

# LSU

LOUISIANA STATE UNIVERSITY

## University College



*Where Excellence Begins*

Annual Report 2005–2006



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*Welcome to University College . . .*



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# University College

## Vision



**Carolyn C. Collins**  
Associate Vice Chancellor  
and Dean  
University College

The Vision of University College is to become an international leader in the development and retention of students in their quest for academic and intellectual success.

## Mission

The mission of University College is to enhance students' academic success by providing an environment that:

- Fosters academic excellence
- Enriches the quality of the undergraduate experience
- Promotes intellectual exploration and critical thinking
- Provides outstanding advising and counseling programs
- Fosters academic programs and services in support of diversity and preparation for success in a diverse society
- Improves student's opportunity for academic achievement and success
- Contributes to the practical, educational and innovative use of technology
- Promotes the engagement and partnership with parents, alumni and the community
- Provides opportunities for civic and community engagement
- Promotes and recognizes student and faculty achievement

UNIVERSITY COLLEGE IS AN ACADEMIC COLLEGE THAT OFFERS A COMPREHENSIVE RANGE OF SERVICES DESIGNED TO ENHANCE THE ACADEMIC SUCCESS OF ALL LSU STUDENTS.

## Executive Summary

### *A Message from Associate Vice Chancellor and Dean, Carolyn C. Collins*

Dear Friends and Supporters of University College,

These are exciting and productive times in University College. During the past year, we have made tremendous progress toward meeting our strategic goals under the Flagship Agenda, and we continue to be an outstanding College for freshmen and continuing students.

The hallmark of our progress is the success we have achieved in three areas: student academic achievement, retention and service-learning.

#### *Academic Achievement*

- **Center for Freshman Year**

During Fall 2005, 961 University College students earned a 3.5 GPA or higher. 344 of these students earned a spot on the Chancellor's List with a perfect 4.0 GPA. During Spring 2006, 777 students earned a 3.5 GPA or higher. Chancellor's List students numbered 239.

- **Student Support Services**

60% of the 2000-2001 SSS freshman cohort completed their baccalaureate degree within six years, compared to 52% of the comparison group. 65% of the African-American freshmen in the 2000-2001 cohort earned their baccalaureate degree within six years, compared to 48.3% of the comparison group.

- **Summer Scholars Program**

Summer Scholars class of 2006 enrolled 44 students. The 2006 Summer Scholars class GPA was 3.307. Retention figures for this group in the fall of 2005-2006 was 96%. Summer Scholars six-year graduation rate for the class of 2000 is 66.7% (LSU's six-year graduation rate for the same class is 57.3%).

#### *Retention*

- **Center for Freshman Year (UCFY)**

UCFY has demonstrated continued success in retaining students. The second-year retention rate for the Fall 2005 freshman class was 82.7%. UCFY's at-risk population was counseled and monitored, with 696 students identified as at-risk in Fall 2005. Of this number, 546 (78%) of these students were counseled, received academic support services and earned a semester GPA of 2.28.

## Executive Summary Continued

Only 150 at-risk students did not respond to offers of counseling, and the average GPA of this group was 1.87. For Spring 2006, UCFY identified 640 students as at-risk. 411 (64%) responded to counseling assistance and earned a semester GPA of 2.21. Of the 229 (36%) spring semester students not receiving counseling assistance, the average GPA was 1.72. These outcomes continue to demonstrate the significance of a comprehensive counseling program and its effect on students' retention.

- **Center for Advising & Counseling (UCAC)**

Retention of UCAC students is measured after four semesters. For the students enrolling in UCAC during Fall 2004, 72% of these students remain at the University pursuing their degrees in Fall 2006. During the 2005-2006 year 1,876 UCAC students were admitted to a senior college.

- **Center for Academic Success (CAS)**

The combined CAS initiatives provided services to over 10,000 LSU students during the 2005-2006 fiscal year. The CAS learning strategies consultants served over 100 students displaced from the home institutions by Hurricanes Katrina and Rita.

- **Supplemental Instruction (SI)**

SI served 1,500 students with 8,500 contact hours. Statistics on the participants showed that the percent of SI attendees who successfully completed the course with an A, B, or C was approximately double the percent of those who did not attend Supplemental Instruction.

- **Tutoring**

The CAS operated tutorial centers that served 4,400 students in biology, chemistry, mathematics, and physics. The centers received over 16,000 visits.

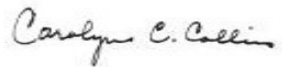
### *Service-Learning*

Participation in service-learning courses has continued to grow. In 1995 only one college participated in service-learning and, in 2005-2006 all colleges participated in SL. Service-learning courses have increased from eight in 1995-1996 to 146 in 2005-2006.

## Executive Summary

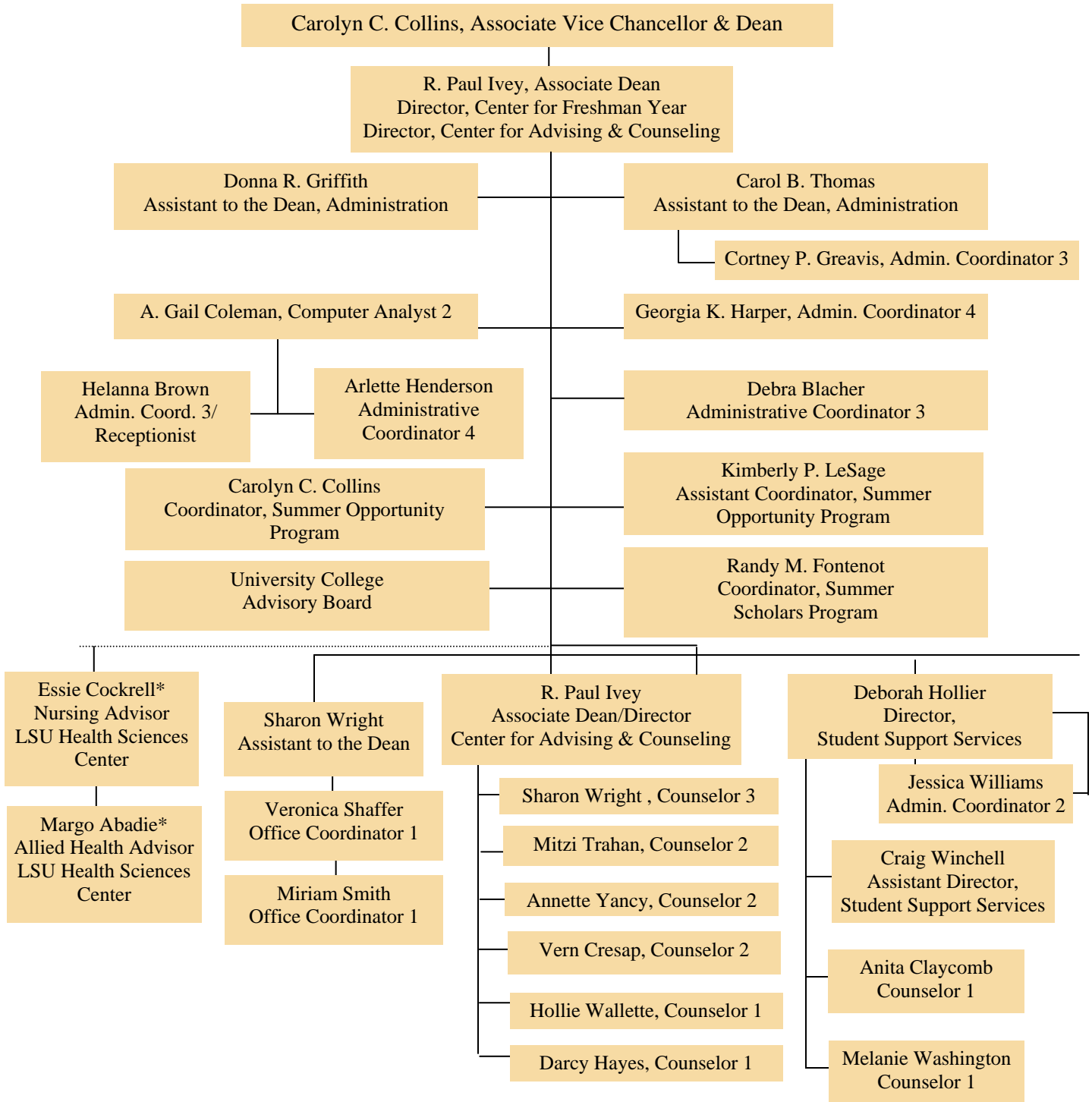
We are encouraged by the progress we have made in these areas, as well as the other achievements that you will read about in this report. We will continue to create an environment that fosters active learning and service to all students as we join forces with the University community at-large to make excellence an expectation in every aspect of University life.

Sincerely,



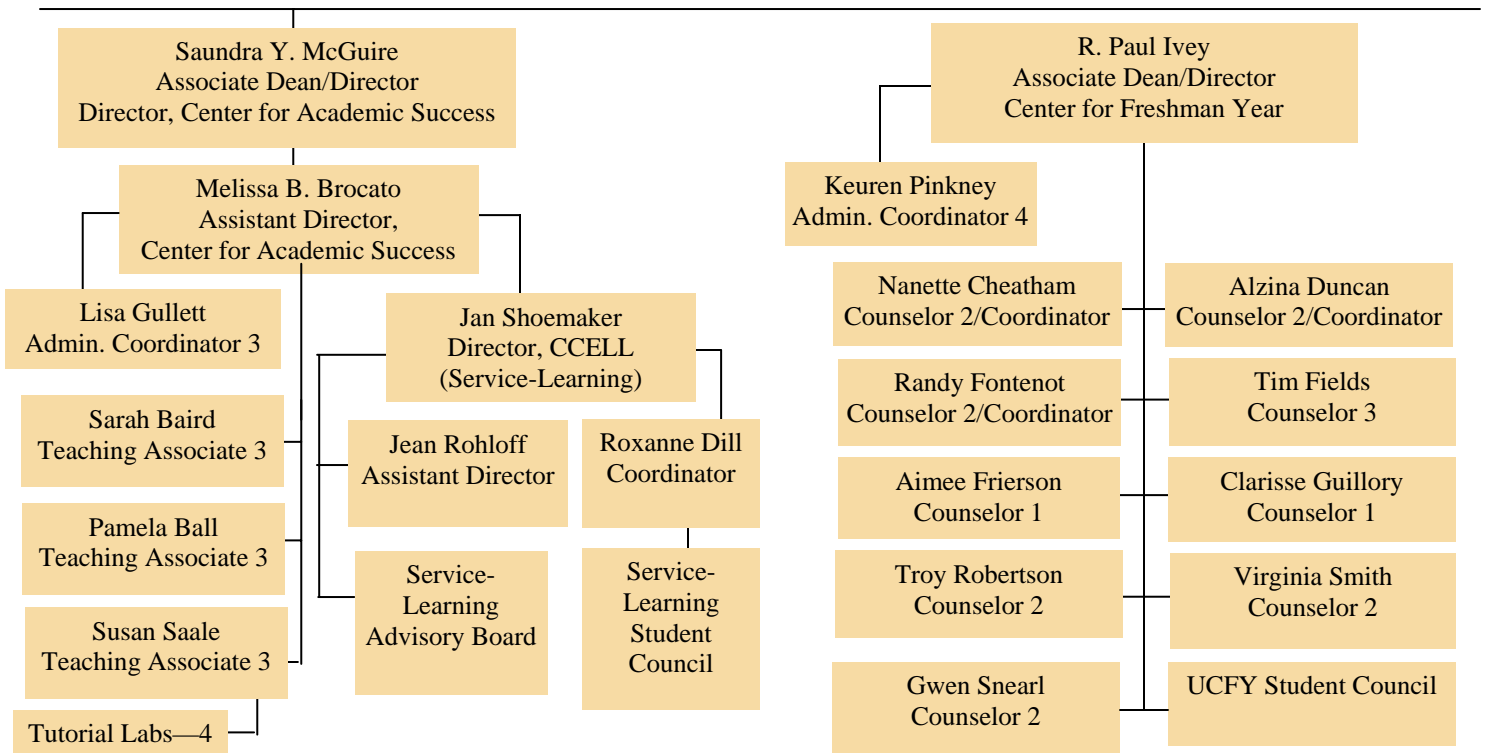
Carolyn C. Collins, Ph.D.  
Associate Vice Chancellor & Dean  
University College

