

*W. Clinton Rasberry*  
*Chair*

*Joseph C. Wiley*  
*Vice Chair*

*Charlotte A. Bollinger*  
*Secretary*

*James E. Purcell*  
*Commissioner of*  
*Higher Education*



**BOARD OF REGENTS**  
**P. O. Box 3677**  
**Baton Rouge, LA 70821-3677**  
**Phone (225) 342-4253, FAX (225)**  
**342-9318**  
**[www.regents.state.la.us](http://www.regents.state.la.us)**

*Mark T. Abraham*  
*Raymond J. Brandt*  
*Joel E. Dupré*  
*Pamela B. Eagan*  
*Joseph P. Farr*  
*William H. Fenstermaker*  
*Chris D. Gorman*  
*Robert W. Levy*  
*Richard A. Lipsey*  
*Edward D. Markle*  
*Roy O. Martin III*  
*Albert D. Sam II*  
*Matthew L. Jewell, Student*

## **AGENDA**

### **PLANNING, RESEARCH AND PERFORMANCE COMMITTEE MEETING**

**Wednesday, April 24, 2013**

**3:00 p.m.**

**Louisiana Purchase Room • Claiborne Building • Baton Rouge, Louisiana**

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. R.S. 17:1808 (Licensure)
    1. Initial License
      - a. Ohio University
      - b. University of Denver
    2. License Renewals
      - a. Bryan University
      - b. Graceland University
      - c. William Carey University
- IV. GRAD Act Intervention Policy (LSUE 3<sup>rd</sup> quarter report)
- V. Master Plan Occasional Update
- VI. Board of Regents' Electronic Learning Strategic Planning Task Force 6-Month Update
- VII. Other Business
- VIII. Adjournment

**Committee Members: Joe Wiley, Chair; Robert Levy, Vice Chair; Mark Abraham, Joel Dupré, Joe Farr, William Fenstermaker, Matthew Jewell, Richard Lipsey, Roy Martin III.**

## **Agenda Item III.A.1.a.**

### **Ohio University Athens, Ohio**

#### **BACKGROUND**

Ohio University (OU) is not incorporated in the state of Louisiana. The institution, chartered in 1804, is a state-supported comprehensive university in the state of Ohio and is seeking its initial license. OU is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

#### **ACADEMIC PROGRAM**

OU offers a wide variety of undergraduate and graduate programs online. Typically, the online nature of the delivery system would not require licensure. However, since its Masters in Science in Nursing (MSN) program requires clinical experiences, licensure is necessary.

#### **FACULTY**

OSU employs ten faculty to support its MSN online program. Of the ten faculty, seven are trained at the doctoral level and six are employed on a full-time basis.

#### **FACILITIES**

Since OU operates programs online with administrative and academic support in Athens, there are no out-of-state physical facilities. MSN students will complete clinical experiences at various locations in Louisiana.

#### **STAFF RECOMMENDATION**

Given the credentials of its faculty, the institution's and academic program's accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issue an initial operating license to Ohio University, located in Athens, Ohio.

## **Agenda Item III.A.1.b.**

### **University of Denver Denver, Colorado**

#### BACKGROUND

The University of Denver (DU) is not incorporated in the state of Louisiana. The institution, founded in 1864 as Colorado Seminary, is a Methodist affiliated university in the state of Colorado and is seeking its initial license. DU is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

#### ACADEMIC PROGRAM

DU offers five certificate, eight baccalaureate completion programs and nine masters programs online. Typically, the online nature of the delivery system would not require licensure. However, since a few of its online programs require clinical experiences/internships, licensure is necessary.

#### FACULTY

DU employs 283 faculty to support its various online programs. Of these faculty, 84 are trained at the doctoral level and 180 at the masters/specialist level.

#### FACILITIES

Since DU operates programs online with administrative and academic support in Denver, there are no out-of-state physical facilities. Students complete clinical/internship experiences at various locations in Louisiana.

#### STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's and academic programs' accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issue an initial operating license to the University of Denver, located in Denver, Colorado.

## **Agenda Item III.A.2.a.**

### **Bryan University Springfield, Missouri**

#### BACKGROUND

Bryan University (Bryan) is not incorporated in the state of Louisiana. The college is a private institution in the state of Missouri which first registered with the Board of Regents in 2011. Established in 1982, the institution is headquartered in Springfield, Missouri and is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

#### ACADEMIC PROGRAM

Bryan University offers the following programs to Louisiana residents: diploma, associate, bachelors and masters in business administration; diploma and associate programs in security systems; associate, bachelors and masters programs in healthcare administration; a diploma program in personal trainer and an associate program in criminal justice. Bryan offers these programs online and typically would not require licensure. However, since some programs require a supervised externship, the college is seeking to renew its license.

#### FACULTY

Bryan employs thirty-six part-time faculty to support their online academic programs, twenty-eight trained at the graduate level from accredited institutions.

