

LSU

LOUISIANA STATE UNIVERSITY

University College



Where Excellence Begins



Annual Report 2006–2007

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Welcome to University College . . .



. . . Where Excellence Begins

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 2006, 946 University College students earned a 3.5 GPA or higher. During Spring 2006, 624 students earned a 3.5 GPA or higher.

- **Student Support Services**

91.9% of the 2006-2007 freshmen cohort were in good academic standing at the end of the academic year compared to 85% of the comparison cohort. 94.7% of the African-American freshmen cohort were in good academic standing compared to 72.8% of the comparison group. The good standing rate for the overall SSS program was 92.7% with an average GPA of 2.72.

- **Summer Scholars Program**

Summer Scholars class of 2007 enrolled 46 students. The 2007 Summer Scholars class GPA is a 3.14. Retention figures for this group in the fall of 2006-2007 was 100%. Summer Scholars six-year graduation rate for the class of 2001 is 63.6% (LSU's six-year graduation rate for the same class is 58.3%).

Retention

- **Freshman Year (UCFY)**

UCFY has demonstrated continued success in retaining students. The second-year retention rate for the Fall 2006 freshman class was 82.7%. UCFY's at-risk population was counseled and monitored, with 775 students identified as at-risk in Fall 2006. Of this number, 681 (88%) of these students were counseled, received academic support services and earned a semester GPA of 2.62.

... *Where Excellence Begins*

Executive Summary Continued

Only 94 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 661 students as at-risk. 466 (70%) responded to counseling assistance and earned a semester GPA of 2.21. Of the 195 (30%) spring semester students not receiving counseling assistance, the average GPA was 1.66. 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 2006, 73% of these students remain at the University pursuing their degrees in Fall 2006. During the 2006-2007 year 1,736 UCAC students were admitted to a senior college.

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

The combined CAS programs provided services in over 36,000 student visits during the 2006 - 2007 fiscal year, including over 1,000 individual meetings with learning strategies consultants.

- **Supplemental Instruction (SI)**

SI served over 1100 students in over 100 sections of courses in biology, chemistry, economics, philosophy, and Spanish. Statistics on the participants showed that the D, F, W rate of students who attended SI (22%) was approximately half the rate of those who did not attend SI (40%).

- **Tutoring**

The CAS operated tutorial centers served over 3400 students in biology, chemistry, mathematics, and physics. The centers received over 17,500 visits. The START program served over 1600 students who attended technology workshops or tutoring sessions.

- ***Service-Learning***

Participation in service-learning courses has continued to grow. In 1995, service-learning was offered in eight classes in only one college. In 2006-2007, approximately 2,700 students engaged in service-learning in 140 class sections in 33 departments, with 77 faculty representing every college and school on campus involved.

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 Award Winners



Tim Fields won both the 2007 LSU Advisor of the Year and the 2007 National Academic Advisors Association *National Advisor of the Year Award*.



Nanette Cheatham and Alzina Duncan won 2007 National Academic Advisors Association *Outstanding Institutional Advising Program of the Year Award*.

University College Award Winners



Margo Abadie (third from left) won the 2007 LSU School of Social Work *Distinguished Alumni Appreciation Award* and the 2006 North America Field Educators and Directors *Heart of Social Work Award*.

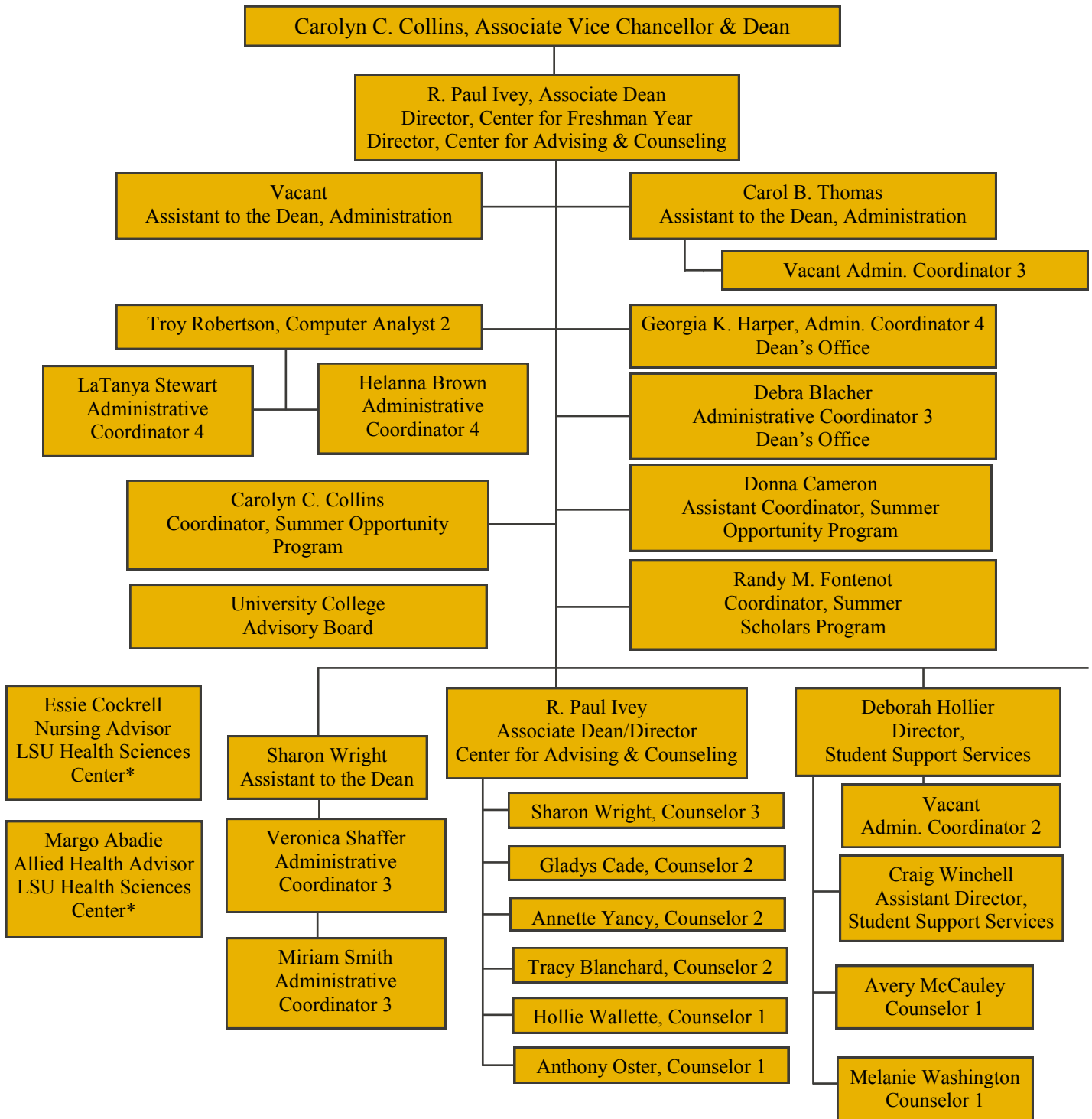


Award to Chancellor Sean O'Keefe. From Left are Vice Chancellor Neil Mathews; Raquel Henry, president, Service-Learning president, Service-Learning Student Advisory Council; Shoemaker; O'Keefe; and Roxanne Dill, CCELL program coordinator.