# University College Organizational Chart





# University College Organizational Chart



*Center for Academic Success*



*... Where Excellence Begins* <sup>13</sup>

# Center for Academic Success



Sandra McGuire  
Associate Dean,  
University College  
Director, Center for  
Academic Success

THE CENTER FOR  
ACADEMIC SUCCESS  
HELPS STUDENTS  
REACH THEIR  
HIGHEST ACADEMIC  
POTENTIAL.

## Program History

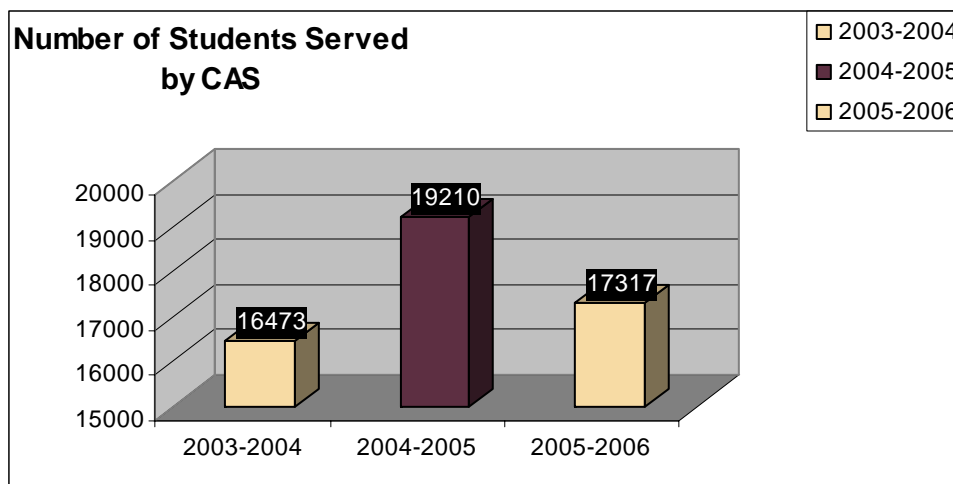
The Center for Academic Success was started in the fall of 1989, with the introduction of the Learning Assistance Center, a unit of the Junior Division (now University College). The Learning Assistance Center focused on three main areas: tutoring, study strategies instruction, and academic assistance for students with disabilities. Over the next ten years the Center provided tutoring for mathematics and science courses, individual consultations for students needing assistance with study strategies, study skills workshops, an interactive website for students to diagnose their individual learning styles and take on-line workshops, workshops for faculty, a limited number of computer workshops and coordination for the LSU service-learning program which started in 1995. In 2005 - 2006, the Center for Academic Success is composed of five major areas: Supplemental Instruction, which consists of peer-led study groups; Tutoring, which provides assistance in the sciences, and mathematics; Technology, which offers workshops and tutoring in computer applications; Study Strategies, which provides workshops and individual consultations; and Service-Learning, which facilitates classes where students reinforce learning goals through community service. Since 2000, several CAS units have been the recipient of regional and national awards. In 2000, the CAS website was named was of the three top learning support center websites in annual Learning Support Centers in Higher Education website excellence award competition. In 2005, The National College Learning Center Association selected the Center for Academic Success as the Outstanding Learning Center in the Nation for 2004 - 2005. The 2005 - 2006 year was challenging for the CAS due to the budgetary impact of Hurricanes Katrina and Rita. Although several programs had to be scaled back, the CAS served over 10,000 students, including many students displaced by the hurricanes, through its various programs and services.

## Program Vision

The vision of the Center for Academic Success is to actively support an academic environment in which students, faculty, staff, and administrators address the intellectual development of all learners, to help them succeed in their courses, their careers, and in life.

## Program Mission

The mission of the Center for Academic Success is to serve as the central comprehensive learning center that cultivates intellectual development through course and discipline specific assistance, service-learning, and guidance in developing general learning strategies and technology skills.

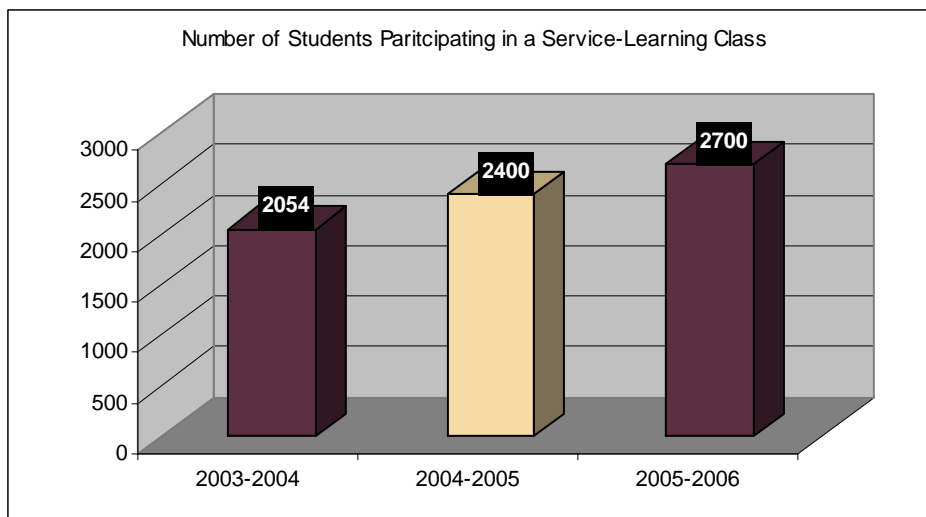


## Program Accomplishments & Results

### Unit Accomplishments

#### *Service-Learning (CCELL)*

- 2700 students participated in 146 service-learning classes housed in 35 departments, and involved 75 faculty members
- Service-learning students contributed to finding solutions for the systemic problems in our community and gained job skills in real-world settings, enhancing their leadership abilities
- CCELL led team that organized LSU's first university-wide service project. More than 150 students, faculty, and staff worked in hurricane-damaged homes in New Orleans. CCELL shared the template for a successful university-wide recovery project with other campus units
- CCELL documented 2005-06 service-learning and outreach initiatives in an application for the President's Community Service Honor Roll. From 510 applications, LSU was selected as one of six Presidential Award Winners and CCELL will receive a \$5,000 award from the Case Foundation
- LSU, with CCELL Council encouragement, became a member of Louisiana Campus Compact, part of a coalition of more than 1,000 college and universities committed to fulfilling the public purposes of higher education through service-learning and other forms of civic engagement
- Two \$6,000 Department-Unit grants were awarded to Mass Communication and Curriculum and Instruction to conduct curriculum reviews to identify opportunities for institutionalizing service-learning as a required curricular component
- Service-learning staff and faculty presented at regional and national conferences. CCELL Director Jan Shoemaker serves on the steering committee for the Gulf-South Summit on Service-Learning and Civic Engagement



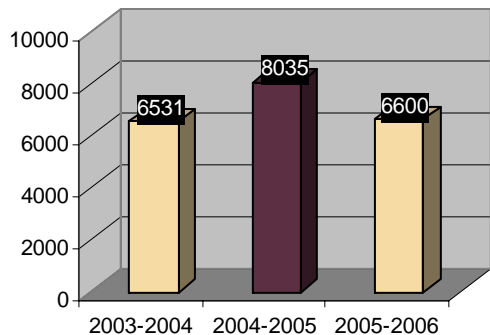
# Center for Academic Success

## Program Accomplishments & Results

### *Study Strategies*

- Collaborated with the Office of Strategic Initiatives, the Department of Biology, Residential Life, and University College to provide workshops to over 100 incoming first year students enrolled in summer bridge programs
- Served 790 students through individual consultations
- Presented 103 group presentations to 6250 students

Number of Students Served  
Through Individual Consultations and Group Presentations

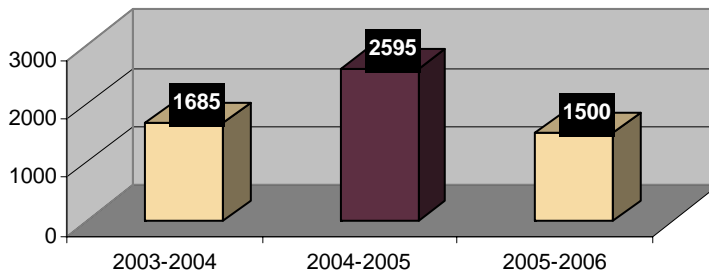


### *Supplemental Instruction (SI)*

- 25 SI sections were provided to accommodate students in 76 course sections in the areas of biology, chemistry, and mathematics
- SI served 1,500 students with 8,500 total contact hours
- The course average of students attending SI sections was in general higher than those who did not attend, with the largest difference being 0.98 in Biology 1201
- The percent of students achieving a D, F, or W was less for students attending SI than for those not attending, with the greatest difference being 28% in Chemistry 2261



