



ANNUAL REPORT

2015-2016

LSU | University College

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LSU | University College

University College is dedicated to students achieving their academic and personal goals. Consistent with the LSU Flagship 2020 Agenda, the college assists with the recruitment and retention of students who enroll at the university. The college provides academic advising and support services that assist first year and some continuing students in defining their education goals, pursuing admission to a senior college, and ultimately earning a degree.

University College aspires to be a model in the development and application of advising services and programs that target the retention and productivity of our students. Through teaching, learning, service, and research, students take ownership of personal, academic, and career goals to create individualized paths to success.

University College pledges to serve students with integrity, fairness, and honesty. We shall promote an atmosphere of mutual respect and incorporate within our programming and services a sense of self-exploration and self-worth as a means for students to realize their potential to thrive in the diverse world in which they live.

Discovery: Provide academic, career, and personal growth programming that will promote personal discovery and instill self-reliance. **Learning:** Provide programming that will assist students in identifying and utilizing resources for making decisions as they pertain to their education plans and life goals. **Diversity:** Promote the recruitment and retention of a diverse student population and incorporate programming that will broaden the cultural awareness of students. **Engagement:** Foster the utilization of campus academic support services and student involvement in community and campus based learning opportunities.

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FROM THE EXECUTIVE DIRECTOR

R. PAUL IVEY



One of the important missions of University College is to assist students in defining their educational goals in the early semesters of their academic career at LSU. Ideally, we encourage students to develop an understanding of why they are in college and to embrace the broad purpose of higher education. Students are advised to engage themselves with programs and resources throughout the campus to discover their personal strengths and interests. The goal is to confirm the choice of major they initially selected upon admission to the university, but also to have the flexibility to explore new options and opportunities that might lead them in a new direction.

Along the way, with the help of academic advisers and other resources offered within our programs, students should be able to make informed decisions about their futures. Likewise, the college experience poses challenges and opportunities. Our team is here to guide and nurture our students' growth during these early stages of the college experience.

This annual report provides a snapshot of enrollment and retention data that reflects positively on the efforts to facilitate our students' progress towards a degree. Our 2015-16 story is told through highlights of programs and of the people involved. I am proud of the work we have achieved and am grateful for the staff's commitment to our mission. In addition, we have had the opportunity to acknowledge some of the people across the campus, as well as those in the private sector that support our efforts.

As executive director, I look forward to continuing our efforts that reflect positively on our college and the university.

UNIVERSITY COLLEGE PERFORMANCE INDICATORS

- Increase students' progression toward meeting personal and career goals.
- Increase students' knowledge and utilization of university services and programs.
- Improve the retention rate of all populations within the University College and its programs' participants.
- Increase the recruitment and retention of students from underrepresented populations.
- Positively impact students' perceptions of University College services and programming.
- Enhance our services and programs to include opportunities for learning experiences outside the classroom.

ENROLLMENT DATA

University College, although a non-degree-granting academic unit, is the largest college on LSU's campus based on student enrollment numbers. University College plays a vital role in advising students in the Center for Freshman Year (UCFY) and the Center for Advising & Counseling (UCAC) to gain admittance to degree-granting senior colleges on campus.

TOTAL UNIVERSITY COLLEGE ENROLLMENT AS PART OF THE COMPOSITE UNDERGRADUATE ENROLLMENT

Each fall semester, University College's enrollment comprises approximately one-third of the total LSU undergraduate enrollment. This proportion decreases each semester as students matriculate out of University College and into various senior colleges. At its lowest enrollment percentage, which takes place in the summer semester each academic school year, University College's enrollment hovers at approximately 25 percent.

	UC TOTAL ENROLLMENT	% OF LSU UNDERGRADUATE POPULATION
FALL '14	10,286	40%
SPRING '15	7,903	33%
SUMMER '15	1,553	25%
FALL '15	10,385	40%
SPRING '16	7,681	32%
SUMMER '16	1,479	24%

University College enrollment is also tracked by UCFY and UCAC specific population totals, as these enrollments have an inverse relationship. UCFY experiences a downward shift in enrollment throughout the academic year as students matriculate out of UCFY and into their senior colleges; at the end of the spring and/or summer term, students who do not fulfill senior college requirements matriculate into UCAC. Conversely, UCAC enrollment increases in percentage throughout the academic year, the most significant increase being in the summer semester.