Other **Center for Academic Success** Awards not pictured

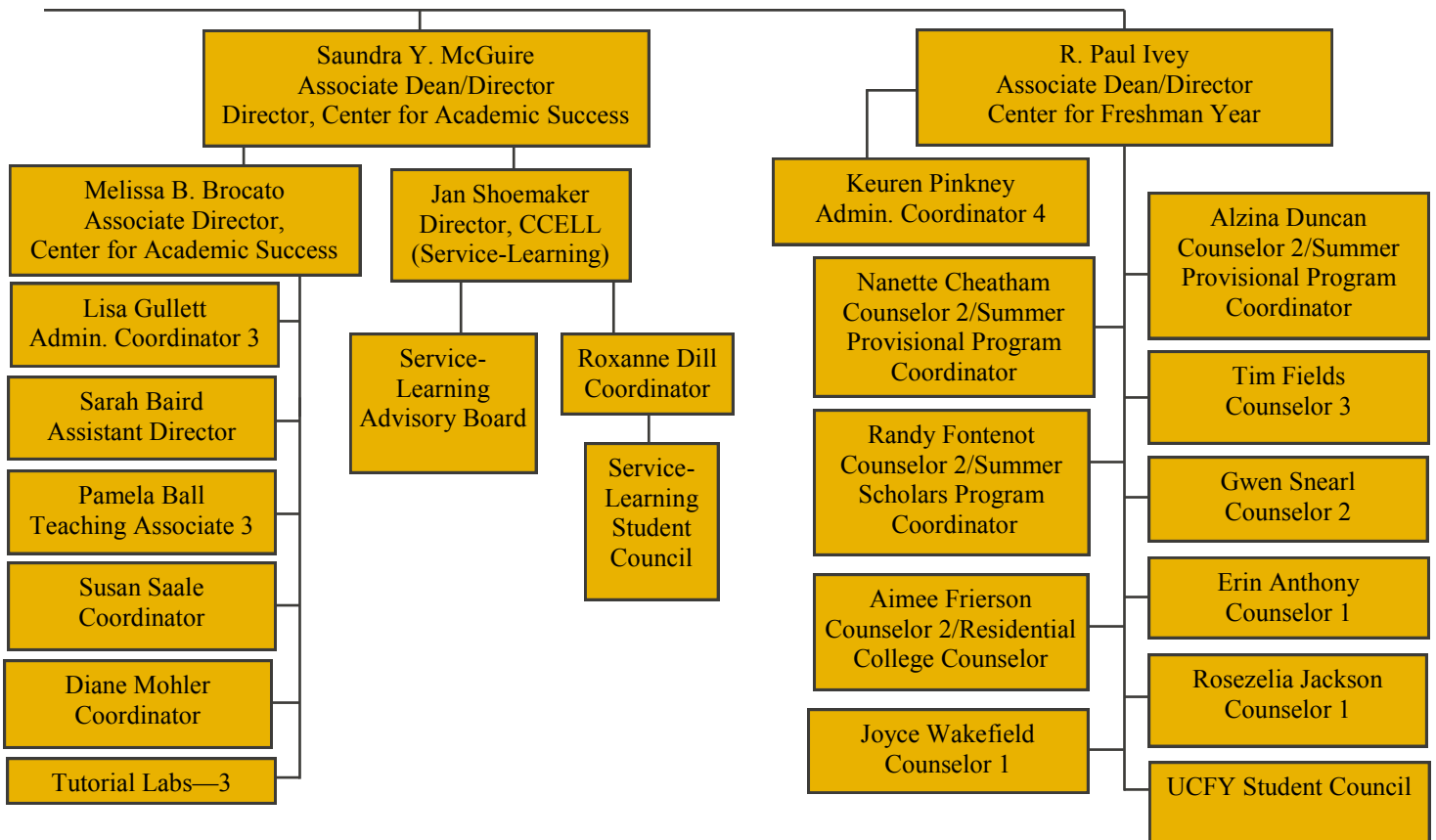
- 2007 Diversity Award, National Council on Chemical Research (McGuire)
- 2007 Outstanding Conference Presentation Award, Teaching in Higher Education Forum (McGuire)
- 2006 President's Community Service Honor Roll (CCELL for LSU)

2006-2007 University College Organizational Chart



* Employed by LSU Health Sciences with offices in 150 Allen Hall. They report directly to their respective departments in LSU Health Sciences.

2006-2007 University College Organizational Chart



Center for Academic Success



... Where Excellence Begins

Center for Academic Success

Program History



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

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

The Center for Academic Success had its origin in the fall of 1989, with the introduction of the Learning Assistance Center, which was a division of the Junior Division (now University College). The Learning Assistance Center focused on three main areas: tutoring, study strategy instruction, and academic assistance for students with disabilities. The staff consisted of one full time director, three half-time faculty members, a full time counselor, and a graduate assistant.

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, and workshops for faculty, and coordination for the LSU service-learning program which started in 1996. In 1998 the unit added Supplemental Instruction, nationally recognized program involving peer-led collaborative learning.

In 2001 the Learning Assistance Center became The Center for Academic Success and began to focus on becoming a nationally recognized center addressing student learning at the local, regional, and national levels. In 2004 the service-learning program became The Center for Community Engagement, Learning, and Leadership (CCELL) and expanded service-learning courses and activities throughout the university.

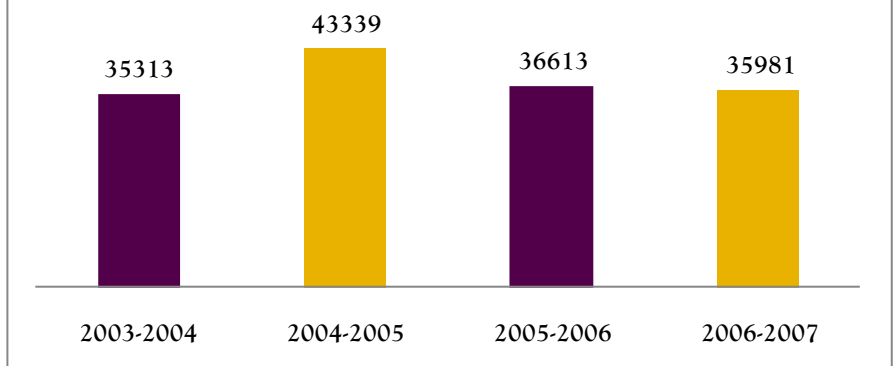
Since 2000 CAS units have been the recipients of numerous awards, including the 2004 - 2005 National College Learning Center Association Outstanding Learning Center Award and the 2004 American Association of University Administrators Exemplary Model Award to Service-Learning.

Today the CAS is composed of six major areas: Supplemental Instruction, Tutoring, Technology, Study Strategies, CCELL (Service-Learning), and Faculty Support. The rich history of the CAS is providing an excellent spring board for the future accomplishments of this vital university resource.

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.

CAS Number of Yearly Student Visits



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

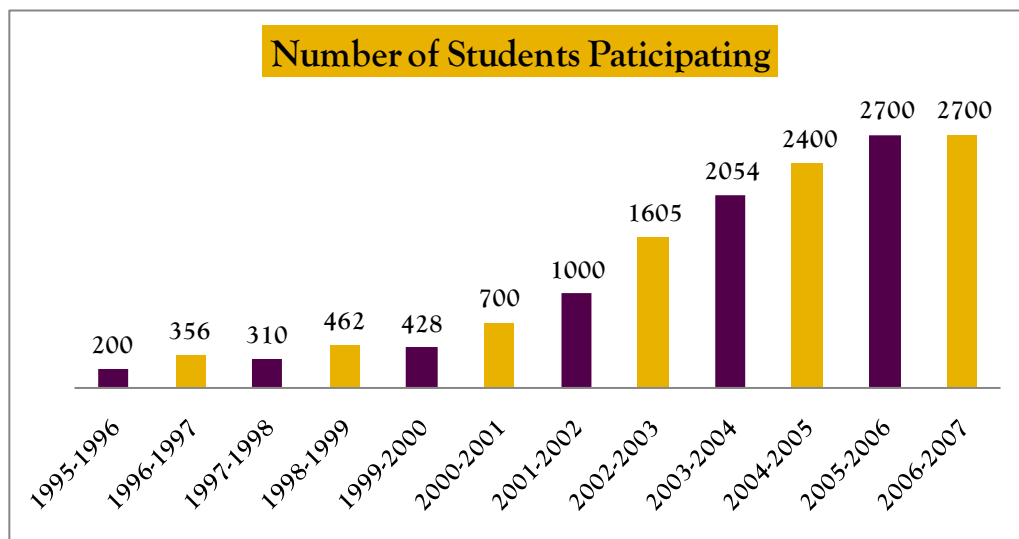
Service-Learning (CCELL)

2700 students participated in 140 service-learning sections housed in 33 departments, and involved 77 faculty members.

- 2006 - CCELL documented 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 received a \$5,000 award from the Case Foundation.
- 2005-06 - CCELL Director Jan Shoemaker serves on the steering committee for the Gulf-South Summit on Service-Learning and Civic Engagement and has arranged for CCELL to host the 2009 conference.
- 2006 - Based on CCELL's application, LSU was recently accepted for inclusion in the *Guide to Service-Learning Colleges and Universities*.
- 2007 - Service-learning Fellow Marybeth Lima was awarded the top national award for the scholarship of engagement. Thomas Ehrlich Award for building campus commitment to service-learning and civic engagement and fostering reciprocal community partnerships.
- At the 2007 Gulf-South Summit on Service-Learning and Civic Engagement LSU Service-Learning Fellow Kim MacGregor was presented the Award for Outstanding Contributions to Service-Learning Research and LSU student Lyndsi Lambert was presented the Outstanding Student Contributions to Service-Learning Award.