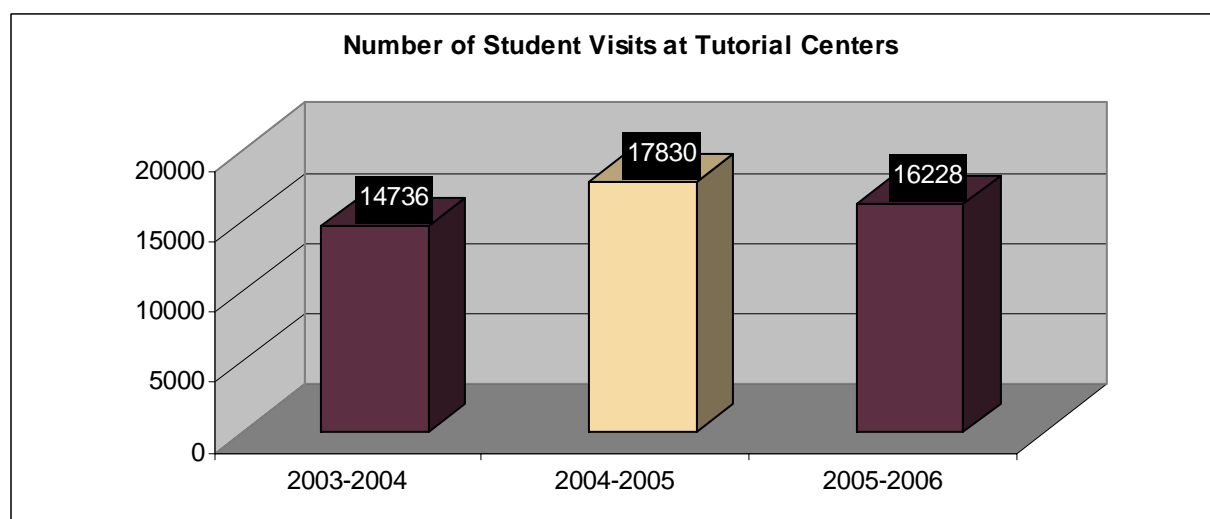
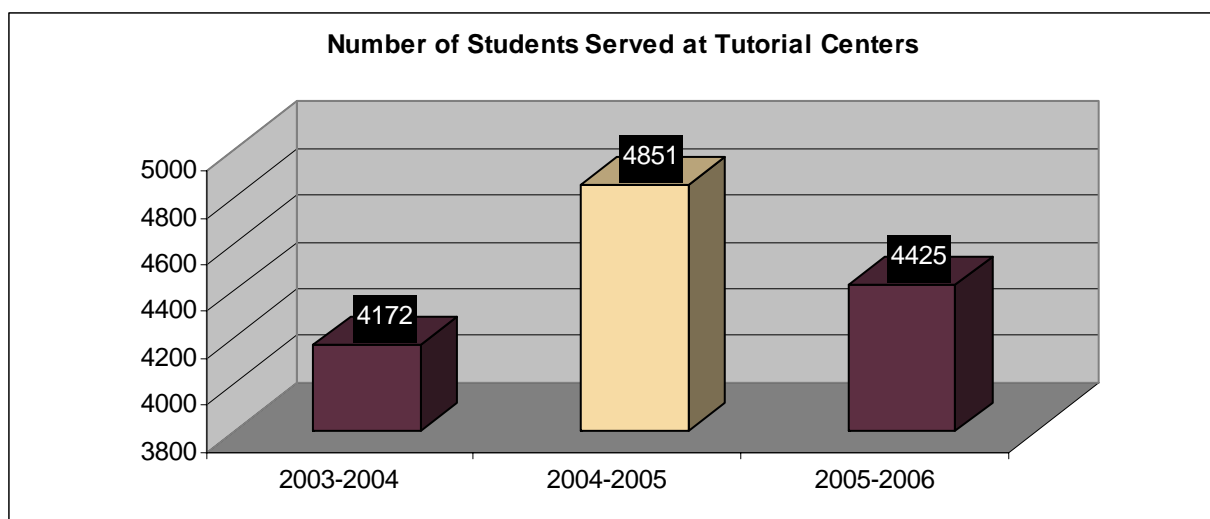
Number of Students Participating in SI



## Program Accomplishments & Results

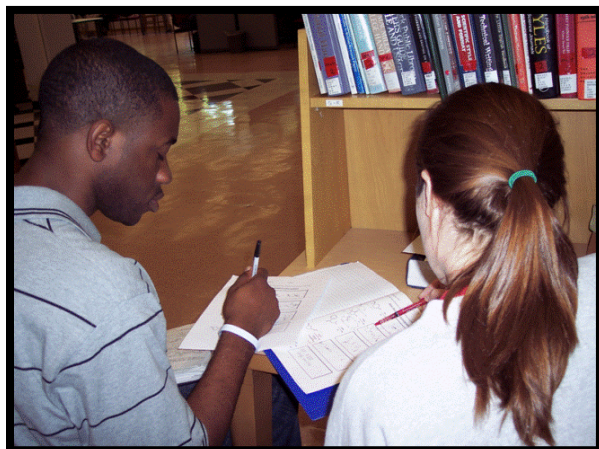
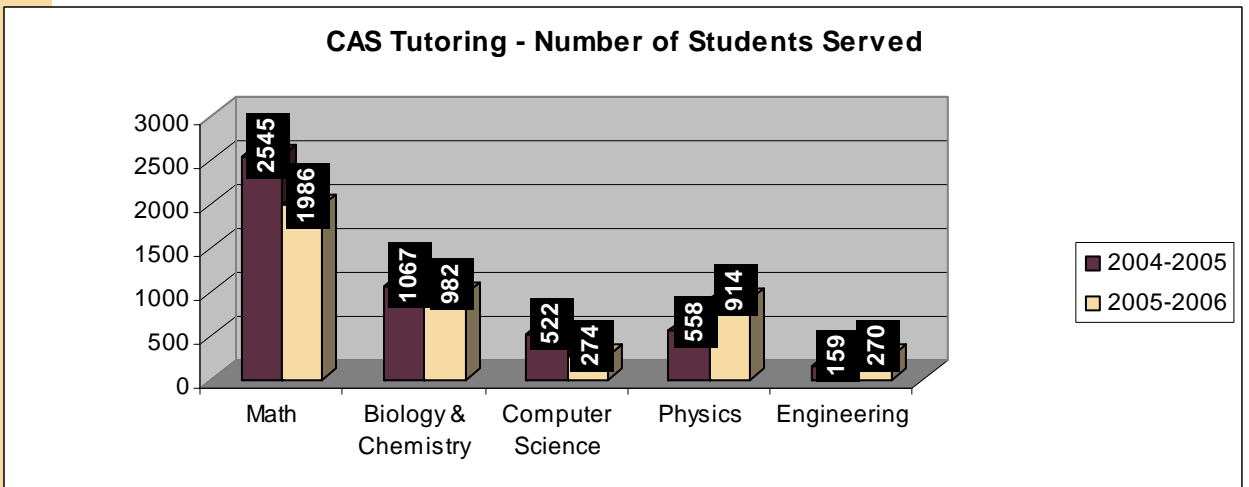
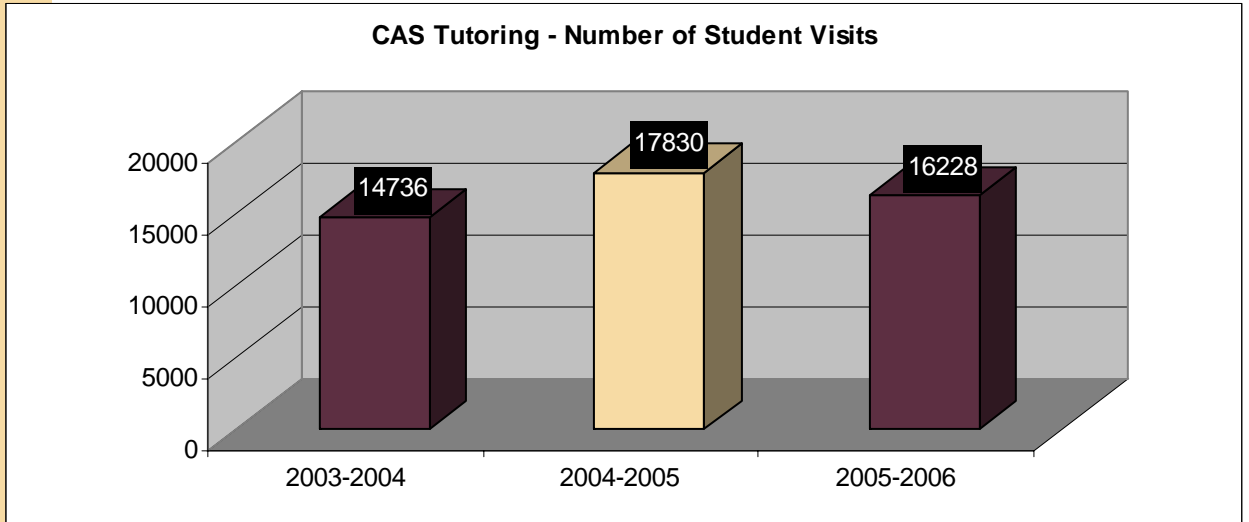
### *Tutorial Centers*

- Five tutorial centers served students in courses in biology, chemistry, computer science, mathematics, physics, and engineering.
- The centers received over 16,000 visits by over 4,400 students
- 59 undergraduate and graduate student peer tutors were employed. Additionally, 8 math and 17 physics graduate students served as tutors in the CAS tutorial centers.
- Students indicated that the tutors helped them understand the material, as stated by one student: *I have not only brought up my grade but I'm able to explain the things that I have learned.*

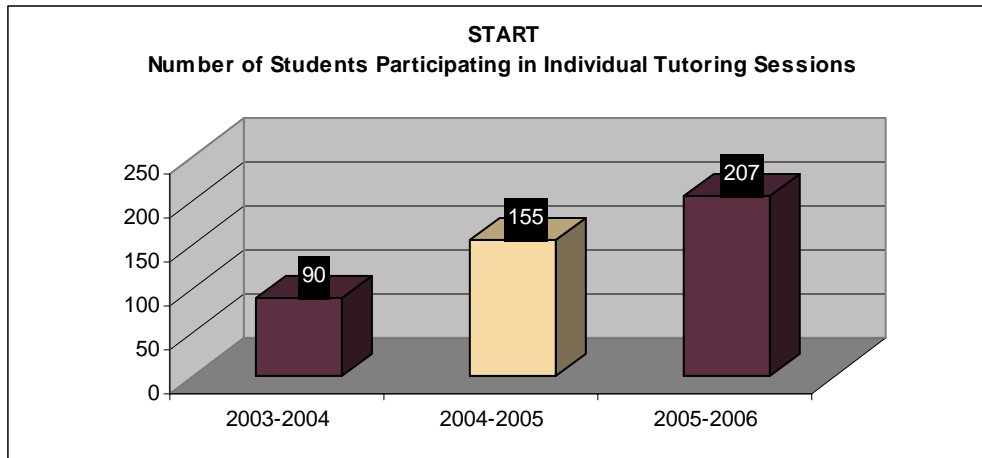


# Center for Academic Success

## Program Accomplishments & Results



## Program Accomplishments & Results



### *Technology*

- Conducted 481 technology software workshops and provided tutoring sessions serving 2091 students
- Increased the number of students attending technology tutoring sessions by 50% over a two year period.
- Awarded \$131,000 in funding to continue the Student Technology Applications and Resource Training Program (START) for 2005-2006 year.
- START collaborated with the Communication Across the Curriculum Program (CxC) to provide technology training for the students involved in the program to assist with a SACS assessment initiative involving digital portfolios
- Student Quote: *The instructor was welcoming to the inexperienced kids in the class. He didn't talk down to me just because I was a "noob." This was my 1st class and it rocked!*