ENROLLMENT UNIT	FALL '14	SPR '15	SU '15	FALL '15	SPR '16	SU '16
UCFY	7,325	5,041	442	7,377	4,905	439
UCAC	2,961	2,862	1,111	3,008	2,776	1,040
TOTAL UC	10,286	7,903	1,553	10,385	7,681	1,479
OTHER UG STUDENTS	15,261	15,846	4,746	15,688	16,415	4,595
TOTAL UG STUDENTS	25,547	23,749	6,299	26,073	24,096	6,074

ENROLLMENT DATA

Several major designations within UCFY and UCAC have significance when tracking enrollment and retention of students. All students can fall under one of four enrollment categories: new freshmen student, new transfer student, continuing student, or re-entry student. Additionally, several internal programs of University College track unique enrollments of students, who may be enrolled in University College-specific majors or through senior colleges.

UCFY ENROLLMENT BY ENTRY STATUS

	FALL '15	SPR '16	SU '16
NEW FRESHMEN	5,860	200	135
NEW TRANSFER	144	63	21
CONTINUING	1,340	4,618	276
RE-ENTRY	33	24	7
TOTAL	7,377	4,905	439

UCAC ENROLLMENT BY ENTRY STATUS

	FALL '15	SPR '16	SU '16
NEW FRESHMEN	2	0	1
NEW TRANSFER	447	145	85
CONTINUING	2,306	2,475	812
RE-ENTRY	253	156	142
TOTAL	3,008	2,776	1,040

UNIVERSITY COLLEGE ENROLLMENTS COMPARED TO SENIOR COLLEGES

	FALL '15		SPR '16		SU '16	
UC NEW FRESHMEN	5,862	(92%)	200	(98%)	136	(96%)
SR COLLEGE NEW FRESHMEN	534	(8%)	5	(2%)	6	(4%)
UC NEW TRANSFER	591	(54%)	208	(56%)	106	(83%)
SR. COLLEGE NEW TRANSFER	497	(46%)	163	(44%)	21	(17%)
UC CONTINUING	3,646	(20%)	7,093	(31%)	1,088	(20%)
SR COLLEGE CONTINUING	14,496	(80%)	16,094	(69%)	4,485	(80%)
UC RE-ENTRY	286	(64%)	180	(54%)	149	(64%)
SR. COLLEGE RE-ENTRY	161	(36%)	153	(46%)	83	(36%)
UNIVERSITY COLLEGE TOTAL	10,385	(40%)	7,681	(32%)	1,479	(24%)
SR COLLEGE TOTAL	15,688	(60%)	16,415	(68%)	4,595	(76%)

STUDENT CONTACTS

University College provides a variety of services, events, and programs throughout the year to focus on the retention and success of students. Primary among these is advising students toward their successful entry into their senior college at LSU. Both UCFY and UCAC use a great portion of their human capital and resources to counsel students for a myriad of reasons. Students self-select these reasons when scheduling appointments.

TOTAL UNIVERSITY COLLEGE ADVISING FACE-TO-FACE STUDENT CONTACTS

Face-to-face student contacts are highest in the fall semester and decrease in the spring and summer semesters as student enrollment in the UCFY and UCAC decreases. UCAC advises a greater number of students in the summer semester than UCFY. In the 2015-16 academic year, University College served students in 26,428 face-to-face appointments through both UCFY and UCAC.