CHEMDEMO—LSU chemistry service-learning students introduce the wonders of science to area public school students during in-class, hands-on demonstrations.



Center for Academic Success

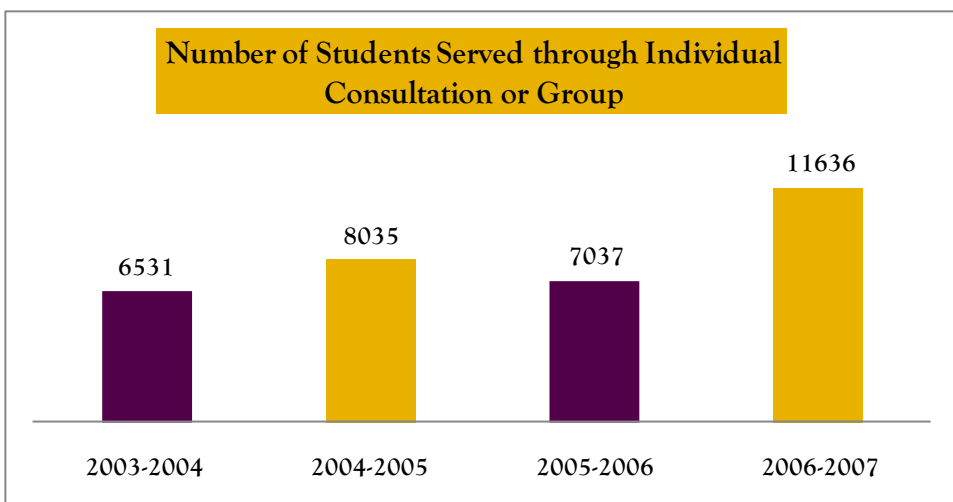
Program Accomplishments & Results

Study Strategies

- During the 2006-2007 academic year 805 students received individual consultations addressing issues from learning strategies, cognitive restructuring (stress/anxiety reduction), time management, metacognition and course specific strategies. Presentations on the above topics were received by 9500 students in 103 sessions/ workshops.
- Collaborated with the Office of Strategic Initiatives, the Department of Biology, College of Engineering, College of Art and Design, College of Business, STRIPES, Residential Life, and University College to provide workshops to over 100 incoming first year students enrolled in summer bridge programs

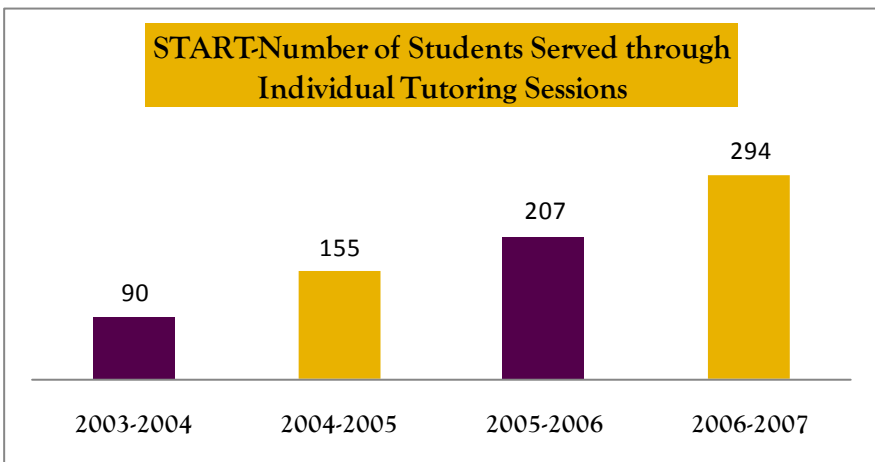


Learning Strategies counseling session—
Pam Ball, consultant, strategizes with student



Technology

- Conducted 463 technology software workshops and provided tutoring sessions serving 1643 students
- Increased the number of students attending technology tutoring sessions 226.67% from 2003-04 to 2006-07.
- Awarded \$126,301 in funding to continue the Student Technology Applications and Resource Training Program (START) for 2006-2007 year.
- Student Quote: *This course is good. There was more than I expected in the first part. This will really help me with multimedia journalism.*



START Technology Workshop — Scott Goodrich, Business Senior, teaches other students about Photoshop

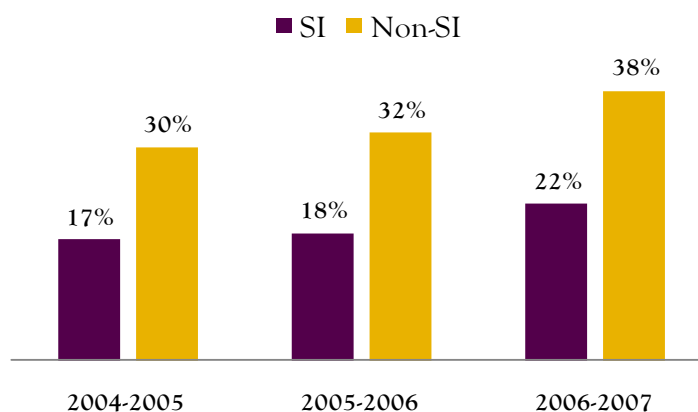
Program Accomplishments & Results

Students are provided academic support in specific subjects through individualized peer tutoring, online tutoring supported by Smarthinking, and the Supplemental Instruction peer assisted study groups.



Supplemental Instruction Session— S.I. Leader conducts study session in Chemistry.

2004-2007 DFW Rate Comparison for SI Students



Supplemental Instruction (SI)

- SI served 1055 students providing 39 SI sections to accommodate students in 17 course sections in the areas of biology, chemistry. 587 Sessions were conducted and received 2867 visits.
- During 2006-2007 supplemental instruction leaders were provided for sections of Chem 1201, Chem 1202, Chem 1421/1422, Chem 2261, Chem 2262, Biol 1201, Biol 2051 with new initiatives in Econ 2000, Phil 1021, and Span 1201. Averages for students participating in the program were 0.25 – 0.5 points higher than those not participating and also posted lower DWF rates than non-participating.

Center for Academic Success

Program Accomplishments & Results

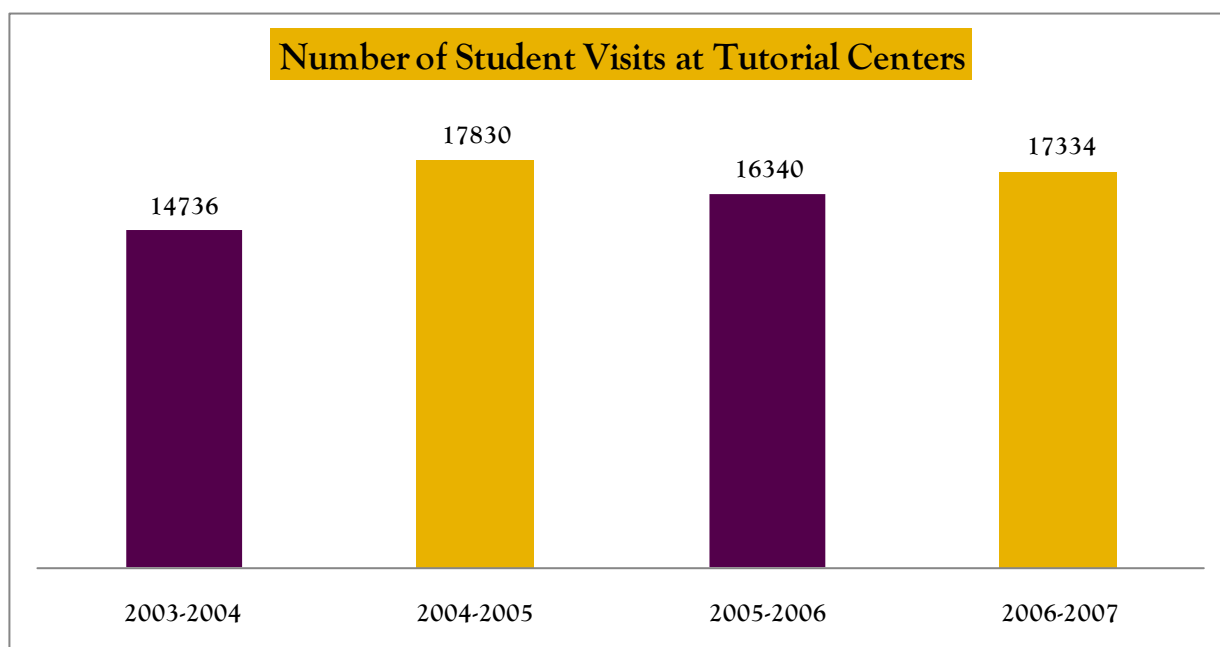
Tutorial Centers

Tutoring was provided by peer tutors in three tutorial centers offering academic support in biology, chemistry, mathematics, physics, Spanish and Latin. Tutors employed by the Center for Academic Success go through a training program certified by the College Reading and Learning Association to prepare them in carrying out the goals of the unit.