#### FACILITIES

Since the proposed programs will be offered online, there will be no need for physical facilities.

#### STAFF RECOMMENDATION

Given the credentials of its faculty, the college's accreditation, the general oversight by the home campus, and the online nature of the programs, the senior staff recommends that the Board of Regents renew the operating license for Bryan College, located in Springfield, Missouri.

## **Agenda Item III.A.2.b.**

### **Graceland University Lamoni, Iowa**

#### **BACKGROUND**

Graceland University is not incorporated in the state of Louisiana. The university was first licensed with the Board of Regents in 2005. The institution is headquartered in Lamoni, Iowa, and its School of Nursing and Allied Health is located in Independence, Missouri. The institution is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, and its School of Nursing is accredited by the Commission on Collegiate Nursing Education.

#### **ACADEMIC PROGRAM**

Graceland University offers distance learning programs and clinical experiences in 47 states. It offers undergraduate and graduate programs in Louisiana for registered nurses, a bachelors programs in business administration and healthcare management, and masters degrees in religion and education (for educators who have a current teaching certificate).

#### **FACULTY**

The institution utilizes 86 faculty for its online programs; 32 full time, and 54 part time. Sixty-one of the faculty members hold the doctorate, and the remaining 25 are trained at the masters level.

#### **FACILITIES**

Like other online programs, the institution utilizes various hospitals, clinics, specialized surgery centers, etc. for its nursing programs and schools and related facilities for its education programs.

#### **STAFF RECOMMENDATION**

Given the credentials of its faculty, the admissions criteria to the programs, the university's recognized campus and program accreditation, and the general oversight of the program by the home campus, the senior staff recommends that the Board of Regents renew the operating license of Graceland University, located in Lamoni, Iowa and Independence, Missouri.

### **Agenda Item III.A.2.c.**

#### **William Carey University School of Nursing New Orleans, Louisiana**

#### BACKGROUND

William Carey University first registered with the Board of Regents in 1979. The institution is headquartered in Hattiesburg, Mississippi and provides educational programs at the bachelor's level at its School of Nursing in New Orleans. The institution is accredited by the Southern Association of Colleges and Schools (SACS).

#### FACULTY AND STUDENTS

The university's School of Nursing employs 23 faculty members for its New Orleans program; nine are employed on a full-time basis and eleven hold doctoral degrees. The institution reports an enrollment of 179 students in its nursing program. All are enrolled at the bachelor's level.

#### FACILITIES

Prior to Hurricane Katrina, William Carey College leased space from New Orleans Baptist Theological Seminary for administrative and instructional purposes. Following the storm, the program relocated to leased space on Chef Menteur Highway and has relocated since to a 10,147 square foot facility on Gentilly Boulevard.

#### ACADEMIC PROGRAM

William Carey College currently offers a bachelor's degree in nursing (BSN) at its New Orleans site. The BSN is accredited by the National League for Nursing.

#### STAFF RECOMMENDATION

Given its campus and program accreditation, the credentials of its faculty, and the scope of its current operations in New Orleans, the senior staff recommends that the Board of Regents approve William Carey University's application for license renewal.

## **Agenda Item IV.**

### **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. 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 and its 2<sup>nd</sup> quarterly report in January 2013. The campus submitted its 3<sup>rd</sup> quarterly report in April 2013 (attached). (Note: The 3<sup>rd</sup> quarter responses are included with earlier quarterly reports. The 3<sup>rd</sup> quarter responses are clearly marked and appear in larger font. Also, the attachments are in excess of 100 pages and will, therefore, be available at the Planning, Research and Performance Committee meeting.)

The senior staff has reviewed LSU Eunice's 3<sup>rd</sup> quarterly report and determined that it meets the requirements of the GRAD Act Performance Improvement Contract. Therefore, the senior staff recommends that the Planning, Research and Performance Committee approve the 3<sup>rd</sup> quarterly report from LSU Eunice, authorizing the LSU Board of Supervisors to release a portion of the funds to LSU Eunice on the predetermined schedule included in its GRAD Act Performance Improvement Contract.

LOUISIANA STATE UNIVERSITY EUNICE  
GRAD ACT REMEDIATION PLAN  
QUARTERLY PROGRESS REPORT  
April 15, 2013

8/20/2012 to 10/15/2012 (1<sup>st</sup> Quarter)  
10/15/2012 to 1/15/2013 (2<sup>nd</sup> Quarter)  
1/15/2013 to 4/15/2013 (3<sup>rd</sup> 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

#### **1<sup>st</sup> 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 1<sup>st</sup>Q-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 1<sup>st</sup>Q-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 1<sup>st</sup>Q-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 2<sup>nd</sup> 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).

#### **2<sup>nd</sup> 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.

**3<sup>rd</sup> 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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.