	UCFY	UCAC	UC TOTAL
FALL'15	7,774	3,408	11,182
SPRING'16	7,203	3,696	10,899
SUMMER'16	2,236	2,111	4,347
TOTAL AY 2015-16	17,213	9,215	26,428

STAR STUDENT

“As a graduate student in the counselor education program, gaining experience in the field is of the utmost importance. My graduate assistantship with University College’s Center for Freshman Year has provided me with not only invaluable training in working with its students and staff, but also a comfortable environment where I can develop my skills. The experience and knowledge I am acquiring will make a lasting impact on who I am as a mental health professional, as well as in my work with future clients.

I will always be forever grateful to LSU for allowing me to become the person I am today. I will ‘Love Purple, Live Gold’ for the rest of my life.”

AMANDA ANDERSON

May 2017, graduate student, Counselor Education concentration Mental Health Counseling graduate assistantship, Center for Freshman Year, University College co-vice president and social chair, Alpha Chi chapter, Chi Sigma Iota member, Louisiana Counseling Association member, American Counseling Association member, Phi Kappa Phi Honor Society



HONORS & ACADEMIC ACTIONS

University College awards certificates to students who meet the honors criteria for President's Honor Roll and Dean's List, which are compiled each semester. President's Honor Roll is awarded to undergraduate students completing at least 15 college-level hours at LSU in the semester, with a semester GPA of 4.00 and no "I" grades for the semester. Dean's List is awarded to undergraduate students completing at least 15 college-level hours at LSU in the semester or summer term, with a semester average of at least 3.50, but less than a 4.00, and no "I" grades for the semester or summer term. Independent and Distance Learning courses are not utilized in determining eligibility under the 15-hour requirement for either honors.

UCFY

	FALL '15		SPR '16	
President's Honor Roll	286	(3.88%)	130	(2.65%)
Dean's List	748	(10.14%)	416	(8.48%)

UCAC

	FALL '15		SPR '16	
President's Honor Roll	42	(1.40%)	41	(1.48%)
Dean's List	155	(5.15%)	125	(4.50%)

ACADEMIC ACTIONS

The following chart presents students affected by academic actions.

UCFY

	FALL '15		SPR '16	
Probation	397	(5.38%)	240	(4.89%)
Scholastic Warning	544	(7.37%)	259	(5.28%)
Dropped	50	(0.68%)	143	(2.92%)
Good Standing*	6,386	(86.57%)	4,263	(86.91%)

UCAC

	FALL '15		SPR '16	
Probation	260	(8.64%)	220	(7.93%)
Scholastic Warning	190	(6.32%)	169	(6.09%)
Dropped	162	(5.39%)	137	(4.94%)
Good Standing*	2,396	(79.65%)	2,250	(81.05%)

*Includes President's Honor Roll and Dean's List

RETENTION DATA

Because University College serves as a portal for advising and counseling at the university, LSU cohort retention and graduation rates greatly depend on the successes of our college. UC also tracks various retention and graduation rates for its internal programs serving minority and/or high risk student populations.

FRESHMAN TO SOPHOMORE RETENTION

INSTITUTIONAL COMPARISON	PERCENTAGE
National four-year selective doctoral public institutions	82.9%
LSU (Fall 2015 first-year cohort)	82.8%
UCFY programs	
Summer Scholars (Summer 2015 cohort)	89.2%
Student Support Services (Fall 2015 freshmen cohort)	83.3%

SIX-YEAR GRADUATION RATE

INSTITUTIONAL COMPARISON	PERCENTAGE
National four-year selective doctoral public institutions	64.1%
LSU (Fall 2010 first-year cohort)	65.5%
UCFY programs	
Summer Scholars (Summer 2010 cohort)	66.7%
Student Support Services (Fall 2010 freshmen cohort)	61.3%

COHORT DATA

UC 2nd YEAR RETENTION

University College is designed to advise students to enter into their senior colleges. Students enrolled in both UCFY and UCAC are identified by curriculum designation, which is broadly defined by degree-granting or non-degree granting designation. The following charts present the breakdown of students retained from first-semester freshman year and their enrollment for the 2nd year by college (from Fall 2015 to Fall 2016 retention).

