regardless
  - Why are students withdrawing from courses?

# *Limitations*

- **Program is small in scope from one institution**
- **Biased population?**
- **Students may not be characteristic of students in other areas of the country**
- **Decide what is best for your institution**
- **Is the program effective?**

# *Questions?*

- Thank you!
- Email [pfowler@lsue.edu](mailto:pfowler@lsue.edu)
- Program website (with changes from current leadership) is at:  
[pathways.lsue.edu](http://pathways.lsue.edu)