- The centers received over 17,000 visits by over 3300 students
- 42 undergraduate student peer tutors were employed. Additionally, 8 math and 21 physics graduate students served as tutors in the CAS tutorial centers. A proposal by the CAS to fund SMARTHINKINNG on-line tutoring service was funded for 3500 hours by the Student Technology Fee.
- Students indicated that the tutors helped them understand the material, as stated by several students:
- “The tutors go through any lengths so that you understand the concepts that are troubling you.
- “I think it is great that a FREE tutorial center is offered. I don’t know how I would begin to understand physics without the tutors. Thanks.”



Math Tutoring Session— peer tutor helps fellow student understand Math



Program Accomplishments & Results

New Initiatives and Projects

- CCELL is planning the Chancellor's Service-Learning and Civic Engagement Showcase. Showcase will feature poster presentations of service-learning faculty and LSU units committed to civic engagement.
- CCELL plans to administer a university-wide assessment of civic engagement. This survey will be especially useful in documenting LSU's community engagement for the new Carnegie Community Engagement Classification, which reaffirms institutional commitment to deepen the practice of service and to further strengthen bonds between campus and community.
- expansion of the tutorial services to include support in Spanish and Latin and online tutoring
SMARTHINKING
- START program was awarded additional resources to begin developing and providing instruction for MAC products.

Publications and Invited Presentations



In 2006 – 2007 CAS faculty delivered over 37 presentations at conferences and faculty development workshops at institutions. Selected invited presentations were made at institutions and conferences such as:

2006 "Developing Service-Learning Infrastructure: Cracking the Institutional Monolith." LACUSPA Conference. New Orleans, LA. (Shoemaker)

2006, "Extreme Academic Makeover", National College Learning Center Association Conference, Harrisburg, PA (Baird, Brocato)

2006 "The Why and How of Building and On-line Learning Strategies Web Site, National College Learning Center Association Conference, Harrisburg, PA (Brocato, Baird)

- 2007 "Promoting the Learning Center as a Leader in a Learner-Centered Institution", presented at the National College Learning Center Association Institute, Miami University of Ohio, Oxford, OH (McGuire)
- 2007 "Using the Scientific Method to Improve Mentoring", keynote presentation at Enriching the Academic Experience of College Students 2nd Annual Conference, The University of Michigan, Ann Arbor, MI (McGuire)
- 2007 "Learning Styles and Teaching Students HOW to Learn, invited workshop presented at the 2007 Institute on Quality Enhancement and Accreditation of the Southern Association of Colleges and Schools (SACS) Commission on Colleges (COC). Louisville, KY. (McGuire)
- 2008 "Developing a Scholarship of Engagement and Social Justice." Oregon State University. All- Day Faculty Training. (Shoemaker)
- 2007 "Institutionalizing Service-Learning." All-day Staff Training for Tulane University Center for Public Service Staff. LSU. (Shoemaker)

Center for Academic Success

Program Accomplishments & Results



Award to Chancellor Sean O'Keefe. From Left are Vice Chancellor Neil Mathews; Raquel Henry, president, Service-Learning president, Service-Learning Student Advisory Council; Shoemaker; O'Keefe; and Roxanne Dill, CCELL program coordinator.

CAS Center and Faculty Awards

- 2007 Diversity Award, National Council on Chemical Research (McGuire)
- 2007 Outstanding Conference Presentation Award, Teaching in Higher Education Forum (McGuire)
- 2007-2008FY \$98,000 award for SMARTHINKING
- 2006 President's Community Service Honor Roll (CCELL for LSU)
- Inclusion in the *Guide to Service-Learning Colleges and Universities* (CCELL for LSU)

External Funding Received

- \$126,301 for CAS technology workshops and tutoring for students
- \$98,000 for SMARTHINKING on-line tutoring
- \$65,000 for CAS academic support services to students
- \$25,000 Fran Smith (Private Donor)
- \$37,500 for Service-Learning

Center for Freshman Year



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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 19,407 different student contacts during the 2006-07 academic year. 324 (64%) of the 507 undecided students declared a specific major after participating in a variety of career workshops and individualized career counseling. 1602 UCFY students entered into senior colleges during the 2006-2007 academic year.

Program Accomplishments & Results

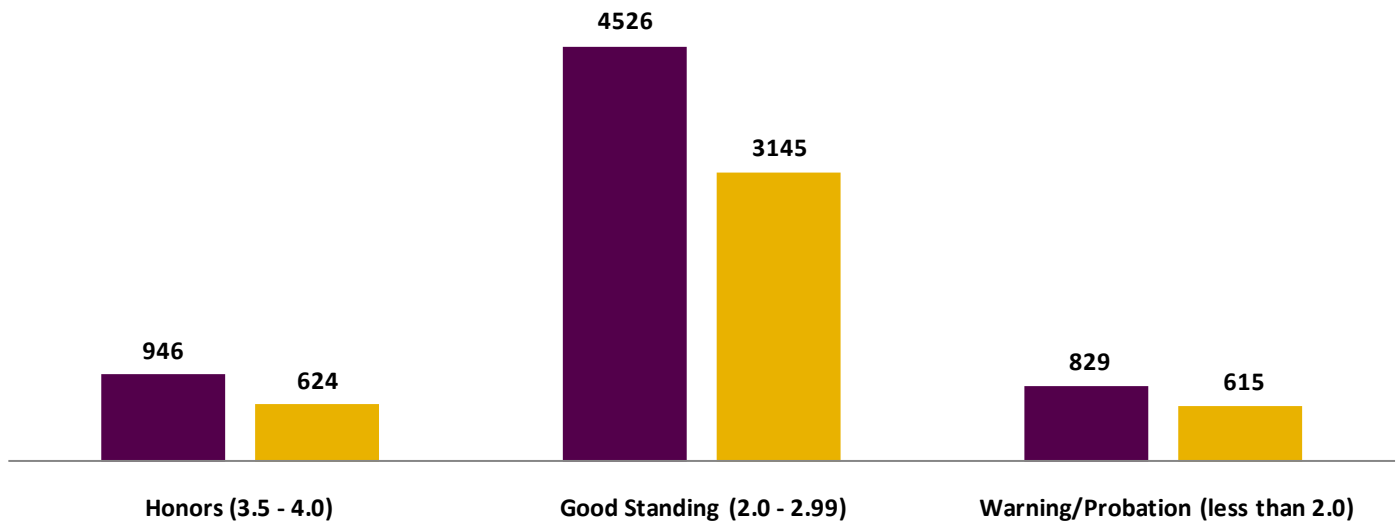
- 86% of UCFY students completed 2006-2007 academic year in good academic standing (2.0 GPA or higher)
- 15% of UCFY Fall enrollment earned Academic Honors for Fall 2006:
- 14% of UCFY Spring enrollment earned Academic Honors for Spring 2007
- 64% of Fall Undeclared majors selected a major by end of spring 2007 Semester
- 72% TOPS Retention into 2nd year
- 1650 students responding to surveys rated counseling services at 4.60 on 5.0 satisfaction scale