CENTER FOR FRESHMAN YEAR – FALL 2015 UNDECIDED COHORTS

UCFY UNAH COHORT (79)

COLLEGE	COUNT	PERCENT
ADSN	6	7.59%
AGRI	1	1.27%
HSE	4	5.06%
HSS	17	21.52%
MCOM	1	1.27%
MDA	2	2.53%
UCAC	14	17.72%
UCFY	18	22.78%
N/E*	16	20.25%
TOTAL	79	100.00%

UCFY UNSE COHORT (243)

COLLEGE	COUNT	PERCENT
ADSN	1	0.41%
AGRI	7	2.88%
BADM	1	0.41%
CCE	1	0.41%
ENGR	12	4.94%
HSE	3	1.23%
HSS	17	7.00%
MDA	1	0.41%
SCI	9	3.70%
UCAC	43	17.70%
UCFY	86	35.39%
N/E*	62	25.51%
TOTAL	243	100.00%

UCFY UNSS COHORT (74)

COLLEGE	COUNT	PERCENT
ADSN	3	4.05%
AGRI	2	2.70%
BADM	2	2.70%
ENGR	1	1.35%
HSE	8	10.81%
HSS	18	24.32%
SCI	1	1.35%
UCAC	9	12.16%
UCFY	21	28.38%
N/E*	9	12.16%
TOTAL	74	100.00%

*N/E = Not Enrolled

CENTER FOR FRESHMAN YEAR – FALL 2015

BADM COHORT (705)

COLLEGE	COUNT	PERCENT
ADSN	3	0.43%
AGRI	5	0.71%
BADM	180	25.53%
ENGR	4	0.57%
HSE	17	2.41%
HSS	29	4.11%
MDA	2	0.28%
UCAC	192	27.23%
UCFY	172	24.40%
N/E*	101	14.33%
Total	705	100.00%

CCE COHORT (29)

COLLEGE	COUNT	PERCENT
AGRI	1	3.45%
CCE	16	55.17%
HSS	1	3.45%
UCAC	4	13.79%
UCFY	1	3.45%
N/E*	6	20.69%
Total	29	100.00%

ENGR COHORT (1282)

COLLEGE	COUNT	PERCENT
ADSN	7	0.55%
AGRI	11	0.86%
BADM	4	0.31%
CCE	1	0.08%
ENGR	705	54.99%
HSE	9	0.70%
HSS	17	1.33%
MCOM	1	0.08%
MDA	1	0.08%
SCI	15	1.17%
UCAC	132	10.30%
UCFY	162	12.64%
N/E*	217	16.93%
Total	1282	100.00%

HSE COHORT (516)

COLLEGE	COUNT	PERCENT
ADSN	3	0.58%
AGRI	2	0.39%
BADM	2	0.39%
ENGR	4	0.78%
HSE	195	37.79%
HSS	18	3.49%
MCOM	1	0.19%
SCI	3	0.58%
UCAC	147	28.49%
UCFY	78	15.12%
N/E*	63	12.21%
Total	516	100.00%

HSS COHORT (645)

COLLEGE	COUNT	PERCENT
ADSN	6	0.93%
AGRI	3	0.47%
BADM	3	0.47%
ENGR	3	0.47%
HSE	9	1.40%
HSS	397	61.55%
MCOM	8	1.24%
MDA	3	0.47%
SCI	2	0.31%
UCAC	58	8.99%
UCFY	45	6.98%
N/E*	108	16.74%
Total	645	100.00%

MCOM COHORT (232)

COLLEGE	COUNT	PERCENT
ADSN	2	0.86%
HSE	3	1.29%
HSS	26	11.21%
MCOM	69	29.74%
MDA	1	0.43%
UCAC	60	25.86%
UCFY	45	19.40%
N/E*	26	16.74%
Total	232	100.00%

SCI COHORT (799)

COLLEGE	COUNT	PERCENT
ADSN	5	0.63%
AGRI	11	1.38%
BADM	3	0.38%
ENGR	19	2.38%
HSE	41	5.13%
HSS	53	6.63%
MCOM	1	0.13%
SCI	293	36.67%
UCAC	118	14.77%
UCFY	115	14.39%
N/E*	140	17.52%
TOTAL	799	100.00%

