

Agenda Item V.A.

Executive Summary

Under the GRAD Act, failure to meet the GRAD Act requirements results in an institution's loss of GRAD Act benefits, including losing the authority to increase tuition, 15% performance funding, and eligibility for autonomies for the next academic year. The Board of Regents GRAD Act Intervention Policy allows the 15% performance funding to be retained by the institution's respective management board and held in a GRAD Act Remediation and Performance Improvement Fund Escrow Account.

If the institution which failed the GRAD Act desires to earn access to some portion of the performance funding from the GRAD Act Remediation and Performance Improvement Fund, it must have a remediation plan approved by the Commissioner of Higher Education. Once approved, the Commissioner of Higher Education and the institution's management board enter into a one-year GRAD Act Performance Improvement Contract, allowing the institution over the period of the one-year contract to earn up to a maximum of 75% of the funds being held by the management board on its behalf in the GRAD Act Remediation and Performance Improvement Fund Escrow Account.

In compliance with the Intervention Policy, LSU Eunice had its plan approved by its management board and the Commissioner of Higher Education and thus entered into a GRAD Act Performance Improvement Contract in August 2012. According to the schedule in the GRAD Act Performance Improvement Contract, LSU Eunice submitted and had its first quarterly report approved by the Board of Regents in October 2012, its 2nd quarterly report in January 2013, and its 3rd quarterly report in April 2013. The campus submitted its 4th quarterly report in July 2013 (attached). (Note: The 4th quarter responses are included with earlier quarterly reports. Fourth quarter responses are clearly marked and appear in larger font.)

The senior staff has reviewed LSU Eunice's 4th quarterly report and determined that it meets the requirements of the GRAD Act Performance Improvement Contract. It is worthy to note that with the implementation of various activities outlined in the GRAD Act Performance Improvement Contract, LSU Eunice passed Year 3 of the GRAD Act. Therefore, the senior staff recommends that the Planning, Research and Performance Committee approve the 4th quarterly report from LSU Eunice, authorizing the LSU Board of Supervisors to release the final portion of the funds to LSU Eunice on the predetermined schedule included in its GRAD Act Performance Improvement Contract.

Agenda Item V.A.

LOUISIANA STATE UNIVERSITY EUNICE GRAD ACT REMEDIATION PLAN QUARTERLY PROGRESS REPORT

July 8, 2013

8/20/2012 to 10/15/2012 (1st Quarter)

10/15/2012 to 1/15/2013 (2nd Quarter)

1/15/2013 to 4/15/2013 (3rd Quarter)

4/15/2013 to 7/15/2013 (4th Quarter)

In keeping with LSU Eunice's GRAD Act Remediation Plan, approved on August 24, 2012, the campus has, to date, achieved progress in the following areas:

II. Fall to Fall Retention Rate

II A. Current Initiatives

1st Quarter - II A. Activity 1. Contact those students in the Fall 2011 cohort who have either not registered for Fall 2012 and/or who have not been financially cleared

As communicated in our remediation plan, LSU Eunice had identified students who were in the 2011 first-time/full-time associate degree seeking (FTFT-AD) cohort who had registered, but had not paid; and, those not registered who qualified for financial aid.

This effort was coordinated by the Student Affairs' Office, as outlined in **Attachment 1stQ-1**. These student groups received both phone calls and emails in order to encourage them to schedule their fall classes and/or to arrange fee payment options; and, as an end-result, on the first day of class (8/20/12) the campus had 144 who had enrolled and paid; two with a schedule, but who had not made any financial arrangements; and 156 who had not registered. From the first class day until "census day" and, to date, the students of the Fall 2011 cohort have been actively monitored for their retention, along with their need for support services (see **Attachment 1stQ-2**).

In this latter regard, Student Affairs and Tutoring Services staff collaborated to target the cohort of 144 students from the Fall 2011 cohort who had enrolled for Fall 2012. Prior to, and during the first week of classes, all of the cohort students received email notices encouraging them to seek academic support, financial aid, campus involvement opportunities and counseling services that were available to them. (Note: Additionally, the Chancellor also sent a personal email to each of these students—see **Attachment 1stQ-3**—welcoming them back to LSU Eunice and encouraging them to do the things necessary for their academic success). Moreover, in an effort to reduce the number of students dropping out, without any discussion of their reason(s)/problem(s), the Registrar's office began initially referring all resignation requests to Student Affairs staff before being processed. This intervention has allowed for more personal attention to be given to each students' needs and concerns before they make the final choice to withdraw from the university; and, even more extensive interventions are now being planned for the cohort after mid-term grades are posted; (NB. Data obtained regarding the results of these efforts will be provided in the 2nd quarterly report). However, as an end-result of the aforementioned collective efforts, **all 144 of these FTFT students out of a cohort of 305, were retained from Fall 2011 to Fall 2012 for a retention rate of 47.21%**. (NB. A retention rate of 45.29% was determined to be minimally needed in order to effect passage for Year 3 as measured by the alternate method).

2nd Quarter – II A. Activity 1. (continued)

The Office of Student Affairs identified 11 students from the Fall 2011 cohort group who were on academic probation and, therefore, at a higher risk of dropping out of the university. Multiple contacts with those students resulted in all eleven returning to the university for Spring 2013. Regular class attendance, consultation with their instructors, assessment of each student's tutorial, counseling, and other support services needs were also discussed. Email reminders were sent to each student before and after appointments. After mid-term grades were posted, another email was sent to all cohort students urging them to contact Mr. John Guillory at the Tutorial Center, if they had less than a 2.0 GPA at that point-in-time. In addition, the Student Affairs Office worked closely with the

Registrar's office to monitor and refer ALL students who submitted resignation requests through the Registrar's Office. Of the 174 total number of students who resigned from the university in Fall 2012, only 4 students (not included in the 11 probationary students) were from the Fall 2011 cohort. Each of those students resigned due to circumstances related to health, family, and/or financial issues which were beyond the campus' ability to control. Our current monitoring and intervention, for all students deemed 'at risk' and/or seeking resignation, will continue throughout the Spring 2013 semester.

3rd Quarter – II A. Activity 1. (continued)

The monitoring of 'at risk' students and students seeking resignation continues through the Spring 2013 semester. Faculty referrals of students with high absenteeism or other concerns that adversely impact retention have more than tripled from 11 to 34 cohort students referred compared to the number of students referred for intervention during the same period last year. Other student referrals outside the cohort have also increased significantly. In addition, the number of students seeking resignation from the university continues to decline. Data on resignations from the Registrar's office show the following:

TOTAL RESIGNATIONS

AY 2010 – 2011: **258**

AY 2011 – 2012: **202**

AY 2012 – 2013: **167**

Since AY2011, resignations have decreased by 35.3%. Faculty, staff, and administrators have intervened as quickly as possible when at-risk students are identified; and, collectively, these interventions have resulted in a decrease in the numbers of resignations for AY 2012-13 when compared to the prior two academic years. The top three reasons reported by these students for their resignations were poor grades, transportation issues, and family/health issues.

Four weeks after the start of the Spring 2013 semester, the Chancellor sent personal email messages to all 457 Fall 2012 cohort students enrolled this spring, reminding them of the importance of a sustained effort toward academic success and of the availability of academic and other support services on campus (see **Attachment 3rd Q-1**). The Office of Student Affairs staff has also sent email notices to the 111 students from that cohort group who did not re-enroll for spring (see **Attachment 3rd Q-2**). They were reminded of the process and timeframe to reapply and asked to contact the Office of Student Affairs if they had questions or needed additional information about returning to the University.

4th Quarter – II A. Activity 1. Monitor and support the progress of the students from the Fall 2012 cohort in order to enhance their prospects for Fall 2013 retention and financial aid eligibility.