**1<sup>st</sup> 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.**

	<b>Pell</b>	<b>Direct Loans</b>
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)

### **2<sup>nd</sup> 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 3<sup>rd</sup> Quarter report.

### **3<sup>rd</sup> 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

**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.**

### **1<sup>st</sup> 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.

### **2<sup>nd</sup> 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 2<sup>nd</sup>Q-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.

### **3<sup>rd</sup> 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 4<sup>th</sup> 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.

### **1<sup>st</sup> 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.

## **2<sup>nd</sup> 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 1<sup>st</sup> 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 2<sup>nd</sup>Q-2** identifies the workshop that was held and **Attachment 2<sup>nd</sup>Q-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 2<sup>nd</sup>Q-4**), along with on-line access to the Noel-Levitz video series entitled "Academic-Advising for Student Success and Retention" (**See Attachment 2<sup>nd</sup>Q-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 1<sup>st</sup> 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 2<sup>nd</sup>Q-6**). The first awards are planned to be made at the Spring Honors Convocation.

### **3<sup>rd</sup> Quarter II B. Activity 2a & b (continued)**

In order to develop faculty and advising staff about the role of academic advising beyond scheduling, this 3<sup>rd</sup> 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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.

### **3<sup>rd</sup> 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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.

**1<sup>st</sup> 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 18<sup>th</sup> and 19<sup>th</sup> 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.

**2<sup>nd</sup> Quarter – II B. Activity 3 (continued)**

The data from the supplemental, MATH1020 two-credit, pilot course is provided in **Attachment 2<sup>nd</sup> Q-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 1<sup>st</sup> Quarter, Dr. Paul Fowler, Director of LSU Eunice’s Developmental Education, and Professor Jamie Thibodeaux, Instructor of Mathematics, visited Northwest-Schools Community College and their development modular Mathematics program called “Math Choices: Just Learn It” program. Their report is found in **Attachment 2<sup>nd</sup> Q-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.

**3<sup>rd</sup> 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 3<sup>rd</sup> 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 2<sup>nd</sup> and 3<sup>rd</sup> 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 2<sup>nd</sup> 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 2<sup>nd</sup> 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.

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

**2<sup>nd</sup> 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 2<sup>nd</sup>Q-9**).

### **3<sup>rd</sup> 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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.

### **1<sup>st</sup> 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 1<sup>st</sup>Q-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.

### **2<sup>nd</sup> 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).

### **3<sup>rd</sup> 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 3<sup>rd</sup> Q-9**) in order to provide more details of the prospective impact of expanding the current program to include the '16s'.

**1<sup>st</sup> 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.

#### **2<sup>nd</sup> 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 selected 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.

#### **2<sup>nd</sup> 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.

#### **3<sup>rd</sup> 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 3<sup>rd</sup> Q-10**).

#### **1<sup>st</sup> 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".

#### **3<sup>rd</sup> Quarter II B. Activity 6. Maintain the "Pathways to Success" Program at full funding.**

As communicated in LSU Eunice's 1<sup>st</sup> 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 3<sup>rd</sup> Q-11**).

### **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 1<sup>st</sup>Q-5** for charts which chronicle the current numbers of LSU Eunice students pursuing the completion of either an AALT or ASLT degree.)

**3<sup>rd</sup> 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.

**2<sup>nd</sup> 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!

**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.

**3<sup>rd</sup> 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.

**2<sup>nd</sup> 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.

**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.

**3<sup>rd</sup> 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 3<sup>rd</sup> 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 15<sup>th</sup>, 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., 1<sup>st</sup> 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

**2<sup>nd</sup> Quarter Update:**

After the 14<sup>th</sup> 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.

## **Agenda Item V.**

### **Executive Summary**

The Board of Regents adopted the Master Plan for Public Postsecondary Education in Louisiana: 2011 in August, 2011. As part of the Plan's evaluation process, the Regents required an annual assessment. The initial assessment was adopted by the Board in August, 2012, and the 2<sup>nd</sup> assessment is scheduled for August, 2013. However, at the request of the Board for the staff to prepare occasional Master Plan updates, staff will be presenting to the Planning, Research and Performance Committee in April selected data related to the Plan's first goal: *Increase the educational attainment of the State's adult population to the Southern Regional Education Board States' average by 2025.*

## **Agenda Item VI.**

### **Executive Summary**

The Board of Regents, recognizing the growing importance of electronic learning in postsecondary education, created its Electronic Learning Strategic Planning Task Force in February 2010. The Task Force has been quite active in the past year and has accomplished much in a short time.

The Board of Regents endorsed a number of electronic learning-related recommendations from its Task Force at its meeting in October, 2012. In order to keep the Board apprised of the continuing work of the Task Force and the progress it has made, Chair Darlene Williams and Dr. Larry Tremblay will be presenting a 6<sup>th</sup> month update to the Planning, Research and Performance Committee at its April meeting.