### *Additional Funding Received*

- \$131,000 for CAS technology workshops and tutoring for students
- \$90,500 for CAS academic support services to students
- \$13,500 for Service-Learning (SLAS)
- \$10,000 for Service-Learning faculty incentive grants
- \$5,000 for Service-Learning (Baton Rouge Area Foundation)
- \$1,000 for Service-Learning (Vanguard)





# Center for Academic Success

## Program Accomplishments & Results

### New Initiatives and Projects

- Tutorial Centers in Departments of Electrical and Mechanical Engineering
- Partnership with Student Government to provide tutoring in the Union during final exams week
- Updating of the CAS Website - Learning Journey Study Strategies Workshops and self-tests (site launched)
- Production of a new CAS case statement brochure
- Production of a CAS student worker recruiting brochure
- START partnership with CxC to assist students in building digital portfolios.
- Initiation of partnership with the Department of Educational Leadership, Research, and Counseling to evaluate Center services
- CCELL partnership with Volunteers in Public Schools to develop materials and protocol for math service-learning tutoring in large math classes
- CCELL partnership with other campus units to develop large service projects
- CCELL participation in SLAS Call to Serve Initiative

### CAS Center and Faculty Awards

- 2005 Outstanding Conference Presentation Award, Teaching in Higher Education Forum (McGuire)
- 2005 University College Dean's Award (Brocato, Clark, McGuire)
- 2005 National Organization of Black Chemists Presidential Award (McGuire)
- 2006 Newcomer of the Year Award (Dill)
- 2005 LSU Staff Outstanding Service Award (Brocato)
- 2006 University College Employee of the Year (Brocato)

### Publications and Invited Presentations

In 2005 - 2006 CAS faculty delivered over 24 presentations at conferences and faculty development workshops at 22 institutions. Invited presentations were made at institutions and conferences such as:

- National College Learning Center Association (NCLCA) conference in Milwaukee, WI (McGuire and Brocato)
- Massachusetts Institute of Technology, Cambridge, MA (McGuire)
- The Southern Association of Colleges and Schools Annual Meeting, Atlanta, GA (McGuire)
- International Supplemental Instruction Conference, Malmo, Sweden (McGuire)
- The University of Washington, Seattle, WA (McGuire)
- American Association of Colleges and Universities Civic Engagement Imperative Conference, Providence, RI. (Shoemaker)
- Community University Partnership Conference, Baltimore, MD (Shoemaker)
- Response to Community Crisis: Lessons from Recent Hurricanes Conference, Jackson, MS (Shoemaker)
- Faculty Service-Learning Academy, Samford University (Shoemaker)

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# *Center for Freshman Year*



*... Where Excellence Begins* 21

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# Center for Freshman Year



R. Paul Ivey  
Associate Dean  
Director, Center for  
Freshman Year

EVERY FRESHMAN  
STUDENT HAS ACCESS  
TO THE FULL-TIME  
COUNSELING AND  
ADVISING STAFF IN  
THE CENTER FOR  
FRESHMAN YEAR.

## Program Vision

As part of the University Flagship Agenda, the vision of the Center for Freshman Year (UCFY) is to provide a variety of services and programs that meet the personal, academic, and career goals of new and continuing students who are enrolled in the Center.

## Program Mission

The mission of UCFY is to offer a variety of programs to students to meet their needs, beginning as early as the recruitment efforts to admit them to the institution, and continuing through their first year of enrollment. These programs include, but are not limited to,

- Participating in recruitment events organized by the Office of Undergraduate Admissions
- Developing literature and public presentations that highlight the Center and its programs
- Coordinating publication of college advising guides for students and advisers
- Providing information and advice to prospective students and their families
- Assisting with orientation and scheduling assistance for new and continuing students
- Offering daily counseling/advising assistance to students throughout the semester
- Conducting extended orientation meetings with freshman English classes
- Sponsoring TOPS and LSU scholarship informational meetings
- Providing career discovery and exploration for undeclared majors and students seeking a change in major.
- Conducting an annual Spring Majors Fair
- Monitoring a variety of scholastically “at-risk” students
- Offering a variety of workshops and programming to meet the demands of student organizations and special groups, both on and off campus
- Reviewing academic appeals
- Tracking retention rates and students’ performance to determine effectiveness of programs
- Providing professional development programs for counseling and advising staff

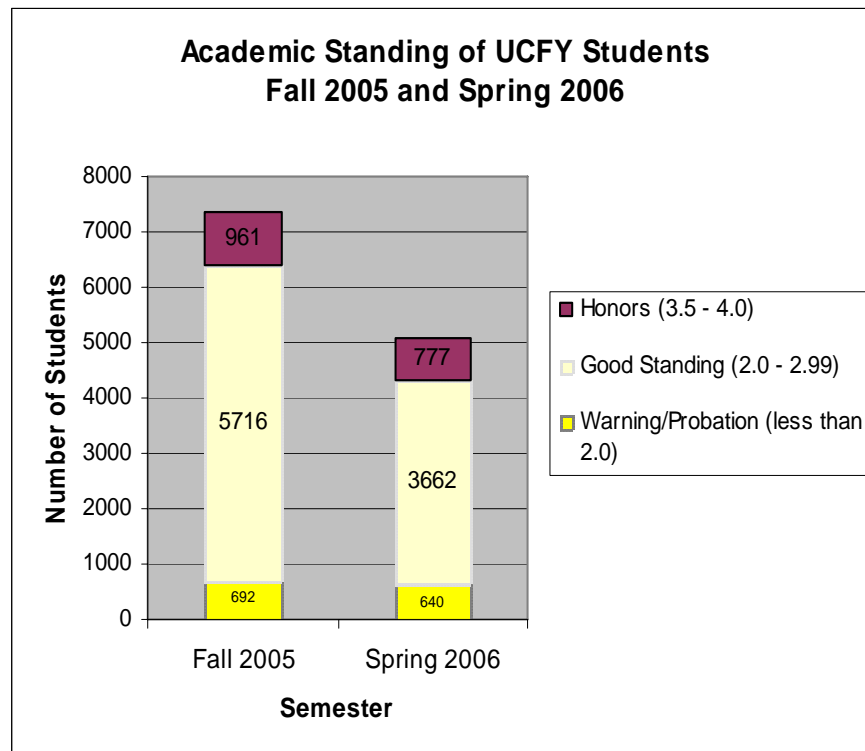
## Program Accomplishments & Results

The Center for Freshman Year has the responsibility to provide the advising and registration information that prepares new students for their first year of enrollment at LSU; to give students the opportunity to confirm their choice of major and to make an informed decision about their course of study and major during their first year of college; to offer students the benefit of professionally trained college counselors; and to supply the senior colleges with a select group of students prepared to engage in specialized training and education.

The UCFY counseling recorded 21,705 different student contacts during the 2005-06 academic year. 466 (66%) of the 696 undecided students declared a specific major after participating in a variety of career workshops and individualized career counseling. 2531 UCFY students entered into senior colleges during the 2005-2006 academic year.

## Program Accomplishments & Results

- 95% of UCFY students completed 2005-2006 academic year in good academic standing (2.0 GPA or higher)
- 13% of UCFY Fall enrollment earned Academic Honors for Fall 2005: 617 students on Dean's List Fall (3.5 - 3.9 GPA) & 344 students on Chancellors Honor Roll Fall (4.0 GPA)
- 15% of UCFY Spring enrollment earned Academic Honors for Spring 2006: 538 students on Deans's List Spring (3.5 - 3.9 GPA) & 239 students on Chancellors Honor Roll Spring (4.0 GPA)
- 66% of Fall Undeclared majors selected a major by end of Spring semester
- 72% TOPS Retention into 2<sup>nd</sup> year
- 702 students responding to surveys rated counseling services at 4.57 on 5.0 satisfaction scale