By the end of Spring 2013, faculty referrals of students with high absenteeism or other concerns that adversely impacted retention totaled 47 cohort students referred compared to the 11 students referred for intervention during Spring 2012. In addition, from the Fall 2012 cohort who had not registered by the end of the Spring 2013 semester: the Office of Student Affairs contacted and conducted online surveys with 270 students to determine their reasons for not registering. To date, 63 responses (23%) obtained from the cohort indicated the following reasons for not returning to LSU Eunice: 31 personal/financial/family problems, 14 poor academic performance resulting in loss of financial aid, 9 transportation problems, 8 transferred to other institutions, and 1 college not for me. We will continue to try to reach the remaining 200+ students who have not responded to the survey.

The Division of Liberal Arts also identified a group of 35 student majors from the Fall 2012 cohort who did not register for Spring 2013. Five students had a GPA of 2.0 or higher; four planned to transfer; and, one student said he wouldn't return if he had to continue in the Pathways program. The remaining 25 students had an overall GPA of 0.662 and did not indicate a willingness to give the time and effort needed to improve their academic status. During the start of registration for the upcoming fall semester, the Liberal Arts Division Head

identified 53 students from the cohort who had not registered for Fall 2013. She contacted each student and found that 29 (55%) of the 53 students would not be returning because of transfer, probation, debt to the university, or resignation. The remaining 24 (45%) students had either registered for Fall 2013 or planned to register before the end of the spring semester.

4th Quarter-Activity 1. Contact Students in Fall 2012 for Fall 2013

At this stage of the LSU Eunice’s “GRAD Act Remediation Plan” (submitted on August 20, 2012), the campus is now in its “second (annual) cycle”, i.e., we are contacting FTFT students from Fall 2012 cohort who have either not yet registered for Fall 2013; and/or have not been financially cleared. The status for some of these data for Year 4 is as follows:

Current Status for Fall 2012 Cohort Students			
		No. Pre-Registered	%
No. FTFT Degree-seeking students (Associate Degree or higher)	552	285	51.63
No. FTFT AD-seeking students	284	150	52.82

Hence, if the campus is able to maintain, or even enhance the above Fall to Fall retention rates for all of its FTFT Associate Degree-seeking students (AD); and for all of its FTFT Degree-seeking students, LSU Eunice will readily satisfy both of these two Retention Performance Measures for Year 4, since the Year 4 goal for AD-seeking students is 52%; and the goal for all degree-seeking students is 47.5%.

1st Quarter – II A. Activity 2. Provide computer-enhanced financial aid services

In an effort to increase student access to financial aid (FA) in a timely manner, the Financial Aid and Information Technology Offices began working in Fall 2011 to revamp the way financial aid was awarded at LSU Eunice. Before this academic year, students applying for financial aid waited 6-8 weeks to receive notification of their awards. By automating the process, students are now awarded aid in as little as one week. Hence, now, most students who are not awarded FA by the time the fall semester begins are frequently students who are not financially capable of paying tuition before their award is received. Previously, the campus unnecessarily suffered first to second fall retention decline, because financial aid was not awarded before the deadline. However, we do not feel that this will be the case in the future, as seen by the chart below:

	By June 1	By July 1	By August 1	By October
Old System (2010 FTFT-AD Cohort)	0 (0)	480 (13)	1023 (51)	1683 (92)
New System (2011 FTFT-AD Cohort)	1711 (57)	2542 (79)	3073 (98)	3845 (143)

In summary, the computer-enhanced-automated-packaging significantly increased the number of students awarded earlier so that more students could financially-clear their tuition and fees by the payment deadline. Additionally, more students were also able to use their awards to purchase/charge books and supplies prior to the start of classes; and, finally, the amount of refund money made available to our students after tuition/book payment, to assist with their other educational related expenses (i.e. housing, food, transportation, child care, personal, etc.) during the same refund period last year, was also significantly increased as a result of the new automated process. See refund chart (below) for a September 2011 and 2012 comparison.

	Pell	Direct Loans
Refunds made available to students from first Fall 2011 payroll as of September 2011. (old system)	\$833,234.95	\$765,774
Refunds made available to students from first Fall 2012 payroll as of September 2012. (new system)	\$2,153,058 (258.4% increase)	\$1,987,733 (\$259.5% increase)

2nd Quarter - II A. Activity 2. (continued)

With on-going support from Office of Information Technology (OIT), the Financial Aid (FA) Office continues to provide expedited processing of FAFSA applications for students. Final figures on FA awards for Spring 2013 will be available in LSUE's 3rd Quarter report.

3rd Quarter – II A. Activity 2 (continued)

The full implementation of computer enhanced financial aid processing continues to provide our staff with increased capacity to process FAFSA applications and confirm awards so that students can meet fee payment deadlines. A comparison of the processing of financial aid awards show an increase as follows:

Number of Awards processed by the end of Spring 2012 semester = 4,799
 Number of Awards processed as of 4/8/2013 = 5,597
 Refunds (Grants/Loans) posted by the end of Spring 2012 totaled \$4,773,466
 Refunds (Grants/Loans) posted as of 4/3/2013 totaled \$4,876,304

4th Quarter - IIA. Activity 2 (completed for AY 2012-13 and initiated for AY 2013-14)

The completed implementation of LSU Eunice's computer-enhanced financial aid processing has dramatically improved upon our LSU Eunice Financial Aid staff's ability to process and confirm awards for student FAFSA applications, thereby enabling our students to better meet registration and fee payment deadlines. An update of these data follows:

Number of Awards processed by the end of Spring 2012 semester = 4,799
 Number of Awards processed by the end of Spring 2013 semester = 5,729
 *Refunds (Grants/Loans) posted by end of Spring 2012 = \$4,773,466
 Refunds (Grants/Loans) posted by end of Spring 2013 = \$4,132,154

*Refund amounts from Spring 2012 included Fall 2011 funds that were delayed

Note: **Attachment 4th Q-1** provides an example of email "blasts" of Financial Aid alerts, that have been going out to the cell-phones of all continuing and entering students' providing them with Financial Aid office updates; and, reminding them of what they must do in order to qualify, in time, for federal financial aid.

II B. New Initiatives: Effective with the Fall 2012 class, LSU Eunice will implement an intrusive, persistent, and practical approach to reach students before they experience academic difficulties.

1st Quarter - II B. Activity 1. Improve orientation based upon feedback from participants

Studies have shown that institutions which provide extensive orientation and advising programs have higher retention/graduation rates and affect better social integration of students into the campus community. To this end, LSU Eunice has always worked to improve the format of our mandatory Orientation Program so that it welcomes and informs both students and parents through their separate and respective programs. Ultimately, the program concludes with the students receiving advising for the semester and finalization of the registration process. Since several parts of the program have been altered and/or changed, the goal was to see if these changes enhanced student and parent satisfaction and student retention as compared to prior evaluations of the former format in addition to improved participant retention data.

Results from this year's orientation surveys show an overall satisfaction rate 4.24/5.0 on the Likert scale compared to 4.19/5.0 during the same period last year. One of the changes made this year included: students identified as 'undecided' were assigned to academic advisors within the Office of Student Affairs to assure that these students received more personal attention and information about Kuder assessment (career placement) services which would help them to identify possible career/major areas as soon as possible. These undecided students also attended the Liberal Arts Division presentation to get an overview of that broad academic area and were then escorted by orientation student leaders to experienced advisors in Student affairs who met with each of them individually. Additionally, more time was allocated to these students for the discussion of their interests/goals and academic strengths so that each of these students would have useful information which could assist them in their selection of an appropriate major.

