

Faculty Senate Educational Policy Committee – Year 1

Lillian Bridwell-Bowles, English

Ben Caire, Chem Engineering undergraduate (departing member)

Jeanne Caire, International Studies undergraduate (new member)

Mike Cherry, Physics and Astronomy, Chair

Cecil Eubanks, Political Science

Ed Henderson, Philosophy and Religious Studies

Mary Beth Lima, Biological & Agricultural Engineering

Nancy Nelson, Curriculum & Instruction (departing member)

James Oxley, Mathematics (new member)

Sonja Lee Pruitt, Communication Science & Disorders grad student

Kathy Thompson, Biology (new member)

Vince Wilson, Coast & Environment (departing member)

Hector Zapata, Agricultural Economics

Frank Cartledge, Academic Affairs, ex officio

Karen Denby, Academic Affairs, ex officio

...and a great debt to Carruth McGehee

M. Cherry, Presentation to Faculty Senate, 5/6/2005

...Among the several Senate committees which assist the Senate in carrying out its responsibilities in this area, the **Educational Policy Committee will hold a central position. Its jurisdiction will include all matters of educational policy which are appropriate to the Senate and not assigned to other Senate committees.**

To consider in broad perspective ... the University's educational mission; and to concern itself with factors that have significant impact upon undergraduate and graduate studies, including the character and quality of educational programs, conditions of student life, and intellectual climate.

To conduct research and make recommendations on emerging issues.

To encourage, promote, and evaluate innovative and experimental educational programs.

To communicate with other Senate committees and other University entities, while respecting their jurisdictions.

To promote understanding of (for example):

How well students are progressing toward degrees and achieving the goals of academic programs.

How various policies, conditions, and other factors affect the academic success of students.

Such reports and information may come from inquiries and studies conducted by other Senate Committees or other University offices or entities on matters that lie within their jurisdictions. The Educational Policy Committee may make inquiries and conduct studies on its own to supplement those sources.

Much of year 1 has been spent trying to figure out where the committee's efforts could be useful

Specific issues:

Admission standards

ASH decided not to recommend increasing admission standards this year; EPC left this issue to ASH

Linking courses taught collaboratively as 'learning communities' (e.g., Astronomy 1001 and English 2025)

EPC encourages course linkages at the 1000- and 2000-level

Required vs optional final exams

EPC looked at a specific case in Engineering, and decided that the current policy made sense (specifically that exceptions should be allowed only with the approval of the Department Chair, Dean, and Academic Affairs)

Policy on class attendance and excused absences

To be discussed in the Fall

Most of the initial year's discussion involved graduation rates and students' progress toward degrees

EPC's discussions were in parallel with Provost's Graduation Task Force (Dean's Committee chaired by Dean Hamilton)

Cherry, Cartledge, Denby sat in on both group's meetings

Enormous amount of statistical data provided by Budget & Planning (Sandy Walker and Assoc. Vice Chancellor Kuhn)

→ But how to make sense of the data?

Both groups have spent time trying to understand which are the critical issues.

Interesting background material:

"The LSU Student's Rate of Progress Toward the Baccalaureate Degree", C. McGehee, memo, Aug. 2004

"Report on the Task Force on Persistence to Graduation", Univ. of Iowa, www.uiowa.edu/~provost/docs/persistence.pdf

"One Step from the Finish Line: Higher Graduation Rates are Within our Reach", K. Carey, Education Trust Report, Jan. 2005

RETENTION AND GRADUATION RATES OF NEW FRESHMEN
LOUISIANA STATE UNIVERSITY
FALL 1987 THROUGH FALL 2004

FALL SEMESTER	# OF NEW FRESHMEN	AVERAGE ACT COMPOSITE	% RETURNING FALL OF SECOND YEAR	% RETURNING FALL OF THIRD YEAR	% RETURNING FALL OF FOURTH YEAR	CUMULATIVE % GRADUATING AFTER 4 YRS	% RETURNING FALL OF FIFTH YEAR	CUMULATIVE % GRADUATING AFTER 6 YRS	% RETURNING FALL OF SIXTH YEAR	CUMULATIVE % GRADUATING AFTER 6 YRS	IPEDS* GRADUATION RATE AFTER 6 YRS
1987	4,740	19.9	68.4%	57.0%	50.7%	12.4%	36.4%	32.1%	15.4%	39.4%	N/A
1988	4,278	21.1	72.0%	60.4%	54.9%	14.7%	38.1%	35.9%	16.2%	44.2%	N/A
1989	3,837	21.5	74.0%	64.7%	58.4%	15.7%	40.4%	38.4%	17.3%	47.2%	N/A
1990	3,361	23.1	79.6%	66.5%	57.8%	16.4%	40.2%	37.9%	17.7%	47.3%	N/A
1991	3,343	23.0	78.0%	64.5%	57.9%	17.3%	38.6%	38.9%	16.0%	46.7%	N/A
1992	3,503	23.2	76.4%	65.0%	58.7%	18.5%	38.6%	39.7%	16.1%	48.3%	50.2%
1993	3,178	23.3	79.2%	67.3%	61.4%	18.4%	41.1%	41.8%	16.3%	50.2%	52.3%
1994	3,374	23.3	78.7%	69.1%	63.0%	18.1%	43.3%	43.5%	17.0%	52.4%	53.7%
1995	3,649	23.3	81.7%	72.4%	66.0%	20.4%	43.8%	46.4%	17.0%	56.3%	57.8%
1996	3,991	23.2	80.3%	72.1%	66.4%	21.7%	42.9%	48.2%	15.3%	56.7%	58.0%
1997	4,443	23.5	82.5%	73.4%	66.1%	21.6%	43.2%	47.7%	15.7%	56.0%	57.5%
1998	5,063	23.4	82.7%	71.8%	65.5%	23.7%	39.6%	48.7%	13.2%	55.8%	N/A
1999	5,174	23.5	82.3%	72.7%	67.1%	24.4%	39.4%	49.2%	13.1%	N/A	N/A
2000	5,071	23.7	83.3%	73.6%	66.4%	24.2%	39.9%	N/A	N/A	N/A	N/A
2001	5,216	23.8	84.2%	73.5%	67.3%	N/A	N/A	N/A	N/A	N/A	N/A
2002	5,172	24.2	83.8%	72.9%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	5,361	24.3	85.1%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	5,696	24.5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