*N/E = Not Enrolled

PAGRI COHORT (41)

COLLEGE	COUNT	PERCENT
AGRI	18	43.90%
HSS	1	2.44%
UCAC	6	14.63%
N/E*	16	39.02%
Total	41	100.00%

PBADM COHORT (886)

COLLEGE	COUNT	PERCENT
AGRI	4	0.45%
BADM	443	50.00%
ENGR	6	0.68%
HSE	11	1.24%
HSS	38	4.29%
MCOM	2	0.23%
MDA	2	0.23%
SCI	1	0.11%
UCAC	219	24.72%
N/E*	160	18.06%
Total	886	100.00%

PENGR COHORT (412)

COLLEGE	COUNT	PERCENT
AGRI	1	0.24%
BADM	2	0.49%
CCE	2	0.49%
ENGR	163	39.56%
HSE	2	0.49%
HSS	9	2.18%
MDA	1	0.24%
SCI	5	1.21%
UCAC	114	27.67%
N/E*	113	27.43%
Total	412	100.00%

PHSE COHORT (410)

COLLEGE	COUNT	PERCENT
AGRI	4	0.98%
BADM	5	1.22%
ENGR	1	0.24%
HSE	169	41.22%
HSS	46	11.22%
MCOM	1	0.24%
SCI	1	0.24%
UCAC	106	25.85%
N/E*	77	18.78%
Total	410	100.00%

PMCOM COHORT (194)

COLLEGE	COUNT	PERCENT
BADM	3	1.55%
ENGR	1	0.52%
HSE	7	3.61%
HSS	36	18.56%
MCOM	85	43.81%
MDA	2	1.03%
UCAC	42	21.65%
N/E*	18	9.28%
Total	194	100.00%

PHSS COHORT (208)

COLLEGE	COUNT	PERCENT
ADSN	1	0.48%
AGRI	3	1.44%
BADM	2	0.96%
ENGR	2	0.96%
GRAD	1	0.48%
HSE	3	1.44%
HSS	107	51.44%
SCI	1	0.48%
UCAC	17	8.17%
N/E*	71	34.13%
Total	208	100.00%

PSCI COHORT (263)

COLLEGE	COUNT	PERCENT
AGRI	4	1.52%
BADM	3	1.14%
CCE	1	0.38%
ENGR	3	1.14%
HSE	13	4.94%
HSS	21	7.98%
MCOM	1	0.38%
SCI	91	34.60%
UCAC	73	27.76%
VETM	1	0.38%
N/E*	52	19.77%
Total	263	100.00%

*N/E = Not Enrolled

RETENTION & ENRICHMENT PROGRAMS

BENGAL BOUND

Bengal Bound is LSU's official Welcome Week. University College participated as an opportunity for the Center for Freshman Year staff and College Council to meet incoming freshman students and to answer questions regarding our services. More than 750 LSU students attended University College's 2015 Bengal Bound event, Destination UCFY: First Stop on Your Freshman Journey.

EXTENDED ORIENTATION/ENGLISH CLASS VISITS

In Fall 2015, UCFY academic counselors visited 106 sections of ENGL 1001, and connected with more than 70 ENGL faculty and 2,500 students. Counselors presented an extended orientation utilizing the UCFY Newsletter to discuss programming geared for freshman success – knowing integral dates and deadlines for the fall semester, times and locations for essential campus programming from the Center for Academic Success, the Olinde Career Center, Office of Financial Aid & Scholarship, and the Office of the Undergraduate Registrar. Counselors also distributed information that addresses the tips, traps and consequences of academic dishonesty and plagiarism.

INNER HEROES

For 2015-16, University College offered 24 Inner Heroes workshops, twelve each semester. Formerly titled, "True Colors," the workshops underwent a name change to Inner Heroes that resulted from a change in branding by the program's creator, Carolyn Kalil. Fall 2015 was the first semester that the workshops were conducted under the new Inner Heroes moniker.