2nd Quarter – II B. Activity 1 (continued)

Students classified as undecided continue to be referred to Student Affairs academic advisors for more intrusive advising and referral to Career Services. The Coordinator of Career Services is, now, also present at orientation sessions to meet, personally, with these students to make them aware of the many services which are available to assist them with their choice of major, along with other, career, decision-making options. Representatives from the Office of Student Support Services are also present to inform students of services available through their office. An update on the number of students, who followed-up to access those services, will be available in the next quarterly report. With the discontinuance of the ACT Student Satisfaction Survey, the university will also begin to disseminate a new Student Satisfaction Inventory (SSI) instrument provided by Noel-Levitz beginning this spring (See Attachment 2ndQ-1). Through the use of the SSI, LSUE will have the opportunity to evaluate our students' knowledge of and satisfaction with the various support services. The campus will also be able, by using the SSI, to continue the internal tracking of our student usage of tutoring and counseling services each semester.

3rd Quarter – II A. Activity 1 (continued)

From the onset of the spring semester through March 2013, overall student referrals have more than tripled from 11 to 34 cohort students compared to the same period last year. Faculty have been very responsive to our requests for referral of students who are not attending classes regularly or who present issues that potentially threaten their continued enrollment. In addition, the Office of Student Affairs continues to collaborate with Student Support Services to promote academic support services. Beginning with the upcoming Summer/Fall 2013 orientation sessions, a representative from Student Support Services will provide students with a more comprehensive overview of the TRIO program and qualification criteria.

Finally, the university contracted with Noel-Levitz to provide a survey instrument designed to measure student satisfaction with a variety of support services, including orientation. That survey was given to all students enrolled in freshmen English classes from March 1 through April 1, 2013. Results from the survey should be available for the 4th quarter report. In addition to identifying services that students use and the level of satisfaction with those services, the data from the survey will be used to determine how important those services are from the student perspective so that resources are better aligned with identified student needs and priorities. The results will also help in determining the effectiveness of current intervention strategies.

4th Quarter – II B. Activity 1 (continued)

Student responses on the ACT student opinion surveys, which were used in the past, showed a consistent level of satisfaction from students regarding their orientation experience. As an example, the results from the final Spring 2012 ACT survey (item #15-College orientation program) showed that the student satisfaction average was a 4.24/5.0 compared to the national average of 3.94/5.0. Student responses from the Spring 2013 Noel-Levitz inventory (i.e., item #42-"The orientation program provides helpful information about campus life and access to services for new students") show an average rating of 6.33/7.0 for satisfaction on this survey. These results will establish a baseline for comparison of student responses in the future where we hope to meet or exceed the current level of satisfaction in this area. A copy of the campus demographics for the 429 students who took this New Student Satisfaction Survey Instrument are found in Attachment 4th Q-2.

Additionally, in an effort to provide important information and easier access for those students who meet TRIO criteria for academic support services, professional staff from our Student Support Services area are now making presentations at our student orientation sessions. Following each presentation, students/parents have the opportunity to speak privately with TRIO staff in order to discuss specific academic support needs that assist students in optimizing their opportunities for success.

1st Quarter - II B. Activity 2. Improve academic advising by providing faculty and staff professional development opportunities which target “best practices”

As stated in our GRAD Act Remediation Plan, “Quality academic advising is one of the most powerful predictors of a student’s satisfaction with the campus environment” (NSSE, 2005). For faculty, academic advising is second only to quality teaching in respect to its importance and value in both a student’s success as well as in the success of an institution.

Hence, the campus was very appreciative of the fact that the Board of Regents recently sponsored a Noel-Levitz professional development workshop entitled: “Increase Student Completers through Strong Campus Engagement”; and, to which LSU Eunice sent a team of six of its professional staff including the Chancellor, Dr. Bill Nunez; the Vice Chancellor for Academic Affairs, Dr. Renee Robichaux; the Vice Chancellor for Student Affairs, Ms. Judy Daniels; Director of Financial Aid, Ms. Jacqueline Lachapelle; Pathways Program Advisor, Mr. Damien Papillion; and, Institutional Liaison Officer, Mr. Chad Jones.

Based upon this experience, the team plans to schedule focus group sessions and training sessions for faculty/staff/advisors before the end of October, in order to discuss the need for academic advising to go beyond the process of scheduling, in order to engage the student and, in doing so, better assist them to “. . . achieve their full potential—technically, professionally and personally” (II B Activity 2a).

Additionally, in keeping with II B Activity 2c, the campus has recently received approval of its request for support from the Campus Federal Credit Union, to fund two, annual, Academic Advising awards (\$500 each - \$1,000 total) in order to incentivize and reinforce the campus’ commitment to excellence in Academic Advising.

NB. The criteria and procedures for the selection process for these awards are currently being formulated by the Office of Student Affairs in cooperation with Academic Affairs.

2nd Quarter – II B. Activity 2. (continued)

As part of the campus’ efforts to enhance the retention of its Fall 2011 student cohort (II A. Activity 1), LSU Eunice’s “Strong Campus Engagement” initiative actually began in June 2012 with both phone and email contacts of its 2011 FTFT Associate Degree-seeking (FTFT-AD) cohort students who had registered but had not paid, along with the contact of those students who had not yet registered, but who qualified for financial aid. And, as communicated in the 1st Quarterly Report, not only was this intrusive advising effort very successful in the retention of a larger number of students—enough from the Fall 2011 cohort to pass this GRAD Act criterion for Year 3—but also, through the Board of Regents’ sponsored Noel-Levitz (9/28/12) training entitled: “Increase Student Completers through Strong Campus Engagement,” the campus was able to maintain 97.2% of the returning 2011 cohort through the Fall 2012 semester. Comparable strategies will be employed this Spring (2013) with all members of the Fall 2012 cohort (both Associate Degree-seeking and Bachelor’s Degree-seeking) in order to intervene, engage, and encourage an even larger percentage of these new student cohorts to successfully complete the Spring 2013 semester and, ultimately, return to LSU Eunice for Fall 2013. To this end, the Vice Chancellor for Academic Affairs met with her Division Heads on October 26, 2012, and covered the following agenda topics for each Division Head to discuss with their respective faculties:

1. Distributed copies of two Noel-Levitz presentations; “Using Engagement to Drive Stronger Student Competition” and “High Impact-Low Cost initiatives that Improve Student Success.”
2. Discussed the need to update the Faculty Advising Handbook and charged the Division Heads with updating the manual and deciding who has responsibility for continual updates.
3. The Registrar distributed the report, “Analysis of 2012 FTFTAD 16’s,” and discussed the midterm grades for this cohort along with reasons for their possible future inclusion into the “Pathways” Program.
4. Suggestion was made to include ACT prerequisites for certain courses that “at risk” students should not be allowed to register for before completing prior, prerequisite, college work.

5. The Division Heads were asked to identify advisors from their division who could be responsible for advising students with composite ACTs of 16.
6. Division Heads are working to communicate the following to advisors of students with an ACT of 16 for Spring 2013 advising:
 - Students in the at-risk cohort “ACT composite of 16 will be advised to register a part-time rather than a full-time schedule so as not to overload their time at the beginning and possibly set themselves up to fail.
 - Register UNIV 0008 (reading) and UNIV 1005 (university studies) as two of the courses suggested for the schedule for the at-risk cohort to build their reading skills.
 - Avoid courses that require “heavy reading comprehension” during the first semester, such as: Psychology, Sociology, History, BADM 1001, and BIOL 1001.

Additionally, in keeping with proposed Activity II A.2b of LSU Eunice’s GRAD Act Remediation Plan on Advising, an academic advising workshop was recently entertained on January 7, 2013, for all faculty and for all staff who also serve as academic advisors. **Attachment 2ndQ-2** identifies the workshop that was held and **Attachment 2ndQ-3** provides a copy of the Power Point used in the presentation provided by Chancellor Nunez with discussion coordinated by both Dr. Nunez and Dr. Robichaux.