LSU Budget and Planning/BKB/ACT/FACTRCK 9-17-2004

Source: ACT Tracking

Included in this report are full-time, degree-seeking new freshmen who enrolled in the fall semester or prior summer term. Adjustments have been made for SSN changes.

Note* The six-year graduation rate reported on the Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey allows institutions to count those students who successfully complete a transfer preparatory program, including pre-nursing and pre-allied health at LSU A&M.

Additional notes: In 1988 LSU implemented admission requirements which designated 17 1/2 units of high school courses. In 1990, a minimum high school grade point average of 2.0/4.0 was added to the unit requirements. In 1995, the minimum grade point average was raised to 2.3/4.0. In Fall 2000, requirements increased to a 2.5/4.0 grade point average and a 20 on the ACT. In Fall 2002, requirements again increased to a 2.8/4.0 grade point average and a 20 on the ACT.

Beginning in 1990 ACT scores are enhanced.

Beginning in 1994, students who did not meet all requirements for admission to LSU were able to apply for admission to the ACCESS program. Included in the "New Freshmen" numbers above are: 70 ACCESS freshmen in 1994, 261 ACCESS freshmen in 1995, 378 ACCESS freshmen in 1996, and 202 ACCESS freshmen in 1997.

Tuition Opportunity Program for Students (TOPS) began in Fall 1998.

4th CLASSDAY DEGREE-SEEKING NEW FRESHMAN ENROLLMENT BY COLLEGE OF DECLARED MAJOR

	1999		2000		2001		2002		2003		2004	
Cohort	5,187		5,087		5,301		5,262		5,428		5,700	
ACT Composite	23.5		23.7		23.7		24.2		24.3		24.5	
1st Yr Retention	4,265	82.2%	4,232	83.2%	4,460	84.1%	4,392	83.5%	4,608	84.9%		
2nd Yr Retention	3,773	72.7%	3,743	73.6%	3,889	73.4%	3,820	72.6%				
1st Yr Curric College												
&S	564	10.9%	621	12.2%	649	12.2%	650	12.4%	755	13.9%	865	15.2%
DSN	215	4.1%	221	4.3%	295	5.6%	300	5.7%	269	5.0%	307	5.4%
GRI	235	4.5%	234	4.6%	221	4.2%	260	4.9%	269	5.0%	274	4.8%
ADM	538	10.4%	593	11.7%	658	12.4%	754	14.3%	702	12.9%	716	12.6%
ASC	960	18.5%	965	19.0%	1,111	21.0%	1,088	20.7%	1,061	19.5%	1,233	21.6%
DUC	231	4.5%	213	4.2%	207	3.9%	291	5.5%	261	4.8%	296	5.2%
NGR	694	13.4%	636	12.5%	694	13.1%	706	13.4%	723	13.3%	687	12.1%
COM	213	4.1%	270	5.3%	255	4.8%	292	5.5%	224	4.1%	215	3.8%
DA	104	2.0%	101	2.0%	112	2.1%	119	2.3%	119	2.2%	108	1.9%
LLH/Nursing	161	3.1%	135	2.7%	163	3.1%	184	3.5%	211	3.9%	215	3.8%
Undecided	1,272	24.5%	1,098	21.6%	936	17.7%	618	11.7%	834	15.4%	784	13.8%
Total	5,187	100.0%	5,087	100.0%	5,301	100.0%	5,262	100.0%	5,428	100.0%	5,700	100.0%
Including UNDEC												
Returning 2nd												
in same curric												
College	72.0%		69.0%		68.0%		69.0%		68.0%			

Note: Includes fall and prior summer new freshmen, both full and part time.

Why do our students not progress more quickly, and why do <60% graduate in 6 years (and less than 25% in 4 years)?