Alzina Duncan (UCFY Counselor) meeting with students in 150 Allen Hall

Academic Standing of UCFY Students Fall 2006 and Fall 2007

■ Fall 2006 ■ Spring 2007



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Center for Freshman Year

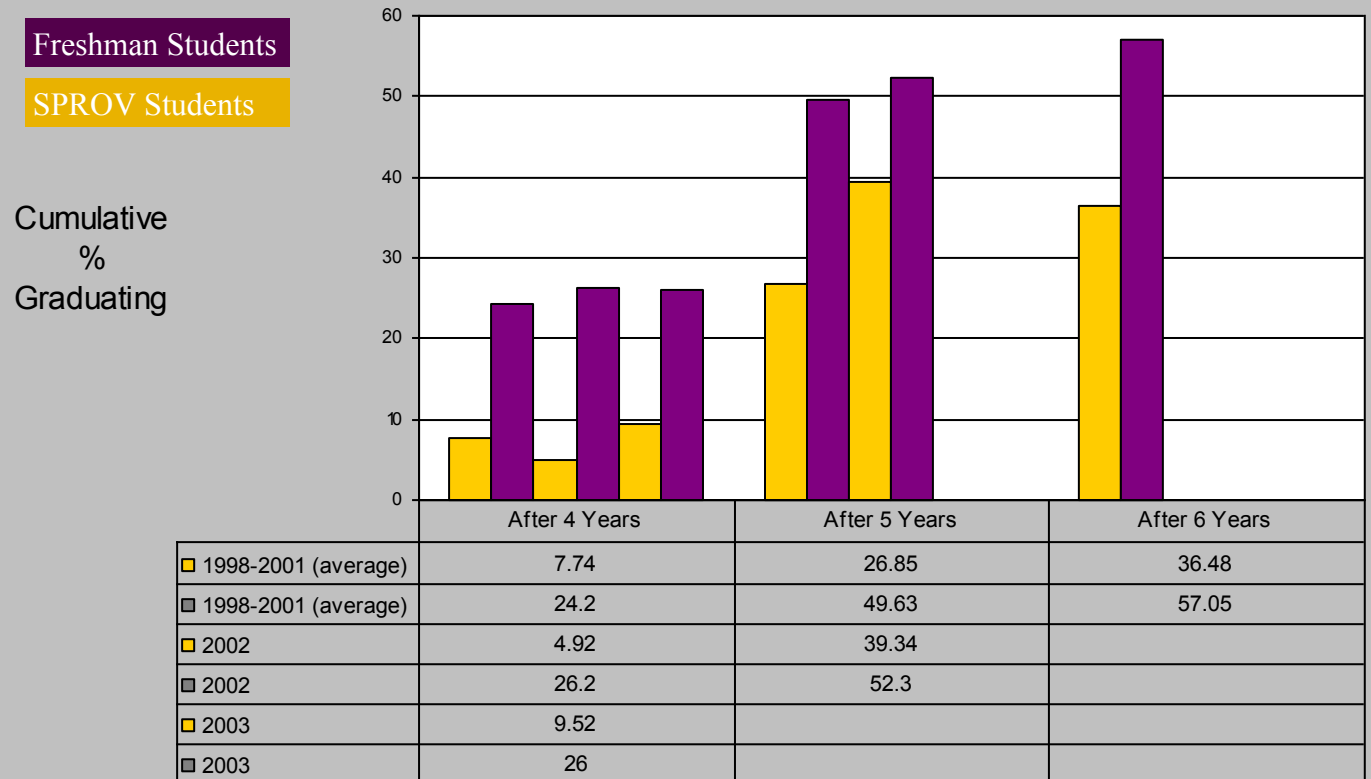
Program Accomplishments & Results

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.

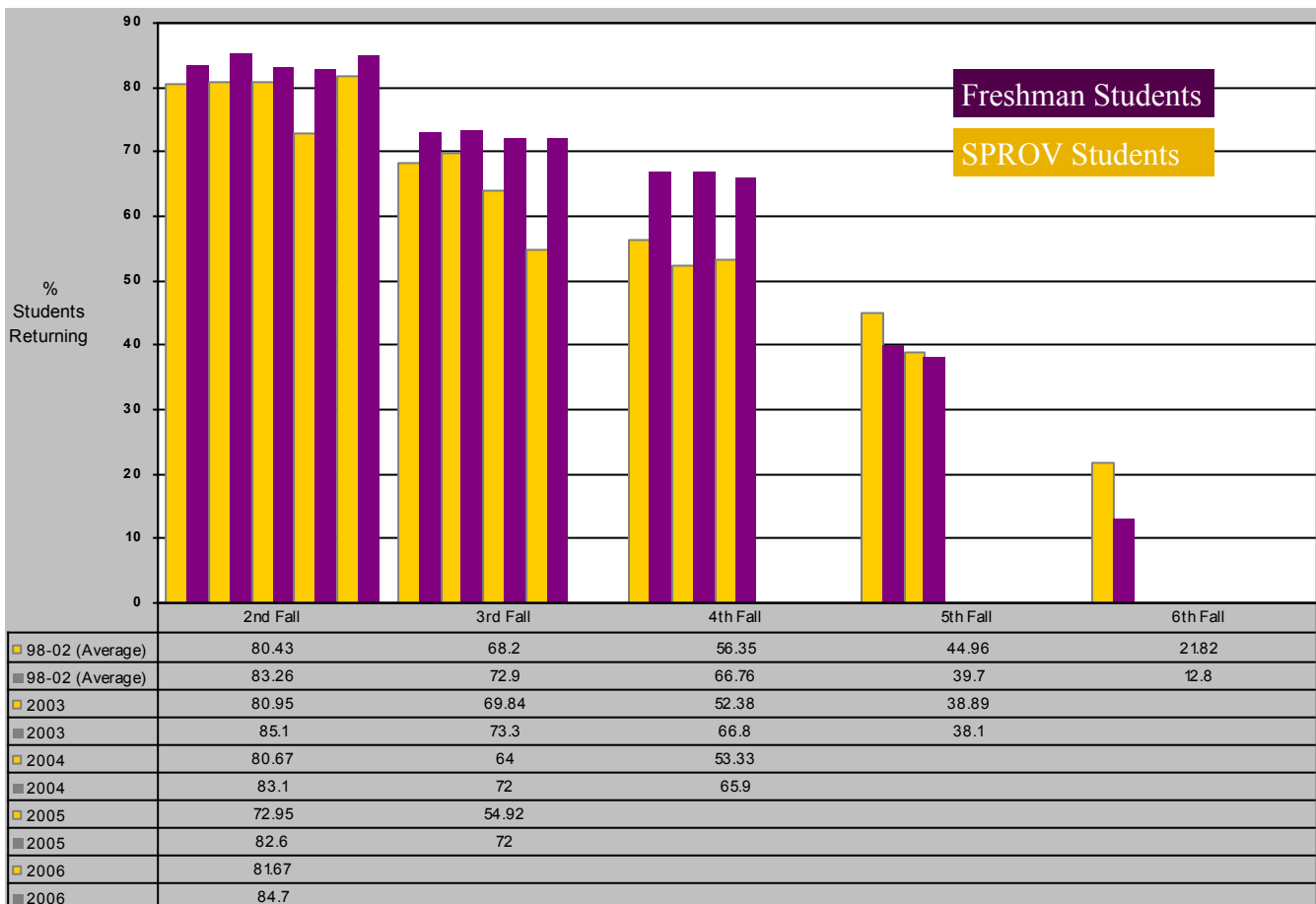
Mission: To provide students with a structured academic program, and to monitor the students’ progress to help ensure their success at LSU.

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



Program Accomplishments & Results

Trends & Retention Rates of 1998-2006 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.

... *Where Excellence Begins*

Pictures from 2006-2007



Dean Collins, Roxanna Confrancesco, Tyler J. Ball (recipient of the Don Redden Scholarship), and Simon Confrancesco at the 2007 University College Honors Convocation



Marvin Borgmeyer, Neil Mathews, K.C. White, Norman Deumite, and Dean Collins at the 2007 University College Staff Appreciation Luncheon

Center for Advising & Counseling



... Where Excellence Begins

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 4th year is 61%. During the 2006-2007 academic year 1936 students (36%) 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 11% of the current fall 2007 undergraduate population.