In addition to the academic advising workshop presentation and discussion that was entertained, each of the faculty and advising staff participants received a copy of the NACADA (National Academic Advising Association) Pocket Guide Series entitled: “What is Academic Advising?” (**Attachment 2ndQ-4**), along with on-line access to the Noel-Levitz video series entitled “Academic-Advising for Student Success and Retention” (**See Attachment 2ndQ-5**) in order to better illustrate both the process and the content of academic advising which is necessary to meet the needs of the student while developing a strong relationship with the student and enhancing both the student’s persistence and success. Moreover, as noted in IIB Activity 2c, and as previously communicated in our 1st Quarter Report, LSU Eunice has received approval from CFCU of an annual grant of \$1,000 to the LSUE Foundation to be used to fund two academic advising awards (\$500 each) in order to both incentivize as well as reinforce the campus’ commitment to academic advising! (**See Attachment 2ndQ-6**). The first awards are planned to be made at the Spring Honors Convocation.

3rd Quarter II B. Activity 2a & b (continued)

In order to develop faculty and advising staff about the role of academic advising beyond scheduling, this 3rd Quarter activity focused upon the training of academic advisors and teachers about how “intrusive advising” and “early warning” interventions can influence student retention/persistence. To this end, on March 1, 2013, the campus hosted the Academic Impressions national webinar on Intrusive Advising to Retain First-Year and Transfer Students (see **Attachments 3rd Q-3a, b, c**). The training session was attended by 33 Faculty and Staff Academic Advisors and provided strategies to use for the integration of intrusive advising elements into the advising practices of faculty/staff in order to improve student success at LSUE. (**NB**. Faculty who were unable to attend the 3/1/13 “Intrusive Advising Webinar” were subsequently provided with a CD-ROM of the proceedings, along with all hand-outs. for their review!).

In addition to this training activity, faculty were also asked to read and to observe the Wonderlic blog and YouTube mini-workshop on “How to Identify and Prevent Dropout” in order to better prepare faculty and other academic advisors on both the behavioral and early warning signs and interventions need to potentially influence a dropout-prone student’s retention and persistence! (see **Attachment 3rd Q-4**). Moreover, as noted earlier, this Spring semester, LSUE faculty have intervened and have communicated the names, to Student Affairs, of 34 students, who were at academic risk because of their displayed dropout-prone disengaged behaviors such as: showing up late for class, not attending class, not participating in class, not up to date with homework assignments, etc.

Additionally, as noted earlier, the Chancellor also communicated a letter to all of the Fall 2012 FTFT-AD cohort students that the campus is seeking to return to LSU Eunice for Fall 2013. As an end-result, several students from this cohort were linked with tutorial services and/or their professors for addition assistance and/or support. It is anticipated that these combined efforts and strategies will positively improve upon the campus’ Fall to Fall FTFT retention goal for Year 4.

3rd Quarter – II B. Activity 2c (continued)

Another initiative implemented this year involves recognition of academic advising excellence. At the request of the Chancellor, Student Affairs staff and the Academic Council finalized criteria for student voting to select two outstanding academic advisors to be recognized at the Faculty/Staff Appreciation program (see **Attachment 3rd Q-5**).

In addition, faculty participation in the “Absent Professor Program” has increased significantly. Thus far this semester, Student Affairs staff has responded to 13 requests from faculty for the “Absent Professor Program”. Faculty inform the Office of Student Affairs, if they will be absent from class on a given day; and, instead of cancelling the class, a staff person is made available to cover the class period either to proctor an exam (where we distribute a handout on our academic support services at the end of testing); or, to conduct a ‘focus group discussion’ on how students are experiencing campus life. In both situations, students take a few minutes at the end of testing or discussion to complete an informal survey (see **Attachment 3rd Q-6**). Feedback on academic progress, academic advising, awareness of support services, and suggestions for change to better meet student needs are discussed during the focus group sessions. Data from the informal surveys compiled at the end of the semester are subsequently shared with the appropriate service areas on campus.

4th Quarter – II B. Activity 2c

1. Academic Advising Award Results:

In response to the Chancellor’s continued efforts to increase recognition for the importance of academic student advising, the Office of Student Affairs and Enrollment Services and the LSU Eunice Academic Council collaborated on the development of a process to identify and select the top two outstanding academic advisors on campus. This process was completed in Spring 2013.

All students enrolled for Spring 2013 were sent email surveys and asked to rate their advisor on a Likert scale (5=highest; 1=lowest) based on criteria that included knowledge of degree requirements, course offerings, and registration process; professionalism; helpfulness; attitude; and availability. To narrow the pool down to ten from the initial pool of 54 advisors, students were asked to provide a rating for their ‘overall advising experience’ which resulted in an average score of 6.17/7.0. All advisors, who scored less than the average and who had less than 5 survey responses, were eliminated. A total of 587 students (20%) completed and submitted their survey responses.

The listing of the top 10 advisors from the pool were next forwarded to the Academic Council for their review and recommendations and asked to further narrow the pool to the top 5 advisors based upon their assessment of each individual’s administrative duties related to advising. Student Affairs conducted a final review of Academic Council recommendations and assigned point values to each of the finalists which were tabulated along with the student vote average. Results were forwarded to the Chancellor’s Cabinet for final review and approval before submission of the names to the LSUE Foundation which provided monetary awards of \$500.00 to each of the top two finalists. On the occasion of the 2013 Faculty and Staff Awards Dinner, the first annual awards for outstanding academic advising were presented to two faculty members (one in Liberal Arts and one in Business Technology—See **Attachment 4th Q-3**).

2. Letter from the Chancellor to cohort student

As has been done in the past, a letter will be sent by the Chancellor in late July to all members of the Fall 2012 cohort of students who have still **Not** registered for Fall 2013.

3. Absent Professor Program Report

The Office of Student Affairs and Enrollment Services continues to provide information about support services for students through the ‘Absent Professor Program.’ A total of **19**

requests from faculty in Liberal Arts areas, Math, Radiologic Technology, and Respiratory Care were received during the Spring 2013 semester. By the end of the semester, 392 students completed an informal student survey that asked them to rate six items from the academic and support service areas; to list needs and interests; and, to describe their experience at LSUE, thus far. Data from the surveys given during Spring 2013 showed that 354 (90.3%) rated admissions information, orientation, financial aid, academic advising, course availability, and student activities from excellent to good; 38 (9.7%) rated financial aid services in particular from fair to poor. Survey results were given to the Director of Financial Aid so that she could address those concerns expressed by students. Students were also asked to identify other areas of concern and also asked to provide their contact information for follow up if preferred. Fifteen students provided contact information and were scheduled for individual follow up appointments with Student Affairs staff. Appointments were completed prior to the end of the semester. From the group of students seen, 3 became involved in student leadership activities as volunteers with our university orientation program. (See **Attachment 4th Q-4**).

1st Quarter - II B. Activity 3. Lessen time to degree for those students requiring remediation.

To date, the following progress has been achieved on this activity (II B. 3):

A supplemental, two-credit mathematics pilot program (MATH1020) was approved by the LSU Eunice course and curriculum committee and is currently being offered this fall (2012) as a “companion course” to the three-credit College Algebra class (MATH1021). The goal of this strategy is to help students who are almost “college ready” in Math (ACT Math sub-score of 17 or 18), by allowing them to enroll in College Algebra while incorporating “just-in-time” tutoring for specific developmental topics—all in an attempt to improve success rates in College Algebra within a lesser time-frame.