Possible factors:

Admissions standards – Is there a correlation?

Are there correlations with students' national origins, race, financial status, high schools, transfer status, etc?

Are there specific courses and/or majors that stand out?

Are students “engaged in the University”?

Are students burdened by off-campus jobs or financial hardships?

Availability and quality of counseling

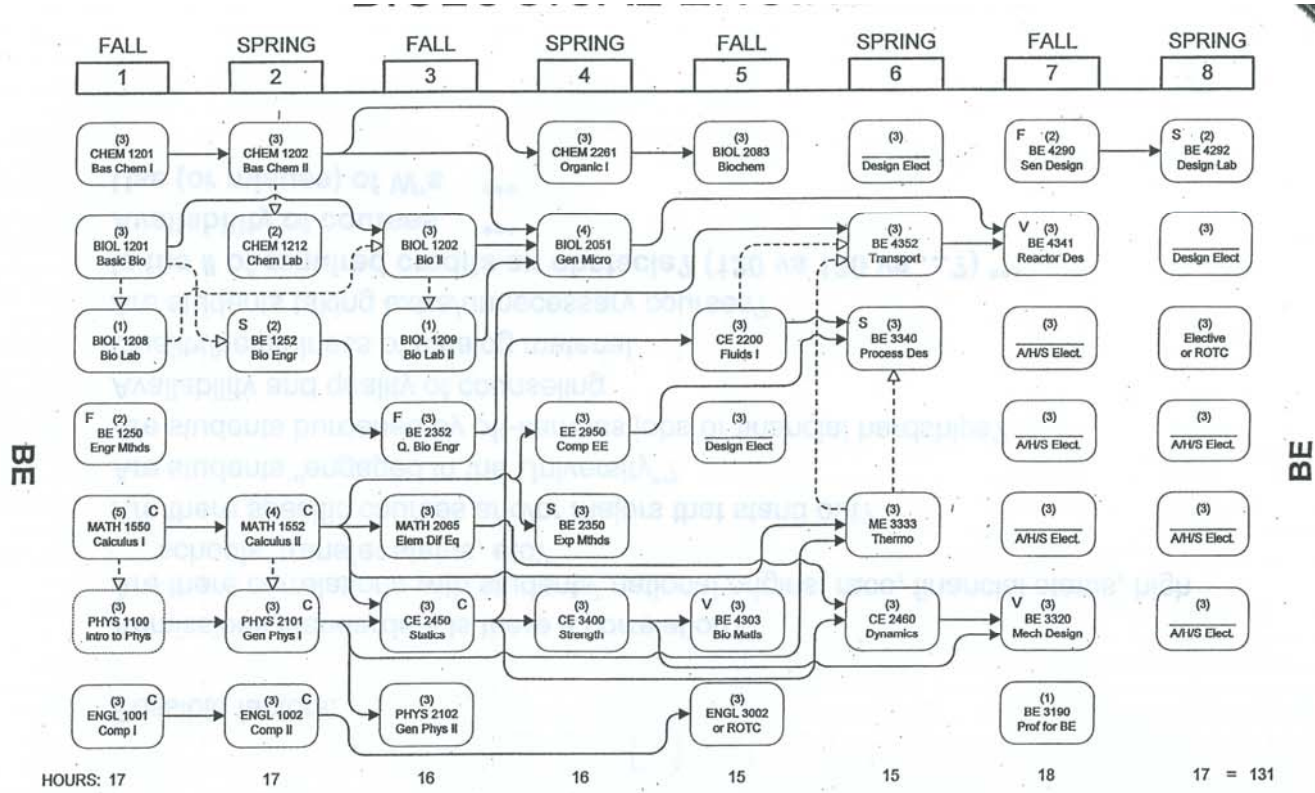
Quality/helpfulness of catalog material

Are students taking extra/unnecessary courses?

Is the # of required credits an obstacle? (120 vs 130 vs ...?) ***

Availability of courses ***

Use (or misuse) of W's ***



FLOWCHART LEGEND

→	Credit required	F	Course taught in fall only
- - ->	Credit or registration required	S	Course taught in spring only
C	Grade of "C" or better required BEFORE moving on to next course	V	See department advisor for section availability

149 E.B. Doran Biological Engineering Office REVISED: 5/6/04

An interesting idea from the University of Florida –

Could we guarantee admission to required courses if a student is “on track” with his/her program of study?

Academic Affairs and the EPC are looking at this idea.

Would require improved course tracking.

What are the implications for instructors, classroom/lab/studio space, advising, etc?

Expect to see some concrete suggestions from EPC and

Expect to see some concrete suggestions from EPC and the Graduation Task Force next year

Neither group is ready to make specific suggestions yet

Possible ideas:

- Changes to the W policy
- Program tracking/guaranteed admission to courses for “on track” students (***Karen Denby in Academic Affairs will be working with a consultant on this idea this summer. If any faculty are interested in joining this discussion, please let her or me know.***)
- Suggestion that Departments/Colleges look at reducing required hours closer to 120.
- EPC is currently working on a survey of students to obtain students’ perspective.