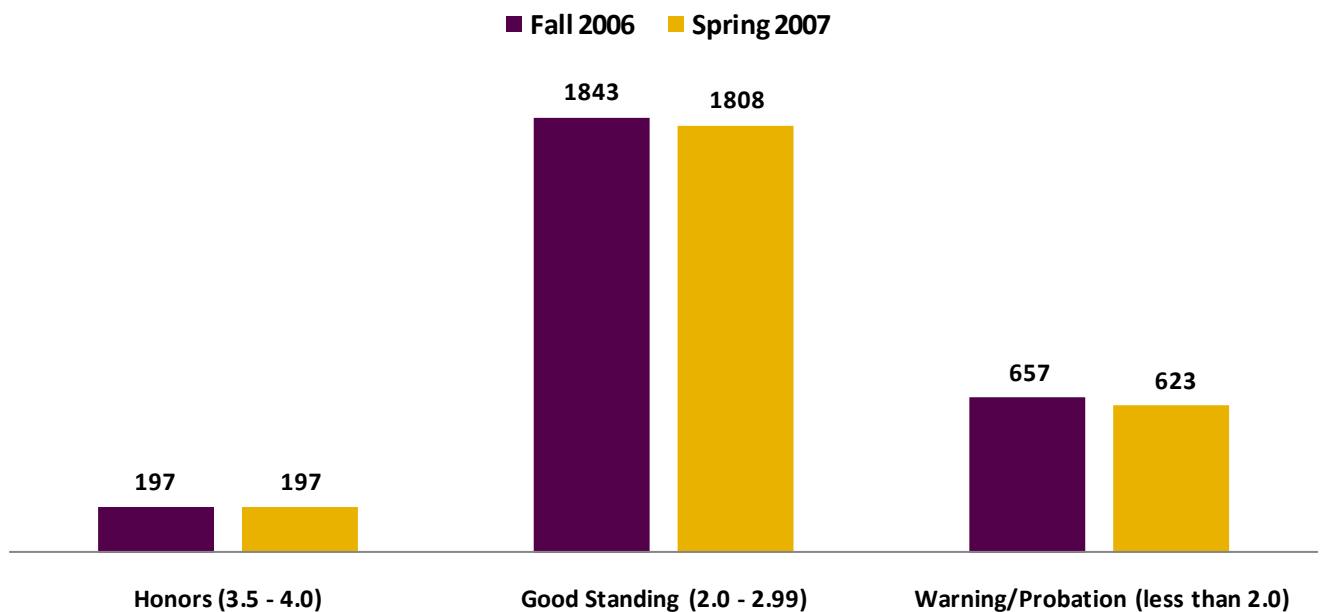
Program Accomplishments & Results

- 76% of UCAC students completed 2006-2007 academic year in good academic standing. (2.0 GPA or higher)
- 95% of UCAC students were eligible to continue enrollment at the completion of the Spring 2007 semester.
- 2.57 average GPA for all UCAC students at end of 2006-2007 academic year.
- 1,937 (36%) UCAC students admitted to senior colleges during 2006-2007 academic year.
- 1089 students responding to surveys rated counseling services at 4.48 on a 5.0 satisfaction scale



Hollie Walette (UCAC Counselor) meeting with student in 150 Himes Hall

Academic Standing of UCAC Students Fall 2006 and Spring 2007



Student Support Services



... Where Excellence Begins

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

During 2006-2007, SSS continued to provide exemplary services to program participants resulting in improved academic good standing rates for this academic year. The SSS staff has been actively involved in trainings that will improve the delivery of needed services to our low-income, first generation participants and directly impact their academic success. The SSS staff continues to collaborate with other campus offices that directly impact low-income, first generation and disabled students to increase the chance for success for program participants as well as all program eligible students.

The SSS Staff continued to serve on committees both on campus and in the state and regional TRIO organizations to ensure that low-income, first generation college students receive the appropriate and necessary services to lead to completion of their academic endeavors at the same time that LSU pursues its National Flagship Agenda. During 2006-2007, the SSS Assistant Director, Craig Winchell, was elected to the LSU Staff Senate as well and was also elected as SWASAP (Southwest Association of Student Assistance Programs) Board Representative for LASAP (Louisiana Association of Student Assistance Programs). Both provide additional access for improving the quality of educational opportunities for low-income, first generation students at LSU.