NB. Dr. Paul Fowler, Director of LSU Eunice’s Developmental Education and Ms. Jamie Thibodeaux, Instructor of Mathematics will be visiting Northwest-Shoals Community College on October 18th and 19th to monitor the operation of the modular developmental Mathematics “Math Choices: Just Learn It” program, which the campus is planning to pilot in Fall 2012, if the enhancement grant, “LSU Eunice Assessment Center” is approved by the Board of Regents.

2nd Quarter – II B. Activity 3 (continued)

The data from the supplemental, MATH1020 two-credit, pilot course is provided in **Attachment 2ndQ-7**. Interestingly enough, the course “success rate” (i.e., A, B or C only) for the pilot Math section was 76% with one student (4%) withdrawal; and, the overall success rate for the “fact-to-face” sections was 53% with 66 students withdrawing for a withdrawal rate of 14%. Therefore, in keeping with CCA (Complete College America) philosophy, the resulting recommendation is that the pilot be continued and, perhaps, increased to a 3-credit course; and, also that the pilot course be entertained, as a valuable precursor course for the revised MATH1021.

Additionally, under the II B. Activity 3 initiative as discussed in the 1st Quarter, Dr. Paul Fowler, Director of LSU Eunice’s Developmental Education, and Professor Jamie Thibodeaux, Instructor of Mathematics, visited Northwest-Schoals Community College and their development modular Mathematics program called “Math Choices: Just Learn It” program. Their report is found in **Attachment 2ndQ-8**. And, as a result of subsequent discussions with the Mathematics’ Faculty, the Department is interested in adopting this approach if the enhancement grant entitled, “LSU Eunice Assessment Center,” is approved by the Board of Regents.

3rd Quarter-II B. Activity 3. (continued)

The supplemental MATH1020 two-credit pilot was offered again in the spring semester. When compared to Fall 2012, fewer first-time freshmen chose to enroll in the MATH 1020/1021 pilot even after being contacted by the Division Head of Sciences and Mathematics. Most did not want to commit to a five-hour course due to outside demands on their time. However, the students who did register the MATH 1020/1021 are passing the course with a “C” or better at midterm and there have been no withdrawals. Moreover, of the 20 students who successfully completed the pilot (i.e., earned a “C” or better) in the Fall 2012 semester, 11 registered for a subsequent math course.

A proposal (see **Attachment 3rd Q-7**) has also been submitted to change the designation of the supplemental MATH1020 to a developmental course (MATH0021) as was suggested by the Board of Regents.

The plan to adopt a modular approach to developmental math education is progressing. The following update was provided by Dr. Paul Fowler, Director of Developmental Education. Modular math is now the institution's Quality Enhancement Plan (QEP) for LSU Eunice's SACS-COC reaffirmation application. This competency-based, computer-based modular course is currently in the design stage and the math faculty have met three times this semester to discuss the particulars of the actual course. Some of the items discussed and decided include:

1. The number of modules per remedial course (MATH0001 and MATH0002).
2. Student learning outcomes and how the computer will generate the results.
3. Attendance policy.
4. Book choice (using Squires/Wyrick Developmental Mathematics).
5. The course will begin as three credit hours with student success being measured by use of the same student learning outcomes as "face-to-face" courses. If there is an issue with success, then either a third developmental course will be proposed or the course will become a four-credit-hour course.
6. Minimum competency for homework will be 80%.
7. Minimum competency for the first quiz will be 70%.
8. Minimum competency for the 2nd and 3rd attempt at a quiz will be 75%. (**NB.** The increased expectation is an attempt to get the student to be successful the first time—requiring a higher score after the first attempt.
9. Students not completing the quiz the first time will be assigned additional homework to complete and must score an 85% to attempt to take the quiz a 2nd time. The additional homework will be customized in order to ensure that the student masters objectives that were not mastered or understood in the first quiz.
10. Faculty will intervene if the student is not successful the 2nd time a quiz is taken in order to determine exactly what problem(s) the student is having with the module in question. This will involve "one-on-one" contact for remediation and intervention. The faculty member will look at the student's notes from the videos, homework, and patterns of the student's work online in making this determination.

A Board of Regents Two-Year Enhancement Grant to reconfigure two classrooms has been recommended for funding at 100%. The first room is an assessment lab that will help LSU Eunice test and properly place students into developmental courses. This room will allow for approximately 40 computers to begin using ACT's COMPASS to test students at orientation with the objective of keeping as many students out of developmental courses as possible. The use of the Compass test will also allow for a sample of students in developmental courses to be pre-and post-tested, by section, in order to determine the cognitive value gained by the students.

The second room will specifically be for the modular developmental mathematics component of the project. It will be fitted with 20 computers in a smaller setting so that students may work at their own pace. This room will also serve as an over-flow room to the first room.

Project costs, according to the grant, are:

- LSU Eunice committed funds (both cash and in-kind): \$93,687 (including \$56,732 to purchase the computers and \$1,500 to upgrade existing electrical service to classrooms).
- The BoR support fund for this two year enhancement grant: \$127,645.

NB. The first pilot section of MATH0001 in modular format is scheduled to begin Fall 2013.

4th Quarter-Activity 3. Lessen Time to Degree

The three students who registered the developmental education pilot in the spring of 2013 successfully completed the course. A report on the developmental pilot was submitted to the Board of Regents on June 3, 2013 (See **Attachment 4th Q-5**). Beginning in the Fall 2013 semester, the MATH 1020 will be designated as a developmental course (MATH 0021) and offered as the companion course to MATH 1021 (College Algebra) for students with an ACT subscore in mathematics of 17 or 18. The format will be identical to the MATH 1020 previously offered.

The following updates on the progress of the developmental math in modular format was provided by Dr. Paul Fowler, Director of Developmental Education:

1. The final budget and contract to award the actual grant has been completed and sent to the BoR.
2. The room layouts are completed and the electrical designs are underway.
3. Rooms 203, 204, and 211 are being prepared for demolition and construction.
 - a. Desks and computers have been removed from 203.
 - b. Desks have been removed from 204.
 - c. The law books are in the process of being removed from 211. We expect them to be recycled at the beginning of July.
 - d. All LPAA paperwork has been completed. LPAA declined to surplus any of the equipment from 203 or 211. Instead all equipment was discarded after their approval.
4. Modular coursework for MATH 0001 has been finalized and approved by the mathematics faculty.
5. Videos are being scrutinized for MATH 0001.
6. The administration met on May 20 to discuss and finalize many of the details for modular mathematics.
7. As modular math is the QEP, the following has been accomplished:
 - a. The Student Government Association endorsed modular mathematics at its February 4, 2013 meeting.
 - b. Faculty Senate endorsed modular mathematics at its April 29, 2013 meeting.
 - c. Faculty Council endorsed modular mathematics at its May 1, 2013 meeting.
 - d. A five year budget has been developed for modular mathematics that includes the hiring of a coordinator and full-time tutor.
 - e. An implementation schedule has been designed to encompass all developmental sections within three years.
 - f. All sections of the QEP document have been written and are now being assembled.

1st Quarter – Activity 4. Provide students who do not need college algebra with an alternative general education math course that is appropriate for their degree.

2nd Quarter – Activity 4.

As proposed, the alternate course for college algebra for non-STEM field students – an Applied Algebra Course – was submitted by the Division of Sciences and Mathematics to the LSUE Courses and Curriculum Committee for its review and consideration for inclusion in the Fall 2013 catalog and course schedule (See **Attachment 2nd Q-9**).