Inner Heroes impacted 63 students with self-reported evaluations concluding highly positive results.

University College's Inner Heroes workshop was inspired by counselor and author Carolyn Kalil's book, *Follow Your Inner Heroes to the Work You Love*. This program includes a series of workshops intended to assist undecided students, as well as those considering making a change in major, with discovering careers for which they may best be suited. A career assessment that uses personality typing in the form of hero archetypes, the program categorizes individuals and matches each with occupations. Inner Heroes is facilitated by several Center for Freshman Year counselors, who lead participants through activities designed to provoke self-evaluation and showcase the alignment between majors and careers in respective disciplines.

Inner Heroes is a no cost, voluntary program available to all University College students in need of guidance in selecting a major. In support of university retention efforts, the program is intended to strengthen students' sense of purpose and increase motivation for continuous academic success, thus leading to high four-year-graduation rates. The introduction of CATS (Comprehensive Academic Tracking System) has increased the need for first-year students to select a major in which they feel best suited as early as possible.

KICK OFF LSU

More than 1,200 students and their families attended sessions during Kick Off LSU. University College presented on various LSU majors and senior colleges, as well as discussed students' best paths for college success

LSU ON THE GEAUX

UCFY academic counselors contributed to college panels for graduating seniors at various high schools throughout the Southeast. These panels were moderated by respective high school counselors, and provided open forums for prospective students to ask questions and learn more about LSU.

TOPS SCHOLARSHIP INFORMATIONAL MEETINGS

Center for Freshman Year (UCFY) and the Louisiana Office of Financial Student Aid (LOFSA) representatives hosted 4 informational sessions during Fall 2015 to discuss important information concerning TOPS scholarships and financial aid. The meetings provided students an opportunity to learn valuable information and to ask pertinent questions regarding TOPS and federal funding. University College began offering TOPS informational meetings to meet the needs of freshman students. University College informed students through many outlets such as the LSU Family Association newsletter, individual emails to students receiving funds, and the UCFY newsletter.

UCFY COLLEGE COUNCIL

UCFY College Council programmed various events throughout the 2015-16 academic year, including the 3rd Annual Mad Hatter's Tea Party in partnership with LSU Bengal Bound. The event enabled UCFY staff and the UCFY College Council to meet incoming freshmen and answer any questions students may have about UCFY services. Throughout the year, UCFY College Council hosted numerous chats and "fueling" events. The chats provided a forum for professionals to teach students about specific topics or resources. The "fueling" events offered students snacks and refreshments, provided breaks and stress-relieving opportunities from exams, mid-terms, and finals.

SCHOLASTIC DROP SUMMER ONLY

The Scholastic Drop Summer Only Program (SDSU) was designed to give students who have been scholastically dropped from the university the opportunity to regain eligibility for the upcoming fall semester. Re-entry may be attained by reducing both the LSU and overall quality point deficit (QPD) to ≤ 6 points, and then being reinstated by UCFY. SDSU participants are required to attend an orientation session to register and to sign an enrollment agreement identifying the student in one of three categories: 1) students planning to remove their entire quality point deficit 2) students planning to reduce their quality point deficit to ≤ 6 points or 3) students planning to reduce their quality point deficit as much as possible to increase opportunity of readmission for a future semester after noted drop period.

CENTER FOR FRESHMAN YEAR PARTICIPANTS

In the 2015 UCFY SDSU program, 37 students completed orientation and registered for summer classes. Upon conclusion of summer 2015 (3s/2015) and/or spring or summer intersessions (2t/2015 and 3t/2015), the following outcomes were noted:

	COUNT	PERCENT
Removed from drop status (2.00 LSU and Cum GPA)	11	30%
Eligible for reinstatement (≤ 6 quality point deficit)	7	19%
Decreased quality point deficit	6	24%
Maintained or increased quality point deficit	7	27%

Results after Fall 2015: Of the 18 students (49%) eligible for enrollment in Fall 2015 upon completing SDSU, 17 students (46%) attended. The data for the 17 students who completed registration for Fall 2015 were noted as follows:

	COUNT	PERCENT
Continued in good standing or decreased quality point deficit	8	47%
Scholastically dropped	3	18%
On probation status	6	35%

Results after SPRING 2016: Of the 37 students eligible for enrollment in Spring 2016, 17 students (46%) were admitted and completed registration. The data for the 17 students who completed registration for Spring 2016 were noted as follows:

	COUNT	PERCENT
Placed in good standing or decreased quality point deficit	5	29%
Scholastically dropped	6	35%
On probation status	6	35%

CONCLUSION: The overall status of 3s/2015 participants one academic year later (3s/2016) are as follows:

	COUNT	PERCENT
Enrolled in Summer 2016 (3s/2016) classes	4	10%
Participated in UCAC SDSU	3	8%

SCHOLASTIC DROP SUMMER ONLY

CENTER FOR ADVISING & COUNSELING PARTICIPANTS

In the 2015 UCAC SDSU program, 83 students completed orientation and registered for summer classes. Upon conclusion of summer 2015 (3s/2015) and/or summer intersession (3t/2015), the following outcomes were noted:

	COUNT	PERCENT
Removed from drop status (2.00 LSU and Cum GPA)	8	9.6%
Eligible for reinstatement (≤ 6 quality point deficit)	25	30.1%
Decreased quality point deficit	22	26.5%
Maintained or increased quality point deficit	15	18.0%
Did not register for courses	13	15.7%

Results after Fall 2015: Of the 33 students eligible for enrollment in Fall 2015 upon completing SDSU, 28 students (85%) attended. The data for the 28 students who completed registration for Fall 2015 were noted as follows:

	COUNT	PERCENT
Continued in good standing or decreased quality point deficit	12	42.8%
Scholastically dropped	11*	39.3%
On probation status	4	14.3%
Resigned	1	3.6%

*One student who was scholastically dropped was approved for a reinstatement appeal and was able to continue in the Spring 2016 semester.

Results after SPRING 2016: Of the 27 students eligible for enrollment in Spring 2016, 8 students (30%) were admitted and completed registration. The data for the 8 students who completed registration for Spring 2016 were noted as follows:

Note: 10 students remained ineligible for the Spring 2016 semester due to university policy of multiple scholastic drops.

	COUNT	PERCENT
Placed in good standing or decreased quality point deficit	5	62.5%
Scholastically dropped	3	37.5%

CONCLUSION: Of the 33 students eligible for enrollment in the Fall 2015 semester, 19 students remained eligible for the Spring 2016 semester and completed registration. The results for these students are as follows:

	COUNT	PERCENT
Continued or placed in good standing	12	63.2%
Decreased quality point deficit	3	15.8%
Scholastically dropped	3	15.8%
On probation status	1	5.3%

ALLIED HEALTH/PRE-NURSING

Every day the need for trained and qualified healthcare professionals increases. University College is the place where LSU students get their future careers off to a great start.

For the 2015-16 academic year, 785 LSU students enrolled in Pre-Nursing, 191 in Pre-Pharmacy, and 286 in Allied Health pre-professional programs, for a total of 1,262 enrolled in all programs.

LSU students interested in any Allied Health, Pre-Pharmacy, or Pre-Nursing programs have academic counselors available to them to review their schedule and discuss possible changes in prerequisites and entrance requirements. LSU offers a Pre-Nursing program (785 students) that prepares students to apply to nursing school leading to a Bachelor of Science in Nursing at the LSU Health Sciences Center School of Nursing in New Orleans, La. LSU offers a Pre-Pharmacy program (191 students) that prepares students to apply to a pharmacy school leading to a Doctor of Pharmacy at either University of Louisiana in Monroe, LA or Xavier University in New Orleans, LA. Allied Health pre-professional programs (286 students) at LSU include cardiopulmonary science, medical technology, physician's assistant, occupational therapy and dental hygiene. Typically, a student's first 34-45 hours of each of these programs will be completed in University College's Center for Freshman Year with the remaining prerequisite courses completed in University College's Center for Advising & Counseling. Students finish the final two to three years of degree requirements at the LSU Health Sciences Center, LSU Medical School, or LSU Dental School contingent upon acceptance into their programs.