# Center for Freshman Year

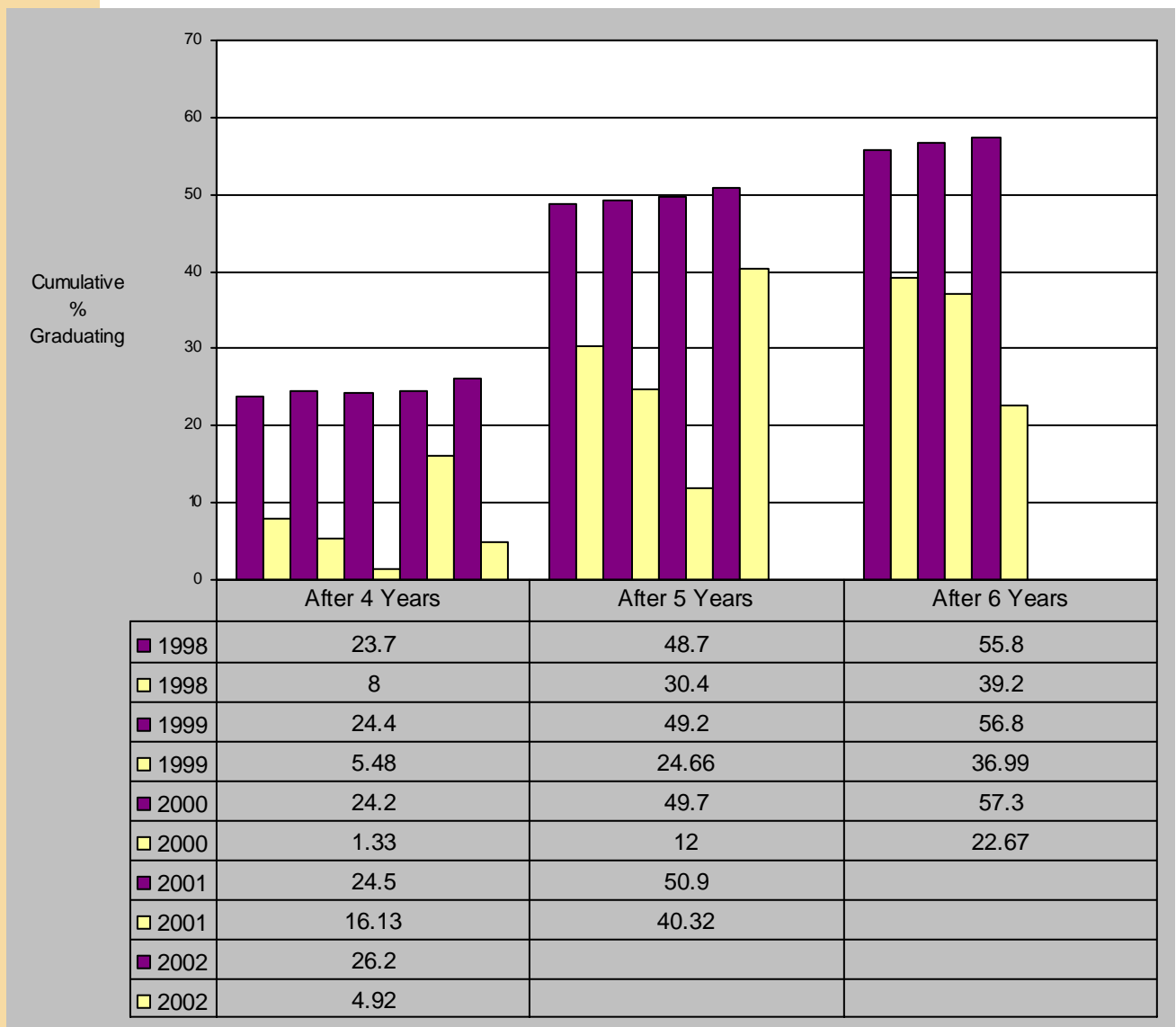
## Program Accomplishments & Results

### Summer Provisional Program

**Vision:** The LSU Summer Provisional Program is an academic “bridge” program designed for students who have not yet met regular freshman admission requirements, but who show promise of being academically successful at LSU.

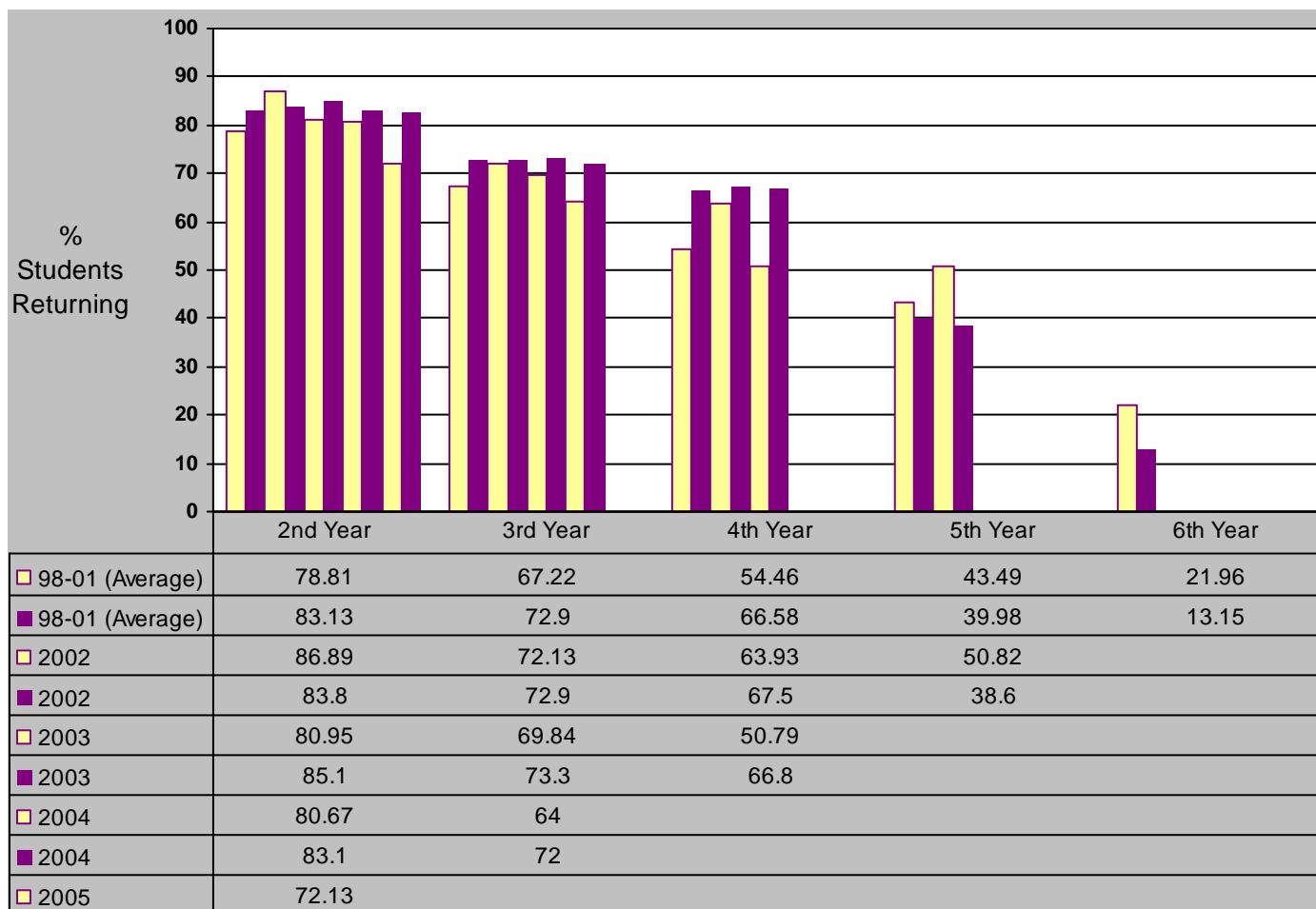
**Mission:** To provide students with a structured academic program, and to monitor the students’ progress to help ensure their success at LSU.

**Cumulative % Graduation Rates of  
1998-2002 SPROV Students  
Compared to Freshman Students**



## Program Accomplishments & Results

**Trends & Retention Rates  
of 1998-2005 SPROV Students  
Compared to Freshman Students**



“Fifth Fall” and “Sixth Fall” reflect a decrease in number, partially due to the 4- and 5-year, respectively, cumulative % graduating.

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# *Center for Advising & Counseling*



*. . . Where Excellence Begins* <sup>27</sup>

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# Center for Advising & Counseling



**Sharon Wright**  
Assistant to Dean  
Center for Advising and  
Counseling

THE CENTER'S  
STAFF COUNSELS  
AND ADVISES  
STUDENTS,  
ASSISTING THEM  
IN SELECTING AN  
ACADEMIC  
PROGRAM THAT  
WILL MEET THEIR  
CAREER GOALS.

## Program Vision

As part of the University Flagship Agenda, vision of the Center for Advising and Counseling is to provide a variety of services and programs that meet the personal, academic, and career goals of new and continuing students who are enrolled in the Center.

## Program Mission

The mission of UCAC is to provide an academic home for students with 30-plus hours of college credit who are seeking entry to a senior college at LSU, for students pursuing one of the pre-professional programs in Allied Health and Nursing at the LSU Health Sciences Centers in New Orleans and Shreveport, and for students attending the University in a variety of special enrollment categories. A comprehensive counseling and advising program is provided to meet the personal, career, and academic needs of these students. Services include, but are not limited to,

- Assisting with orientation and scheduling assistance for new and continuing students
- Coordinating advising for students moving across academic units of the University through a system of referrals
- Offering daily counseling/advising assistance to students throughout the semester
- Providing career guidance and alternative-track degree options
- Offering a variety of workshops and programming to meet the demands of student organizations and special groups, both on and off campus
- Reviewing academic appeals and applications for admission
- Connecting as liaisons with academic colleges and departments as well as with enrollment management units and student life units
- Tracking retention rates and students' performance to determine effectiveness of programs
- Providing guidance for application and admission to professional health sciences programs

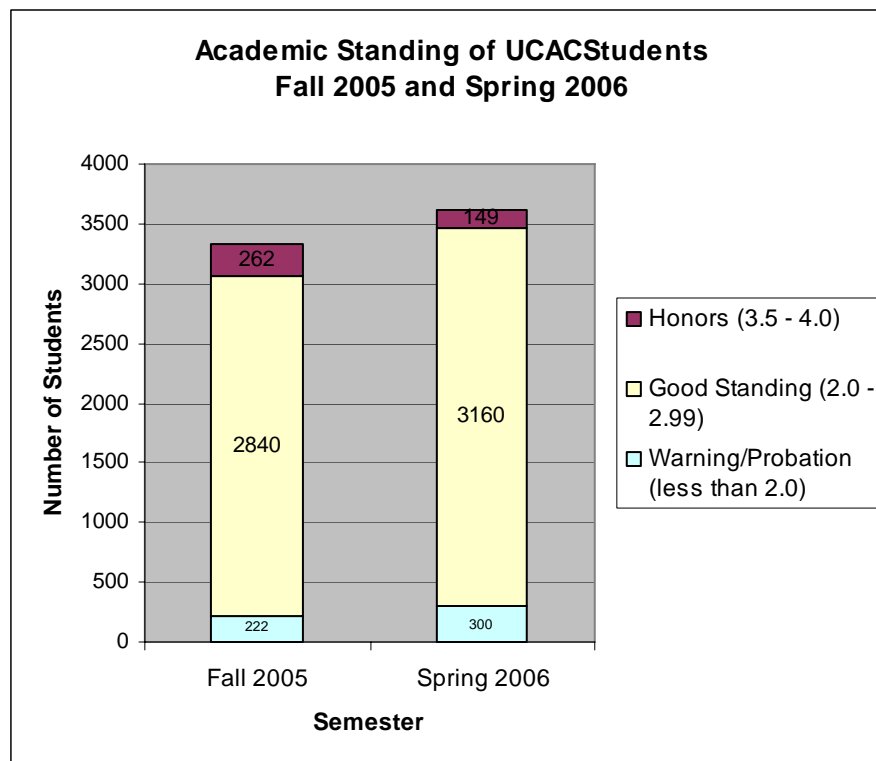
## Program Accomplishments & Results

The Center for Advising and Counseling serves at the academic unit for students continuing enrollment at the University beyond the 30 hour enrollment limit of the Center for Freshman Year and who have not yet met admission requirements to a degree granting senior college. The success of UCAC counseling can be measured by the retention rate of this student population, the movement of these students into senior colleges, and thus a reduced size of enrollment in the center. The average rate of UCAC students returning on campus for the 4<sup>th</sup> year is 61% compared to 67% of the total LSU population. During the 2005-2006 academic year 1876 students, or approximately one third of the UCAC enrollment, were admitted to a senior college. UCAC enrollment has shifted from 16% of the total LSU undergraduate population in fall of 2002 to 12% of the current fall 2006 undergraduate population.