3rd Quarter-Activity 4. (continued)

The alternate course for college algebra for non-STEM field students, an Applied Algebra Course (MATH1015), was approved by the LSU Eunice Courses and Curricula Committee in the January 2013 meeting (see **Attachment 3rd Q-8a**). It will be included in the 2013-2014 LSU Eunice Catalog (revision in progress) and 12 sections are being offered in Fall 2013. This course represents an entry-level college algebra course that includes a two-credit supplemental course MATH0015 (similar to the MATH1020/1021 pilot), which has been submitted to the LSU Eunice Courses and Curriculum Committee for its review and consideration (See **Attachment 3rd Q-8b**). If approved, the supplemental course (MATH0015) will be offered in combination with one section of MATH 1015 as a pilot in the Fall 2013 semester. This will allow the “almost-college-ready” students---requiring the alternative math course---to benefit and possibly lessen their time to degree as well.

4th Quarter-Activity 4.

The MATH 1015 Applied College Algebra has been submitted to Dr. Jeanne Kahn, Assistant Commissioner for Academic Affairs at the Louisiana Board of Regents for inclusion in the 2013-2014 Master Course Articulation Matrix. The Matrix was approved at the June Board meeting.

Currently, the Board of Regents does not recognize the Applied College Algebra as an acceptable general education mathematics to meet the requirements of the Louisiana Transfer Degrees. Although the course would not be acceptable for those majors requiring Calculus, the Applied College Algebra is an acceptable prerequisite for statistics and would meet many of the degree requirements in the Liberal Arts. LSU Eunice is currently requesting that the Board of Regents revisit the acceptability of the Applied College Algebra for the Associate of Arts Louisiana Transfer Degree.

The supplemental course (Math 0015) designed to accompany Applied College Algebra Math 1015 was approved by the LSU Eunice Courses and Curriculum Committee. It will be offered to student's whose curriculum does not require Calculus I. A companion course MATH 0015 will be offered for those students with an ACT subscore in mathematics of 17 an 18 paralleling the supplemental course for those students designated as "almost college ready" taking college algebra.

1st Quarter - II B. Activity 5. Identify and intervene with student populations "at risk" of not being retained.

a. The '16s' – As noted in the data provided in **Attachment 1stQ-4**, as part of LSU Eunice's reaffirmation process, a SACS QEP (Quality Enhancement Plan) Sub-committee was charged, by the campus' SACS-COC Leadership Committee, to entertain whether or not students with composite ACT's of 16 should also be included into the Pathways Program. The data collected, to date, on these students indicate that the 16s' are performing less well than the Pathways Program students, as a collective group; and, more importantly the 16s' are not being retained. Therefore, the following actions have been taken, to date, in keeping with the proposals offered in the campus' II B Activity 5 – actions 1, 2, 3:

Action 1. We are identifying our most competent advisors and redirecting those with 16s' to these advisors, who will receive additional advisor training;

NOTE: The Vice Chancellor for Academic affairs is currently working with Division Heads to identify those faculty members who are best able to advise this group.

Action 2. All '16s' will be tracked for their mid-term grades in their first semester to locate students demonstrating potential to be at-risk of not being retained the following fall;

NB. Mid-term grades will not be submitted by the reporting deadline of this report; therefore, these data will be reported on in the Second Quarter.

2nd Quarter – II. B. Activity 5. Action 2.

As had been proposed, the '16s' (i.e., students with ACT composites of 16's) were traced for their mid-term grade performance which was determined to be less than a "C" (2.00 GPA) at 1.85. Therefore, the LSUE Academic Council is currently entertaining a proposal to expand the Pathways Program to include all students with ACT composites equal to or less than sixteen (16).

3rd Quarter-II B. Activity 5. (continued)

Action 1. The Division of Liberal Arts has identified a full-time faculty member, Dr. Christina Vick, to serve as the advisor for those incoming freshmen with a composite ACT of 16.

Action 2. LSU Eunice continues to track the grade performance of students with an ACT composite of 16. According to the Registrar and Director of Admissions, there were 43 first- time, degree seeking students with ACT composite of 16 in the Fall 2012 semester. Of the 43,

- 41 students completed the semester and earned an average GPA of 2.01.
- 31 students were retained to the Spring 2013 semester (72.1% fall-to-spring retention rate).

- 17 students of the original cohort were FTFT Associate Degree (FTFT-AD) seeking students; 14 of these students completed the semester with a GPA of 1.59 (NB). If the two students who earned zero quality points are excluded from the calculation, the sub-cohort GPA increases to 1.88).
 - 8 of these FTFT-AD students were retained to the Spring 2013 semester (47.1% fall-to-spring retention rate); the average midterm Spring 2013 GPA of the 8 students retained from this cohort is 1.70 which is a decrease from the average midterm Fall 2012 GPA of the original FTFT-AD cohort (GPA 1.85).
- 10 students of the original Fall 2012 cohort have already participated in early registration for Fall 2013.

In reviewing the GPA of the 16s, students who started part-time (many of whom remained part-time their second semester) performed better than those students who started full-time. These data agree with what has been noted for students in the Pathways program as well. Although comments from the Academic Council have been very favorable in regard to expanding the Pathways Program to include all students with ACT composites equal to or less than 16, no action has been taken for two reasons: 1) a program to meet the needs of the '16s' was originally one of the proposals under consideration for the campus' QEP, and 2) the resources are currently not available to handle the increased number of students who would be part of the Pathways Program. A report from Dr. Paul Fowler, Director of Developmental Education, is included (see **Attachment 3rd Q-9**) in order to provide more details of the prospective impact of expanding the current program to include the '16s'.

4th Quarter-II B. Activity 5.

The Academic Council is reviewing the advising of students with an ACT composite of 16. Since faculty advisors are not present on campus during summer between semesters, when many orientations and registration activities occur, it was decided that, for continuity and the development of advisor/advisee relationships, it would be better to have the heads of the three divisions advise these high risk students. To this end, the Council formed an ad hoc committee to study the advising of 16's and investigate the logistics/cost of incorporating these students into the Pathways to Success Program. Interventions being considered include: a list of courses that these students would not be permitted to register for during the first year; and, "capping" the number of hours these students are allowed to register.

For 2012FTFTAD 16s, 8 out of 19 students had a first semester GPA of 2.00 or better. 6 students earned 1.00-1.99 GPA, and 5 earned less than 1.00 GPA. Of the 5 who earned less than 1.00, 2 students earned all F's and 2 students earned all W's. The average GPA for these 19 students was 1.58 (based on average GPA's not specific average based on Quality Points and Attempted Hours).

Of the 19 students, 12 students returned for the spring semester. Those returning in the spring demonstrated substantial increased success in academics. 8 of the 12 students earned a 2.00 GPA or better for the semester. 2 students earned between 1-1.99 GPA. 2 students earned less than 1.00 GPA. Of the 2 who earned less than 1.00, one made all F's and 1 made all W's. The average GPA of these 12 students was 2.01, a 27% increase from the fall semester GPA.

Of the 19 who started the Fall 2012 cohort, 8 are currently registered for the Fall 2013 semester. This produces a (tentative) retention rate of 42.1%. While this retention rate is lower than the 10 year average, two points of clarification need should be noted. First, there are still over two months remaining before the fall semester begins. This gives LSU Eunice time for many opportunities to reach out to the 11 students who have not yet registered, especially to the 5 who were enrolled in Spring 2013 but not yet for Fall 2013. Second, while 42.1% is lower than the 10 year average, it does demonstrate improvement over the last few years, which has been below 40%.

We do not believe we have yet solved the puzzle of greater retention for 16's. However, we are seeking to be innovative and intrusive in our advising, which we believe will result in better

retention numbers and, ultimately, a greater number of completers. (NB. If funding was available one solution would be to embrace this ACT cohort (the 16's) into the Pathway's Program which has, by virtue of its design and structure, all of the support mechanisms needed by this clientele.)