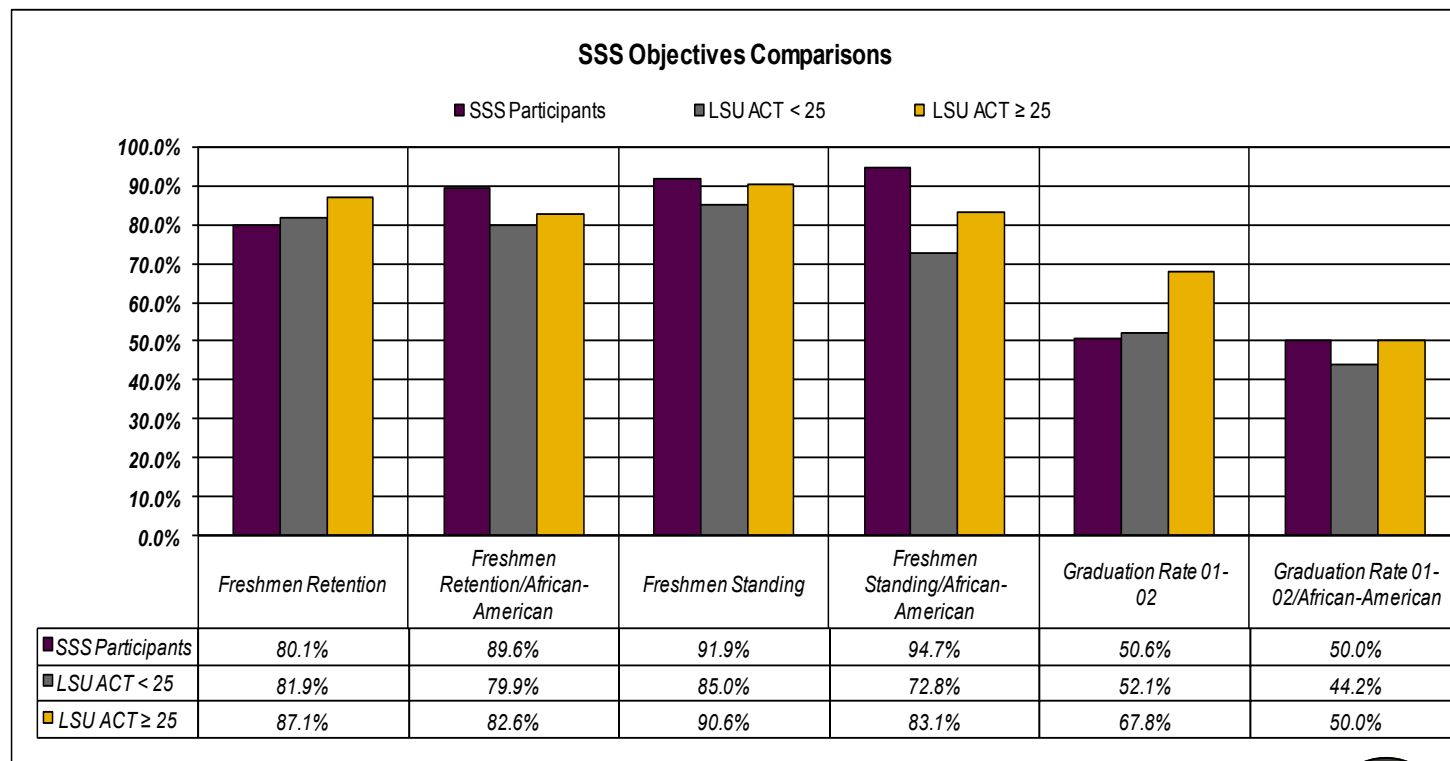
Program Accomplishments & Results

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 2006-2007

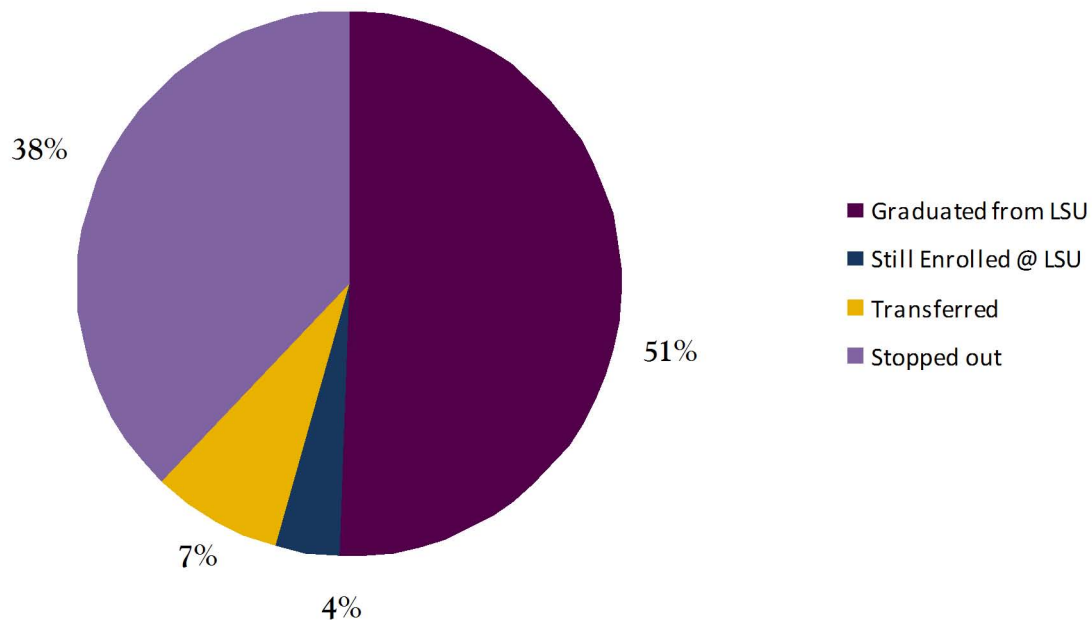
The objectives of Student Support Services are defined in the SSS grant as retention, good academic standing and graduation rates. The graduation rate for the 2000-2001 African-American SSS Cohort was successful at 50% and exceeded the 44.2% overall LSU rate for the like cohort. The overall graduation rate for the 2000-2001 freshmen cohort met the SSS graduation goal, but is disappointing in comparison to the LSU rate for a like cohort of 52.1%. The U. S. Department of Education no longer utilizes the Freshmen to Sophomore retention number, focusing exclusively on the overall retention and/or graduation of program participants for each fiscal year. SSS met that objective with 87.4% of the students graduating during 2006-2007 or returning to LSU for the fall 2007 semester. The rate for freshmen retention continues to be lower than anticipated, due in part to higher senior college admittance standards as well as increased disparity between student perception of academic abilities and actual academic performance. The academic standing levels of SSS participants rose again to above 90% from a low last year of 86.5% and meets the objective established with the U. S. Department of Education.

- The Retention/Graduation rate for the 2006-2007 program participants was 87.4%
- The SSS freshman to sophomore retention rate for 2006-2007 was 80.1%
- The SSS freshmen to sophomore retention rate for African-American/Black students was 89.6%
- The SSS freshmen class posted a good academic standing rate of 91.9% with an average GPA of 2.70
- The SSS African-American/Black freshmen class posted a good academic standing rate of 94.7% with an average GPA of 2.75
- The SSS program good academic standing rate was 92.7% with an average GPA of 2.72
- The SSS African-American good academic standing rate was 91% with an average GPA of 2.67
- The 2001-2002 SSS six year graduation rate was 50.6%



Program Accomplishments & Results

2001-2002 Cohort Graduation Information



SSS Counselor, Melanie Washington (center), with the SSS 2006-2007 Student Leaders Bryan Wilson, Deanna Ceasar, Shellie Babin, Natalie Amescua, Katie Allemond and Samantha White at the 2007 SWASAP Student Leadership Conference (iLead) at Sky Ranch Retreat Center in Van, Texas.

Summer Scholars Program



... Where Excellence Begins

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 LSU 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 2007 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 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

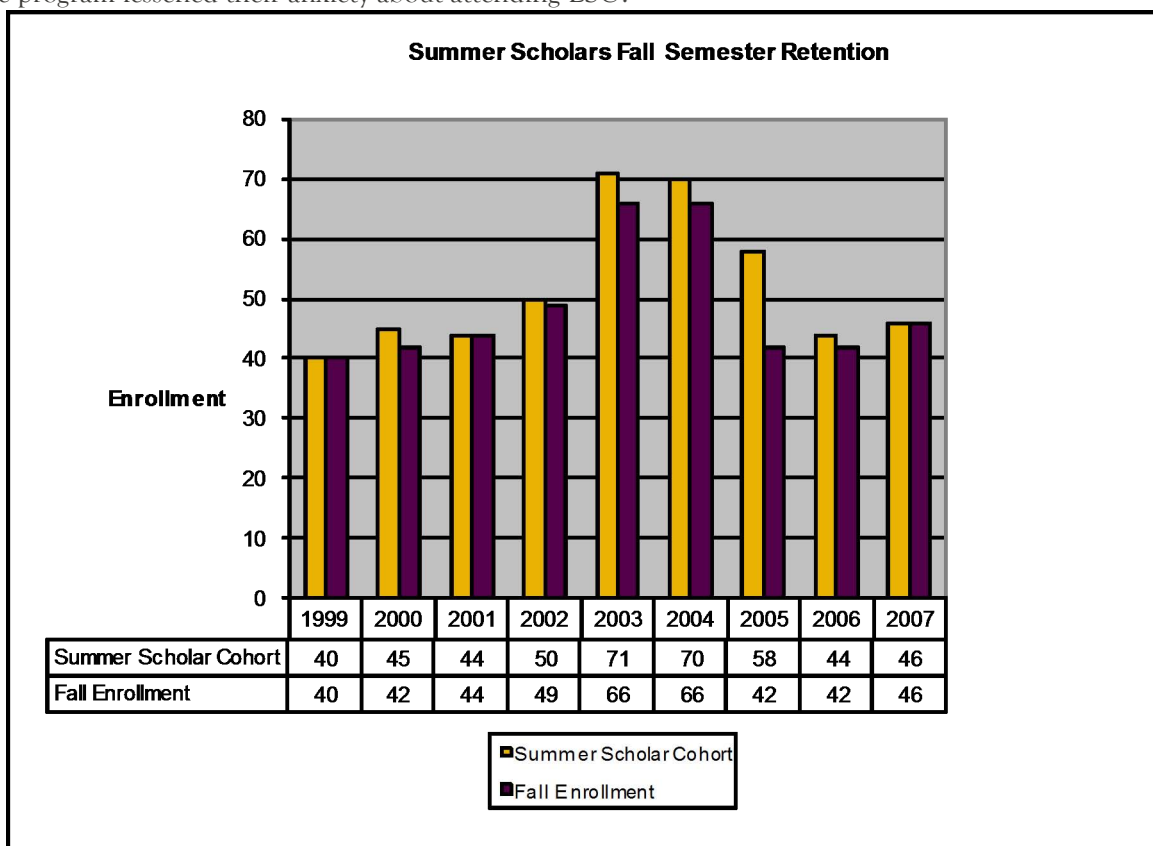
The 2007 LSU Summer Scholars Program:

- 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, 100 % of the students felt better informed about campus resources.
- Sixty-two percent of the students that responded to the program evaluation agreed that participating in the Summer Scholars Program was a deciding factor in choosing LSU.
- All 46 participates were assigned to a former Summer Scholars student mentor at the “Meet Your Mentor” social
- Ninety-seven percent of the students polled reported that they had used one or more of the campus resources featured at the summer lecture series.
- Ninety-one percent of the student responding to the program evaluation reported joining one or more student groups, organizations, or committees since the start of the Fall semester.
- Seventy-four percent of the 2007class earned a B- or higher average during the eight-week summer session. All accomplishments were recognized at a closing program.

Participants earned an ending composite grade-point average of 3.14.

Results of the program evaluation indicated that 97% of the 2007 Summer Scholars students found that the program lessened their anxiety about attending LSU.

One hundred percent of the 2007 Summer Scholars Program class enrolled as a full-time student for the following fall semester.