## Program Accomplishments & Results

- 93% of UCAC students completed 2005-2006 academic year in good academic standing. (2.0 GPA or higher)
- 72% student retention from Fall 2005 to Fall 2006 enrollment (University Average is 72%)
- 61% of UCAC students remain enrolled at LSU at the beginning of the 4<sup>th</sup> year. (The University average is 67%)
- 2.60 average GPA for all UCAC students at end of 2005-2006 academic year.
- 1,876 (31%) UCAC students admitted to senior colleges during 2005-2006 academic year.
- 550 students responding to surveys rated counseling services at 4.59 on a 5.0 satisfaction scale

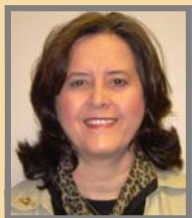


# *Student Support Services*



*... Where Excellence Begins* <sup>31</sup>

# Student Support Services



Deborah Hollier  
Director  
Student Support Services

STUDENT  
SUPPORT  
SERVICES IS A  
COMPREHENSIVE,  
FEDERALLY FUNDED  
TRIO PROGRAM  
THAT OFFERS  
ASSISTANCE TO A  
SMALL, SELECT  
NUMBER OF  
UNDERGRADUATE  
STUDENTS AS LSU.

## Program History

Originally called Special Services, the LSU Student Support Services grant was originally funded in 1978 by the U. S. Department of Education Office of Postsecondary Education under the Higher Education Act of 1965 (Revised). During 2004, the program was funded for an additional four years by the U. S. Department of Education. Student Support Services focuses on increasing the persistence and graduation rates for low-income, first generation or disabled students—individuals who traditionally are less likely to remain enrolled in postsecondary education to graduation.

## Program Vision

The vision of Student Support Services is to increase retention and graduation rates for selected LSU students [identified by the Higher Education Act of 1965 (Revised) as disadvantaged] and to facilitate their process of transition from one level of education to the next. Currently this program provides academic services to 280 LSU students who meet the eligibility requirements identified by the Higher Education Act of 1965 (Revised)] as listed below:

- ACT - 24 or lower OR TOPS Scholarship recipient

### And

- First Generation (neither parent earned a baccalaureate degree) and/or
- Low-Income (Family income is 150% or lower of poverty level (as established by the U. S. Department of Health and Human Services) or
- Disabled

## Program Mission

The program vision will be accomplished by providing a wide range of academic services, such as free tutoring; specialized personal, academic and financial counseling; a study skills course; peer mentoring; career advising; as well as cultural opportunities to program participants. It is through these opportunities that program participants will become better integrated into the collegiate arena, meet their academic goals and obtain their baccalaureate degree.

## Program Accomplishments & Results

The experiences of Hurricane's Katrina and Rita in 2005-2006 impacted the Student Support Services program in much the same way as did the university and other programs and institutions in south Louisiana. Although the limited space for offices and programs continues to be an on-going issue for SSS, the space was opened to and shared with the Student Support Services program staff from the University of New Orleans for the fall 2005 semester. The LSU SSS staff and students worked with the UNO SSS staff, the U. S. Department of Education staff and the LSU community to contact eligible TRIO students visiting students and direct them to available resources.

Throughout this year, the SSS staff continued to confront the issues facing the low-income, first generation and disabled students in the program. Academic, personal and emotional support was provided to students as they pursued their academic goals in the face of much stress and chaos. Particular attention was given to those students directly impacted by the hurricanes as they struggled to put their personal lives and sometimes their homes back together and continue on their academic path.

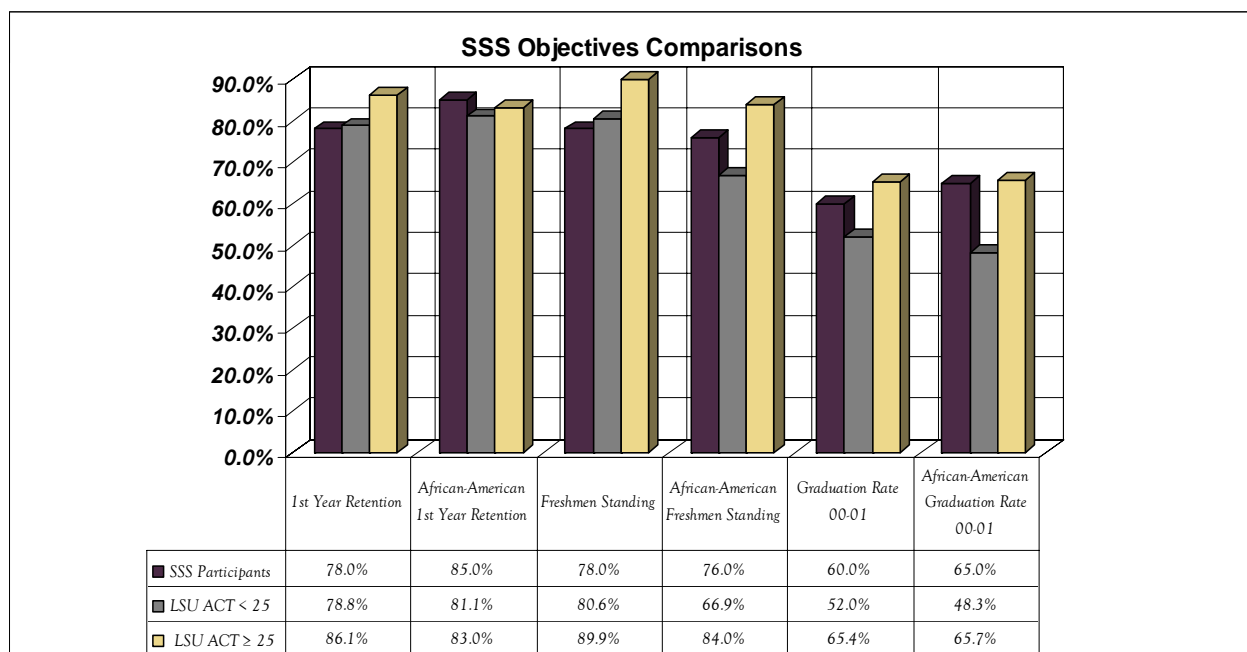
## Program Accomplishments & Results

The SSS staff provided available resources to program participants as well as serving on committees and working with campus administrators to ensure that while LSU pursues its National Flagship Agenda, it does so without negatively impacting low-income, first generation and disabled students who wish to pursue a degree at LSU.

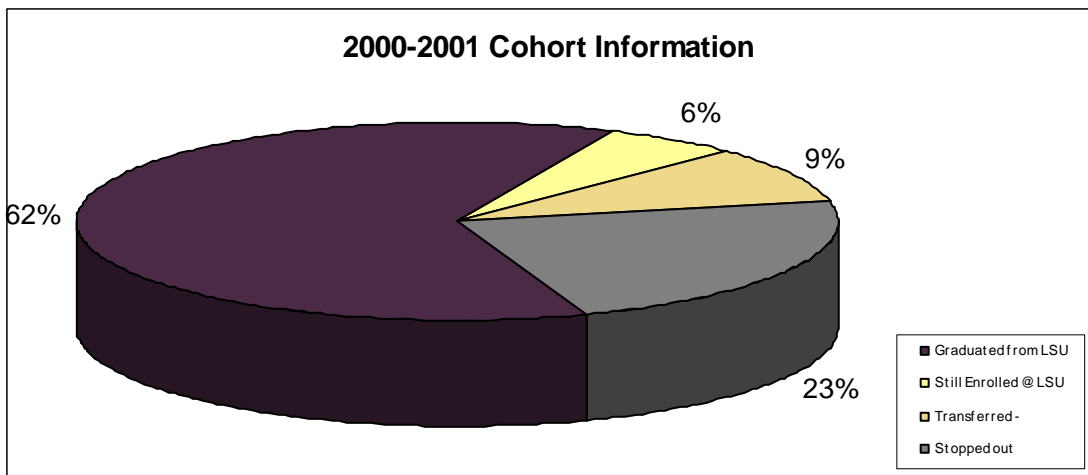
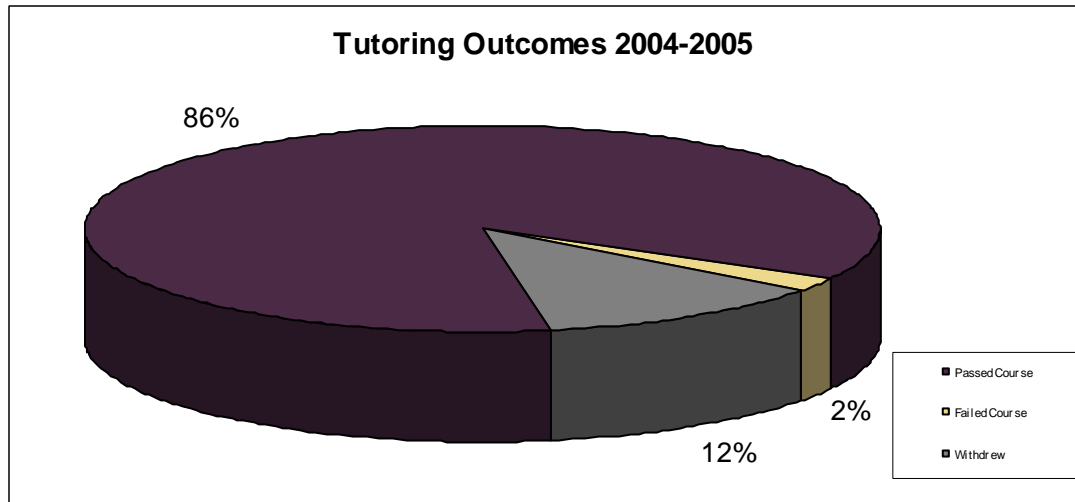
### SSS Outcomes for 2005-2006

The objectives of Student Support Services are defined in the SSS grant as retention, good academic standing and graduation rates. The graduation rate for the 2000-2001 freshmen cohort exceeds the SSS graduation goal and is eight points higher than the LSU rate for the ACT cohort for 2000-01. While the rates for freshmen retention and good standing do not meet the goals established by the program objectives in the SSS Grant, they are in line with the outcomes experienced by the freshmen class of 2005-06 at LSU.