1st Quarter - Action 3. We identified courses that have proven to be detrimental to academic success for '16s': BIOL1001, HIST1001, HIST2055, PSYC2000, and PSYC2070. In a study of the "fate-analysis" of this at-risk population, i.e., the '16s', over the time-frame of 2006-2010, demonstrated an inability to pass the aforementioned courses, primarily due to their poor reading skills and to an over-ambitious academic schedule. As a result of this experience, advisors are now being directed to steer '16s' away from these courses in their first semester; and by encouraging these same students to register for a more realistic (e.g., < 12 hrs.) schedule.

We started identifying these "at risk" students in August 2012. In this regard, for example, the VCAA addressed the non-Pathways students at the last two regular orientations and she met with Division Heads during the summer in order to discuss the advising of this population. Division Heads subsequently discussed advising "at risk" students at their divisional meetings at the beginning of the fall semester; and, Division Heads met again with the VCAA on September 28, 2012 in order to discuss advising strategies for these students in the upcoming registration for the Spring 2013 semester.

2nd Quarter – II B. Activity 5. Action 3.

As an end-result of the meeting of the Division Heads with the Vice Chancellor for Academic Affairs on the advising of at-risk '16s' (i.e., students with ACT composites of 16), each division will select one advisor to be responsible for the advising and scheduling of these students. This action should eliminate problems with the misplacement of these students into classes for which they are underprepared.

II B. Activity 5. (continued)

b. Health Sciences – As communicated in our remediation plan, Health Sciences students comprised 49.8% (152 of 305) of the 2011 FTFT-AD cohort. Of the 152, only 6 were accepted into clinical programs for the Fall 2012 semester. Historically, students not selected into a clinical program receive a letter of denial. The Division of Health Sciences and Business Technology will revise all letters, in order to encourage the students of this cohort (who were not selected into allied health associate degree programs), to meet with their advisor to investigate how the courses they have already taken might count towards a different certification (i.e., Medical Billing and Coding certificate or an Associate of General Studies degree). It is believed that this form of intrusive and proactive advising will increase first to second fall retention of students from this "at risk" population—particularly those who may be inclined to leave LSU Eunice because they are angry or hurt by virtue of having been "rejected" from acceptance into their health science program of choice.

Hence, in summary, the following steps are being taken in order to more proactively and intrusively advise these students: the revised, "not selected" letter, which will encourage these students to meet with their advisor in order to consider alternative options, will be sent to these students who were not selected. Next, notified students will be counseled (in July/August). Finally, in the Fall of next year, we expect to be able to identify the "fate analysis" of several of these students in terms of which ones matriculate in Fall 2013; and, of this group, which ones are now pursuing some alternative degree tract as opposed, ultimately, to the number who drop-out.

2nd Quarter – B. Allied Health

NB. In an attempt to develop alternative careers for students who are not successful in gaining entrance into the clinical phase of one of our campus' nursing and health sciences programs, LSUE has recently submitted a "Rapid Response" grant proposal for Emergency Medical Technology training which should appeal to many pre-nursing students. Applicants not selected for Nursing and Allied Health clinical study will be encouraged to consider this alternative, among the others currently being offered and entertained, as positive alternatives for their future careers.

3rd Quarter-B. Allied Health (continued)

LSU Eunice was awarded \$100,000 for its Workforce Training Rapid Response Grant (LSU Eunice EMT/Paramedic Program) through the Louisiana Community and Technical College System. The overall goals of the project include: 1) to promote the development of an exemplary Emergency Medical Services workforce in

Louisiana by providing a high-quality program aligned with national standards; 2) to promote the transition of Emergency Medical Services to professional status through support locally and nationally for the FESHE EMS Professional Development model; and, 3) to develop a pathway alternative for students interested in the allied health professions.

Another possible alternative career choice for those students not accepted into the allied health programs (nursing, radiologic technology, and respiratory care) would be to pursue a degree in Elder Care Administration. LSU Eunice signed a letter of intent with LSU Alexandria in February 2013 to begin offering 2+2 and bridge partnerships in: Nursing, Business, and Elder Care Administration (see Attachment 3rd Q-10).

1st Quarter - II B. Activity 6. Maintain the “Pathways to Success” program at full personnel.

All Pathways Program positions were filled for Fall 2012. So, the program is now, once again, “fully-staffed”.

3rd Quarter II B. Activity 6. Maintain the “Pathways to Success” Program at full funding.

As communicated in LSU Eunice’s 1st Quarter Report for AY 2012-13, the “Pathways to Success” was once again, fully-staffed for the Fall 2012 semester. The progress of the Pathways students for Fall 2012 for both the LSUE main campus and for the LSUA site are provided in the attached April 4, 2013, email provided by the Pathways Program Director, Dr. Paul Fowler (see Attachment 3rd Q-11). Hence, this activity was deemed completed and successful for AY 2012-13.

III. Same Institution Graduation Rate

In the last three years, while our FTFT enrollment has grown 14.74% (699 to 802), the number of Associate Degree graduates have grown 81.82% (from 33 to 60). And, although we have not yet met our GRAD Act target numbers for graduation, the data demonstrates consistent improvement in the 150% time “same institution graduation rates” for Year 3 and Year 4. Note: We feel that it is particularly important to note that, with the finalization of the “same institution” graduation data for both Year 3 and Year 4, the alternative scoring method identifies LSU Eunice as passing the GRAD Act (the average of the last three year graduation rates of 6.9% versus the average of the most recent two graduation rates of 7.12%). NB. Since graduation rate data for Year 2 was finalized with the 2010 graduating class; and, the graduation rate for Year 3 finalized with the 2011 graduating class, it obviously follows that neither Year 2 or Year 3 “same institution” graduation data could be influenced during this remediation period. In fact, Year 4 (shown in the chart below) data was finalized with the completion of graduation Spring 2012 before the on-set of the campus GRAD Act Remediation Plan Year (i.e., FY 2012-13).

	Baseline	Year 1	Year 2	Year 3	Year 4
Benchmark	8.0%	9.4%	10.8%	12.2%	13.6%
Actual		8.0%	4.7%	6.76%	7.48%

Nonetheless, in an attempt to better achieve improved graduation rates for subsequent years, the following activities have been proposed and are being pursued; namely:

Activity 1. Increase awareness of transfer degrees.

In the months of August and September (2012) the VCAA met with the campus’ Division Heads to stress the importance of informing students of the benefits of graduating with the transfer degrees; and, for the future, the plan for upcoming orientations, is to have the Registrar discuss the importance of transfer degrees with students, especially in terms of the ability of these transfer degrees to enhance the transfer and articulation process for the student. (see Attachment 1stQ-5 for charts which chronicle the current numbers of LSU Eunice students pursuing the completion of either an AALT or ASLT degree.)

2nd Quarter –Update:

At each orientation session, we now include the state-issued brochure (“Transfer Degree Guarantee”) in the orientation information packets given to all students in attendance. During orientation, the university Registrar also makes a presentation to students and parents about the transfer degree program options so that students can correctly identify themselves as either Associate Degree seeking or Bachelor’s Degree seeking students.

NB. To date, LSU Eunice has awarded 24 Louisiana Transfer Degrees!

3rd Quarter III. Same/Other Institution GRAD Rate (continued)

Activity 1. LA Transfer degrees

For Spring 2013, we anticipate 14 students will graduate with a Louisiana Transfer degree. In the three years we have been offering these two degrees, LSU Eunice has graduated 24 students. When including the anticipated Spring 2013 graduates, our total Louisiana Transfer graduates total is 38. LSU Eunice continues to emphasize the value of these degrees at every orientation, where all participants receive a brochure, and are also provided with a brief presentation by the Registrar. In this latter regard, while we believe that all of our degrees have value, we feel that the Louisiana Transfer degrees are especially important because we know that the students pursuing these degrees intend both to graduate with an associate's degree as well as to continue on toward the successful completion of their baccalaureate.