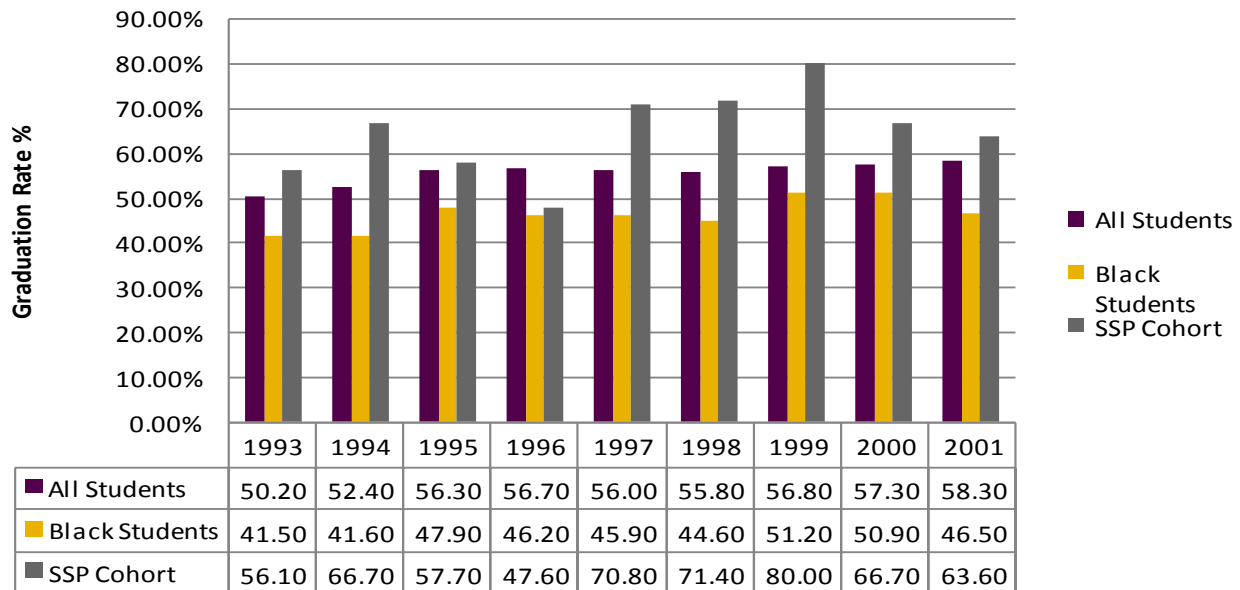
Summer Scholars Program

Program Accomplishments & Results

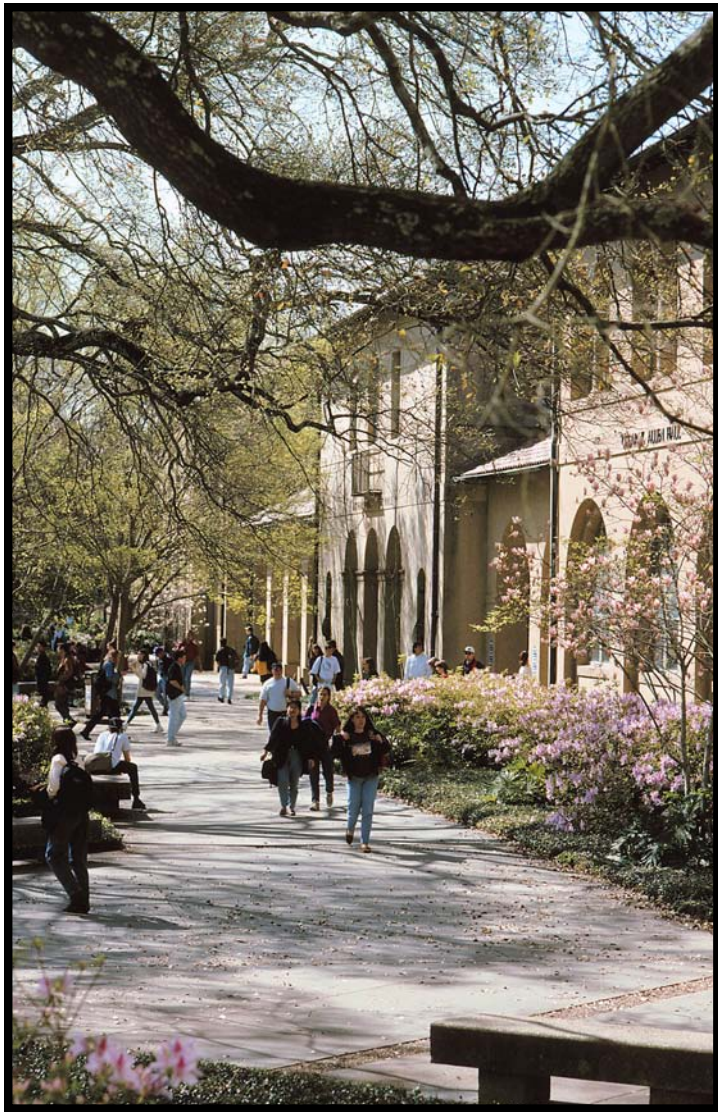
1998-2007 Summer Scholars Program Data

Year	Summer Scholars Cohort	Fall Enrollment	Four Year Graduation Rate	Six year Graduation Rate
1998	21	20	57.1%	71.4%
1999	40	40	42.5%	80.0%
2000	45	42	31.1%	66.7%
2001	44	44	25.0%	63.3%
2002	50	49	36.0%	N/A
2003	71	66	25.4	N/A
2004	70	66	N/A	N/A
2005	58	55	N/A	N/A
2006	44	42	N/A	N/A
2007	46	46	N/A	N/A

6 Year Graduation Rates



Summer Opportunity Program



... Where Excellence Begins

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.

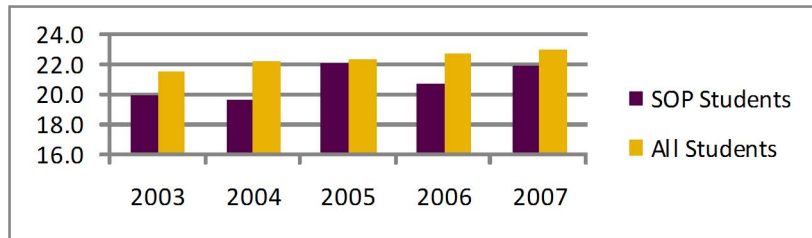


2007 Summer Opportunity Program Students

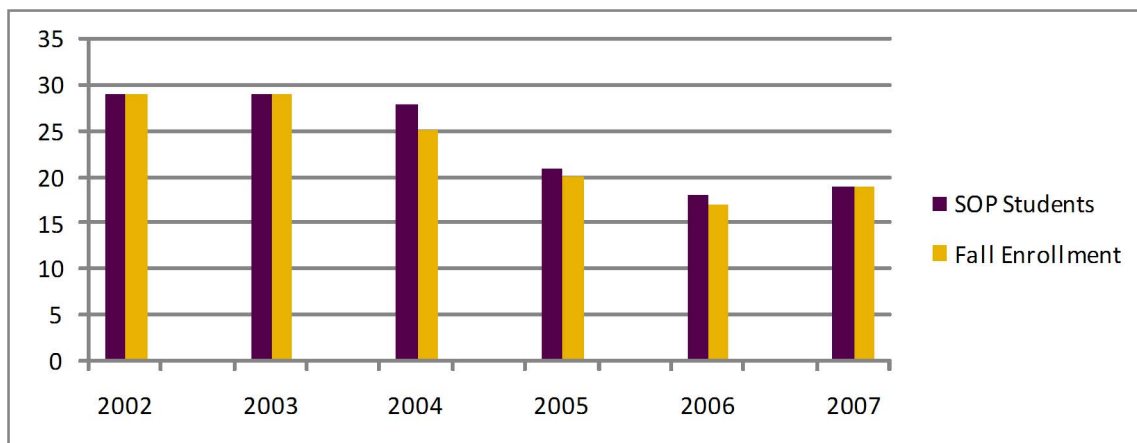
Program Accomplishments & Results

For the 2007-2008 academic year, the Summer Opportunity Program:

- Welcomed 19 participants into the program for summer 2007, with an average ACT of 22.
- Program participants completed the semester with an overall GPA of 3.00.
- Provided 17 cultural and educational group seminars, including presentations by Student Support Services, Office of Financial Aid, Dean of Students, Student Health Center, the Center for Academic Success, and the LSU Libraries.
- Provided a monthly calendar of assignments and events to inform students of program activities
- Included involvement of 2 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, the Middleton Library, as well as on-campus employment assignments.
- The Average ACT Composite Scores of SOP students relative to that of all Freshmen is shown in the following table.



- The enrollment of the students in the Summer Opportunity Program relative to their enrollment on the 14th day of class in the Fall of that year is as follows.



Summer Opportunity Program

Program Accomplishments & Results

- 56% of students who evaluated the program rated major and career seminars as “excellent” and 22% rated these seminars as “good”
- 79% 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”

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

Year	Original SOP Class	Returned Fall of 2 nd Year		Returned Fall of 3 rd Year		Returned Fall of 4 th Year		Returned Fall of 5 th 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%	27.6%	N/A
2004	28	75.0%	83.1%	78.6%	72.0%	64.3%	N/A	N/A	N/A
2005	21	76.2%	82.6%	42.9%	N/A	N/A	N/A	N/A	N/A
2006	18	55.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

University College

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