- The SSS freshman to sophomore retention rate for 2005-2006 was 78.0%
- The SSS freshmen to sophomore retention rate for African-American/Black students was 85.0%
- The SSS freshmen class posted a good academic standing rate of 78.0% with an average GPA of 2.47
- The SSS African-American/Black freshmen class posted a good academic standing rate of 76% with an average GPA of 2.44
- The SSS program good academic standing rate was 86.5% with an average GPA of 2.63
- The SSS African-American good academic standing rate was 86.2% with an average GPA of 2.58
- The 2000-2001 SSS six year graduation rate was 62.3%
- 86% of students participating in consistent tutoring passed the courses, with 12% withdrawing from the course for which they received tutoring



## Program Accomplishments & Results



# *Summer Scholars Program*



*... Where Excellence Begins* <sup>35</sup>

# Summer Scholars Program



Randy M. Fontenot  
Coordinator

SUMMER SCHOLARS  
STUDENTS ARE GIVEN  
THE OPPORTUNITY TO  
ADJUST TO DEMANDS  
OF COLLEGE LIFE,  
BOTH IN AND OUT OF  
THE CLASSROOM.

## Program History

The LSU University College Summer Scholars Program (SSP) was established in 1991 as a summer bridge program for the recruitment and retention of African-American students at the University. A committee of LSU administrators wrote a proposal to fund the attendance of 30 African-American students to the University. These students were incoming freshmen with a minimum grade-point average of 2.4 and an ACT score of at least 18. In addition, these students were to agree to continue their education at LSU, ultimately graduating from the University. The budget for the 1991 summer program was approximately \$93,345, which included tuition, board, meals, books/supplies, student jobs, coordinator salary, and other operational expenses. Mrs. Nona Mack-Haynes was selected as the first coordinator of the Summer Scholars Program. She served in that capacity until her retirement in 2001. Dr. Carolyn C. Collins, associate vice chancellor and dean of University College, appointed Dorothy Morgan as her successor. In 2005, Randy M. Fontenot was appointed as the third coordinator. The Summer Scholars Program is housed in 150 Allen Hall on the LSU campus.

## Program Vision

The Summer Scholars Program is envisioned as a comprehensive program that provides selected under-represented minority students with a structured environment conducive to building the fundamental skills necessary to enhance the likelihood of successful completion of a baccalaureate degree. The eight-week program provides the program participants with extensive academic, career, and personal counseling. Additionally, students will participate in and attend a variety of programs, seminars, and workshops designed to maximize their academic success.

## Program Mission

In keeping with LSU's National Flagship Agenda, the mission of the Summer Scholars Program is to strategically recruit and retain top students from under-represented populations at the University. The program offers a holistic approach to meeting the demands of the University both in and out of the classroom. In an effort to carry out its mission, the Summer Scholars Program provides some financial assistance to ensure that Louisiana's most talented under-represented students will have access to the State's flagship university.

## Program Accomplishments & Results

The LSU Summer Scholars Program is designed to prepare participants to make a successful transition from high school to the University. This summer experience offers students the opportunity to become adjusted to the academic, personal, and social challenges that students may encounter.

### *The 2006 Summer Scholars Program:*

- Provided students and parents with information on academic requirements, fees, student resources and University regulations at the Program's orientation session
- Participants successfully completed a 6 hours of freshman level course during the summer session
- Students were taken on weekly tours of the campus to familiarize them with buildings, departments and class locations

## Program Accomplishments & Results

### *The 2006 Summer Scholars Program:*

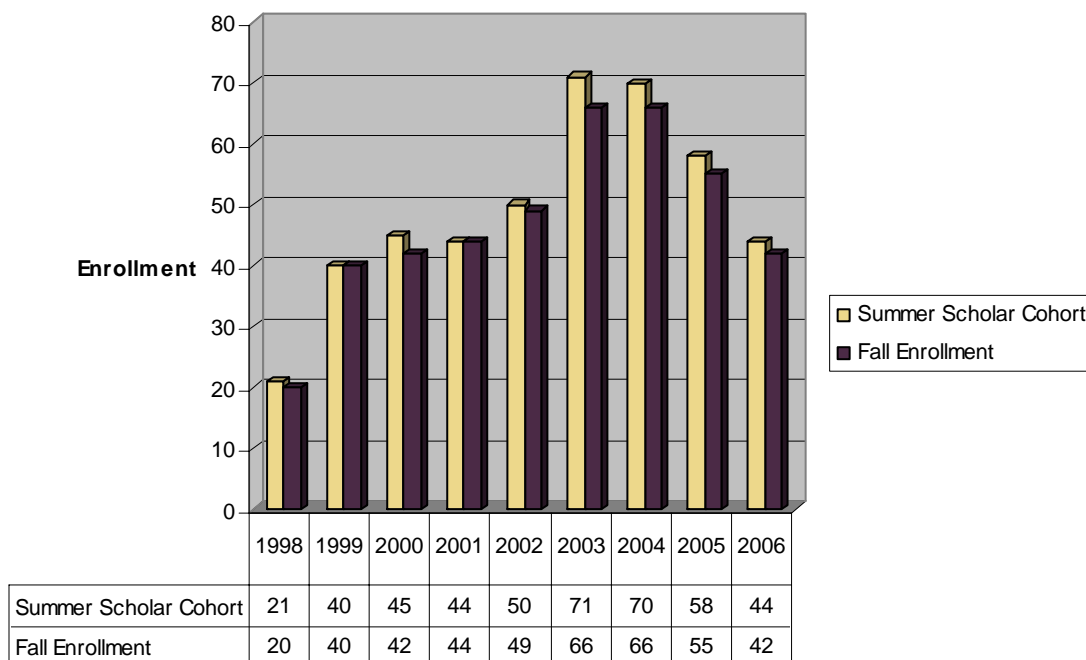
- Attended weekly lecture series on topics such as: college study skills, career decisions making, stress management, wellness education, money management, and financial aid
- According to the student survey, 86% of the student's employed felt that the work study job provided by the program helped them manage their time more effectively
- All program participants joined forces with Community University Partnership (CUP) and painted three houses in Old South Baton Rouge as a group community service project
- All 44 participants were assigned to a former Summer Scholars student mentor at the "Meet Your Mentor" social
- Participated in a cultural enrichment activity: Attended a live studio taping which was hosted by Chef John Folse, "Taste of Louisiana: The Encyclopedia Series". The show featured the influence of African and African-American cultural on the heritage and cuisine of Louisiana
- Seventy-eight percent of the program participants felt that the "Real Talk" and study/tutoring sessions were helpful in preparing them for the challenges of a first year student
- Fifty-five percent of the 2006 class earned a 3.5 grade-point average or higher during the eight-week summer session. Thirty-six percent earned a B-average. All accomplishments were recognized at the closing program

Participants earned an ending composite grade-point average of 3.307

Results of the student program evaluation indicated that 91% of the 2006 Summer Scholars students found that the program lessened their anxiety about attending LSU in the fall and made them feel better informed about campus services and activities

Ninety-six percent of the 2006 Summer Scholars class enrolled as a full-time student for the following fall semester.

**Summer Scholars Fall Semester Retention**





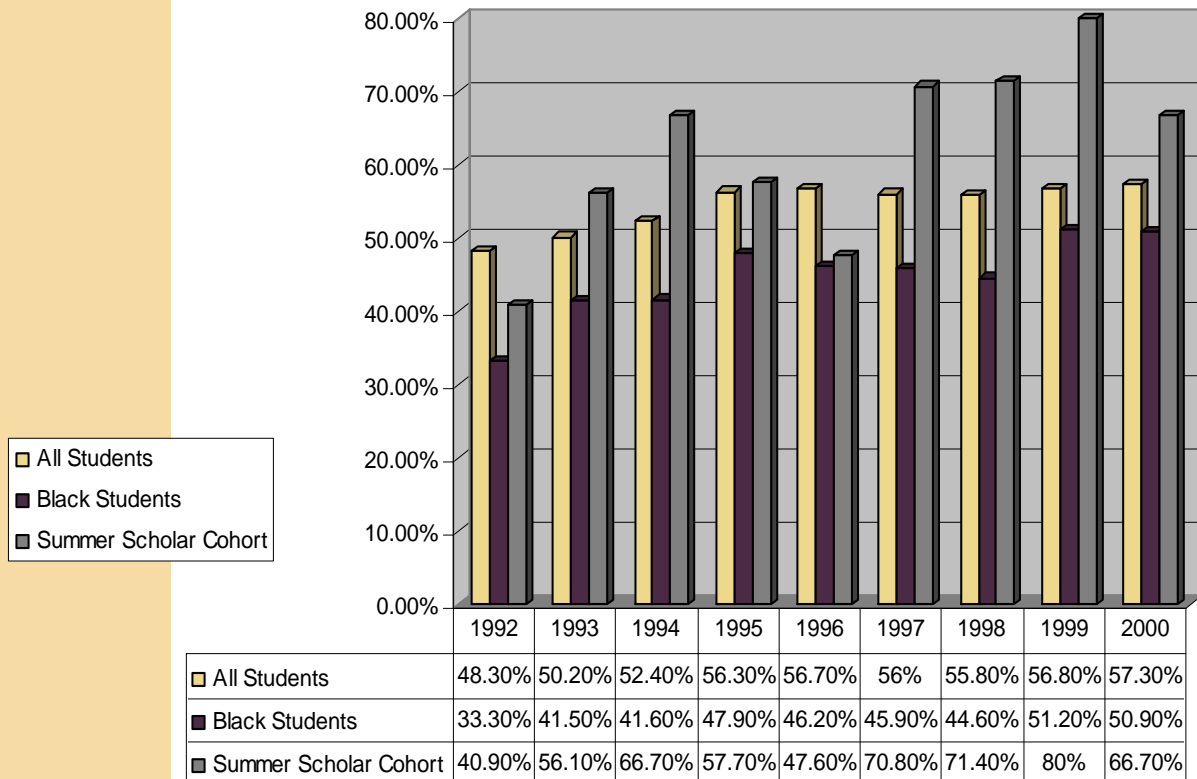
# Summer Scholars Program

## Program Accomplishments & Results

### 1998-2006 Summer Scholars Program Data

Year	Summer Scholars Cohort	Fall Enrollment	Four Year Graduation Rate	Six year Graduation Rate
1998	21	20	12/57.1%	15/71.4%
1999	40	40	17/42.5%	32/80.0%
2000	45	42	14/31.1%	30/66.7%
2001	44	44	11/25.0%	N/A
2002	50	49	18/36.0%	N/A
2003	71	66	N/A	N/A
2004	70	66	N/A	N/A
2005	58	55	N/A	N/A
2006	44	42	N/A	N/A