4th Quarter - Results of Transfer Degrees

LSU Eunice graduated 14 students in Spring 2013 with Louisiana Transfer degrees. The campus anticipates awarding 5 more degrees at the end of summer. This will increase our total to 42 AALT/ASLT graduates.

Activity 2. Award associate degree to eligible students through a "reverse transfer" initiative.

To date, LSU Eunice is working with LSUA in order to identify LSU Eunice students who both qualify for "reverse transfer" and who are interested in having their LSU Eunice Associate Degree awarded to them through the reverse transfer process.

In AY 2011-12, seven former LSU Eunice students currently attending LSUA were identified as eligible to receive an associate degree through reverse transfer. Five of these students applied and were awarded associate degrees from LSU Eunice; the other two students did not apply.

Discussions are also now being entertained by the LSU Eunice Registrar, with his counterparts at LSU A&M, ULL and McNeese, about participation in the "reverse transfer" process and in assisting LSU Eunice in the locating of eligible former LSU Eunice students who might qualify for a "reverse transfer" award of an Associate Degree from the LSU Eunice campus.

2nd Quarter – Update:

Reverse Transfers – LSU Eunice is continuing to develop partnerships with ULL and LSU A&M for the identification of former LSUE students who fit the parameters for the award of a "reverse transfer" Associate Degree from LSU Eunice. Both universities indicate that they have located students who fulfill the "reverse transfer" criteria, but, to date, have not communicated the information necessary for contact of any of these eligible candidates. Our Registrar will be speaking with his counterparts in the near future about the need to acquire this information for the benefit of these students.

Our partnership with LSUA, however, continues to blossom. Of the 54 students LSUA identified in Fall 2012 as meeting Reverse Transfer criteria, 13 students responded by requesting that their LSUA transcript be sent to LSUE. Of those, 3 students already had met our graduation requirements and 6 were extremely close to graduating from LSUE, depending on what courses they will take Spring 2013. Realistically, therefore, we could award reverse transfers to anywhere between 3-9 students from LSUA in our Spring commencement service.

3rd Quarter Activity 2. Reverse Transfer Update (continued)

Unfortunately, this year's number of reverse transfer degrees is substantially lower than were conferred in the initial year. Currently, there is only one person scheduled to receive a reverse transfer degree this year compared to five for last year. We still have a summer commencement date, which allows an opportunity to contact students who will qualify but did not plan to receive the degree. Four-year schools in our geographic area (except LSUA), while demonstrating an initial interest in partnering with LSU Eunice in this endeavor, have, to date, not followed through with this initiative. LSU Eunice plans to continue attempts to establish reverse transfer relationships with LSU, ULL, and McNeese.

4th Quarter Activity 2. Reverse Transfer Degrees for 2012-2013

LSU Eunice received the first batch of transcripts from LSU A&M in June. LSU A&M identified 61 students who might qualify for an associate's degree from LSUE and contacted

them. Thus far, nineteen students requested their transcripts be sent to LSU Eunice. Seven students meet qualifications and have been contacted (1 has already applied for graduation; the others have not yet responded). Eight students are very close and have been notified of the courses they lack. 4 students had already earned a degree from LSUE and were ineligible.

Currently, it appears that only 1 LSUA person graduated in AY 2012-13 with a reverse transfer degree. While there may be more, it will take additional research to obtain the definitive answer. At least two students qualified in AY 2012-13 who did not pursue the conferral of the degree.

Activity 3. Identify those students who have successfully completed 45 hours or more in their respective academic divisions and focus on their degree plans.

Progress to date: The work on this same campus graduation rate activity is “on-going”. Both Liberal Arts and Science division advisors are intrusively working with their respective pools of advisees in order to identify their respective majors who have completed 45 SCH and, in doing so, making certain that these students are “on track” for graduation.

4th Quarter - Redesign of Degree Audit Form

Currently, 24 degree audit forms have been created by the Registrar. When all are completed, they will be double-checked by the appropriate division head before being made available to faculty/advisors in order to assist them in keeping students “on-track” for graduation.

3rd Quarter Activity 3. Forty-five hours/degree plan focus/Transfer Day (continued)

On March 22, there were nine four-year colleges and a Navy recruiter who attended our annual Transfer Day. Approximately 30 students were in attendance to meet with these recruiters and gain valuable information about the transfer procedures necessary for an additional degree in higher education. Additionally in March, the Registrar provided faculty training for better advising towards successful degree audit completion for two of the three divisions at LSU Eunice. The third division received training in April. The Registrar also is in the process of redesigning the degree audit forms (which are used for advising purposes) for each degree (see **Attachment 3rd Q-12**). This will give faculty better guidelines as they advise students toward degree completion. We believe increased focus on advising will better equip faculty to advise more precisely towards degree completion for students, thereby increasing the number of graduates LSU Eunice produces each year.

IV. Statewide Graduation Rate

	Baseline	Year 1	Year 2	Year 3
Benchmark	26.3%	27.0%	28.0%	29.0%
Actual		23.7%	21.0%	20.23%

Activity 1. Work with recruiters to link LSU Eunice graduates with four-year universities

As previously communicated, the LSU Eunice Registrar and Student Affairs have worked with transfer recruiters from both LSU and LSU Alexandria (with an intent of developing additional partnerships), since Fall 2011, in order to provide graduate contact information to four-year university recruiters who can speak individually about the merits of continuing towards a baccalaureate degree. Transfer recruiters also come to LSU Eunice at least once per semester to meet and recruit potential graduates. Additionally, the Registrar personally signs each letter confirming students have met the requirements for graduation and encourages them, both in the letter and during graduation rehearsal, to “press-on” to even more weightier and valuable educational pursuits. To this end, by October 15th, the Registrar’s Office will

provide the list of Fall 2012 graduates to Student Affairs which will be shared with LSU A&M and LSUA in order to encourage the recruitment of these students by each of these campuses.

Additionally, at the end of the Fall 2012 semester, the LSU Eunice Institutional Liaison officer will begin to identify students who have 45 hours or more. It is anticipated that these students will have accumulated 60+ hours and will be ready for transfer at the end of Spring 2013, so they will be invited to attend the university's "Transfer Day" program. Our liaison officer has, to date, begun contacting 4-year universities to negotiate a date for them to participate in our transfer day program.

NB. Although LSU Eunice continues to have the highest graduation rate (i.e., 1st award (all levels) 150% Time) among its peer institution group, (e.g., 2005 FTF cohort 20.23% (LSUE) vs. 13.23% (Two-year) the campus' (LSU Eunice's) Statewide Graduation Rate has exhibited a downward trend ever since the on-set of the national/state economic recession (see data below)

	<u>FTF Cohort)</u>	<u>Statewide Graduation Rate</u>
	2000	25.89
	2001	26.88
on-set of recession--	2002	25.47
	2003	23.70
	2004	21.03
	2005	20.23

2nd Quarter Update:

After the 14th class day of this semester, the Institutional Liaison Officer will have a final report from OIT confirming the names and contact information of all students who have achieved at least 45 hours of academic credit and are in good standing as of the end of Fall 2012. He will use that information to contact these students who are expected to reach the 60+ credit hour benchmark. These students may be eligible to either graduate with an Associate Degree or transfer to a 4-year institution at the end of the semester. Qualified students will be invited to attend the university's Transfer Day program in March which will allow them to speak with admissions representatives from 4-year institutions. More details on our Transfer Day program will be outlined in the next quarterly report.

4th Quarter Update:

Attachment 4th Q-6 provides a communication from Mr. Chad Jones, LSU Eunice's External Liaison Coordinator, to representatives from area four-year institutions announcing Spring 2013 graduates.