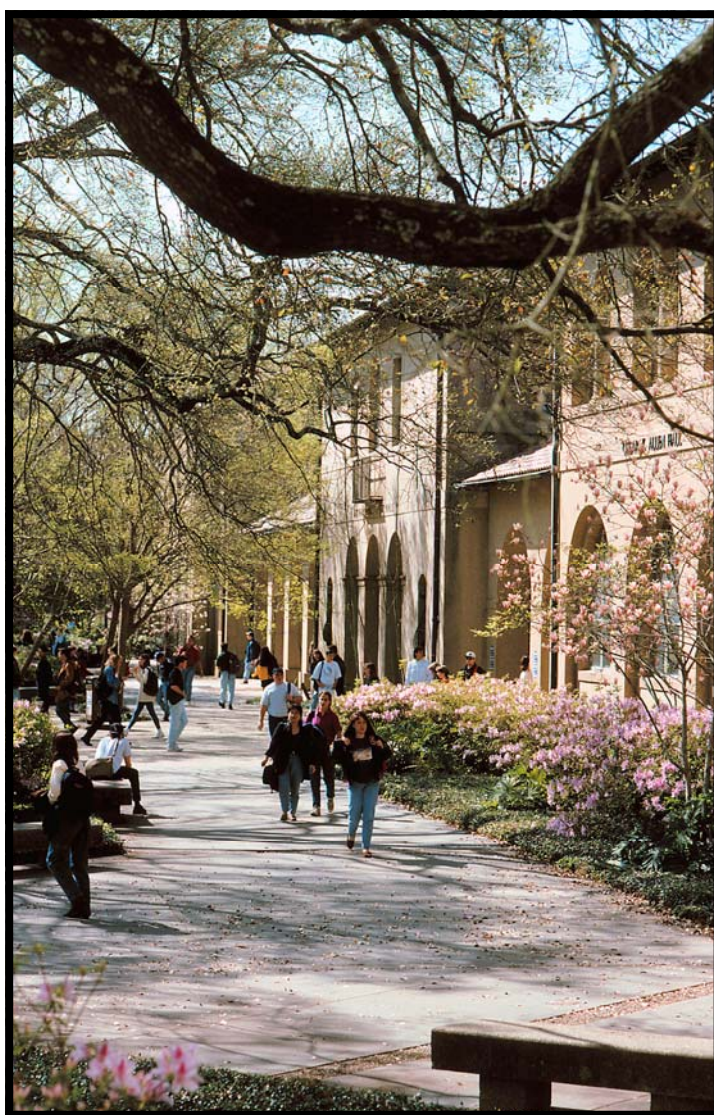
### Six-Year Graduation Rates



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# *Summer Opportunity Program*



*... Where Excellence Begins* <sup>39</sup>

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# Summer Opportunity Program

## Program History



**Carolyn C. Collins**  
Associate Vice Chancellor  
& Dean, University College  
Coordinator, Summer  
Opportunity Program

In 2002 an analysis of the Entering Freshman Students profile indicated a need for a summer bridge program that would enable students with academic challenges, to successfully engage in college study. This target group of students was likely to have an ACT score in the 18-24 range, major in highly selective majors, and be admitted in regular and special categories. That same year, Dean Carolyn Collins recommended to the Chancellor and the LSU Board of Supervisors, the Summer Opportunity Program as a mechanism to address these student-centered issues. On Friday, April 19, 2002 the LSU Board of Supervisors approved the concept of the Summer Opportunity Program and authorized LSU to award a total of 20 to 30 summer scholarships to new freshmen. In the summer of 2002, the first students entered the program.

## Program Vision

The Summer Opportunity Program seeks to provide a challenging academic experience for students that will fully develop their writing, research, and study skills. Likewise, the program seeks to foster personal development, community involvement, and employment skills for its participants. Targeted students meet the basic admission standards of the University, but have a profile somewhat different from the regularly admitted admission pool. University College created the Summer Opportunity Program (SOP) to assist and retain this special population of students. By implementing the SOP, LSU and University College directly address the strategic goal: *“To attract, retain, educate and graduate highly qualified students.”*

## Program Mission

Achieving the vision of the program is a multi-layered process in which students utilize on campus academic resources including, among other things, Middleton Library, Computing Services, the Writing Center, and the Center for Academic Success. To foster employment skills, students meet with representatives from departments such as the Office of Human Resource Management and Career Services. Likewise, many of those students who are interested in working are employed as student workers in on-campus jobs. Finally, to enhance community involvement and personal development, students are introduced to student organizations and resources such as the Office of the Dean of Students, LSU Ambassadors, the LSU Recreation Center, the Office of Multicultural Affairs, and LSU Student Government.

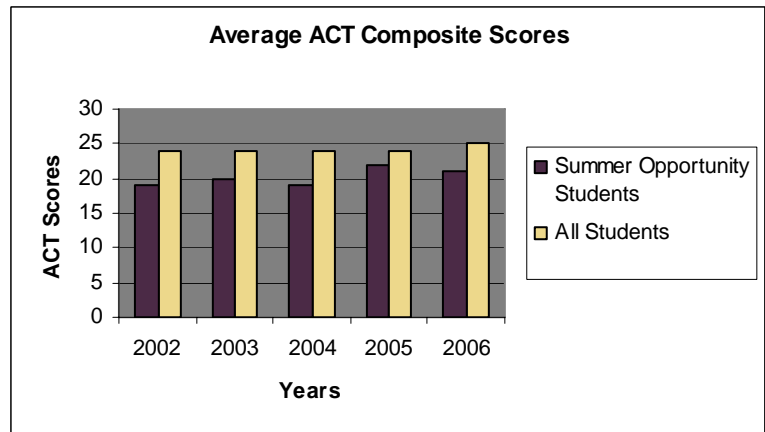
THE SUMMER  
OPPORTUNITY  
PROGRAM PROVIDES  
STUDENTS WITH  
EXTENSIVE TRAINING  
IN WRITING,  
RESEARCH, AND  
STUDY SKILLS.



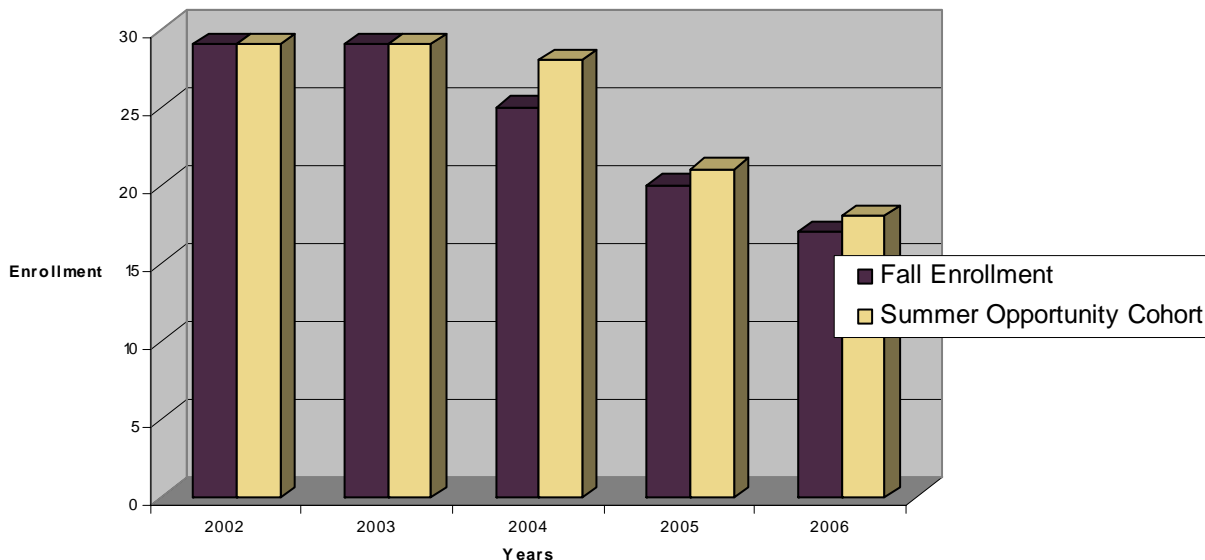
## Program Accomplishments & Results

### *For the 2005-2006 academic year, the Summer Opportunity Program:*

- Welcomed 18 participants into the program for summer 2006, with an average ACT of 20.8
- Program participants completed the semester with an overall GPA of 3.11
- Provided 17 cultural and educational group seminars, including presentations by the Center for Freshman Year, Student Support Services, Office of Financial Aid, Dean of Students, Student Health Center, and the Center for Student Leadership and Involvement
- Provided a monthly calendar of assignments and events to inform students of program activities
- Included involvement of 3 former SOP participants, to assist and mentor new participants
- Incorporated essential training and exercises such as resume writing, portfolios, and employment etiquette
- Created enrichment assignments and activities based on seminar presentations to enhance student comprehension and retention of presented material
- Helped students to develop their career, writing, and study skills with site visits to the TigerTrak website and Computing Services computer lab, Business College SMART lab, the Middleton Library Computer lab and website, as well as on-campus employment assignments
- Provided on-campus jobs to many of the participants, based on job availability



### **Fall Enrollment of Summer Opportunity Participants**



*... Where Excellence Begins*

# Summer Opportunity Program

## Program Accomplishments & Results

- 64% of students who evaluated the program rated major and career seminars as “excellent” and 18% rated these seminars as “good”
- 89% of students who evaluated the program indicated that the seminars and learning about the LSU campus was most beneficial in preparation for the fall semester
- Based on responses from parent evaluations, the Summer Opportunity Program was an excellent program to help students become familiar with the LSU campus and its many resources, which in turn, helped build students’ self-confidence
- One parent wrote the following response when asked what aspect of the Summer Opportunity Program would be considered the most beneficial for their son/daughter: “the opportunity to familiarize himself with the campus, to experience the college academic expectations in a small group size with a less intense atmosphere, and to make independent decisions about daily schedules and priorities were invaluable to promoting confidence for a successful ‘full load’ starting in the fall”
- Other parents described these benefits of the program: living on campus, meeting new friends, one-on-one assistance, diversity, opportunity to establish relationships with staff and peer participants, support, and the experience of working part-time on campus

**Percentage of SOP Students  
Enrolled Full-time in Subsequent Years,  
as Compared to % LSU Students**

Year	Original SOP Cohorts	Returned Fall of 2 <sup>nd</sup> Year		Returned Fall of 3 <sup>rd</sup> Year		Returned Fall of 4 <sup>th</sup> Year		Returned Fall of 5 <sup>th</sup> Year	
		SOP	LSU	SOP	LSU	SOP	LSU	SOP	LSU
2002	29	82.8%	83.8%	58.6%	72.9%	58.6%	67.5%	41.4%	38.6%
2003	29	86.2%	85.1%	79.3%	73.3%	72.4%	66.8%	N/A	N/A
2004	28	75.0%	83.1%	78.6%	72.0%	N/A	N/A	N/A	N/A
2005	21	76.2%	82.6%	N/A	N/A	N/A	N/A	N/A	N/A
2006	18	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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