Anthony Oster, Allied Health Academic Counselor, is a licensed professional counselor in the Center for Advising & Counseling. He advises students whose academic goal is to work in the Allied Health fields, including occupations such as optometrist, physical therapist, physician assistant, pharmacist, speech-language pathologist, or dentist. Oster works closely with the LSU Health Sciences Centers, keeping informed of impending changes in the prerequisites, curriculum, and programs and advising students on what they need to do to apply to these competitive professional health care programs, ensuring that they have the knowledge and skills to excel.

Jennifer Ramezan, Pre-Nursing Academic Counselor, is a licensed professional counselor in the Center for Freshman Year. Her passion for academic counseling extends beyond the office, as she assists students in learning about all of LSU's available resources in an effort for students to be successful in their personal and academic paths. Through strong academic counseling, LSU students are cited with the highest acceptance rates into the LSU Health Sciences Center's School of Nursing in New Orleans.

STAR STUDENT

"Student Support Services helped me in my academic career, as well as my professional career. The program's counselors are invested in your success. The program's workshops stretched me as a person and provided advantages for internships through resume-building and practitioner mock-interviews. I also participated in leadership trainings and peer mentoring. The program transformed me from a timid student to a confident student. I applied SSS instruction to all facets of my life. The program is that great – hugely meaningful.

I'm excited to graduate from LSU having experienced three accounting internships. I'm prepared for a solid position, specializing in indirect tax. I have the skills, the motivation, and the conviction to succeed professionally."

STERLING ATKINS

December 2016, Accounting, specialization Indirect Tax
Student Support Services
member, National Association of Black Accountants





Leadership in Research

When Matthew Johnson, a senior studying biology at LSU, began fixing computers for the Department of Biological Sciences, little did he know it would lead to an opportunity to explore solutions for a sustainable agricultural future. With the support of the Ronald E. McNair Research Scholars program, operated through LSU's University College, and the leadership of Maheshi Dassanayake, Ph.D., assistant professor in the Department of Biological Sciences and primary investigator of the Comparative Functional and Evolutionary Genomics Lab, Johnson realized a passion for research.

"When I first came to LSU I had a lot of background with technology so I took a job as an IT intern, and I spent a lot of time fixing computers in the labs. I became interested in research and began asking professors about their works," Johnson said.

Dr. Dassanayake saw a natural fit for her lab, and Johnson became one of eight undergraduate researchers who joined a team which included, a research assistant professor in the lab, a lab manager, a post-doctoral scientist, and three graduate students.

Johnson explained, "I was more acclimated to computers and writing code, so she introduced me to the field of bioinformatics. I wrote scripts to facilitate research about a specific gene family."

Sharing how his research team discovered more efficient ways to identify genes, Johnson stated, "The gene family of interest was really hard to find, especially when you have over 30,000 sequences to look through. It can become difficult with the already existing algorithms they have, so I spent the summer



learning a programming language and using that to develop a tool to find SMR genes.”

Clarifying the broader impacts of their project, Dassanayake stated, “He’s working with a particular family of genes. These genes control plant development and plant growth modulated by environmental stress, such as salinity, extreme temperatures, and other erratic stressors. These genes regulate how big the plant cell can grow and how quickly the plants can respond to environmental stress. He is looking at more than 20 genomes—crops and non-crops to observe how cell cycle is regulated and is evolving in all lineages of plants in an effort to study the evolution of this gene family.” The research could also help to understand cancer. “It’s a gene that controls how cells divide, and that has larger implications outside of the plant, since cell cycle regulated genes are important in cancer research.”

For Johnson, research was the most important part of his LSU experience. “I was involved in professional organizations and clubs, but I spend most of my time outside of class with the research team in Dr. Dassanayake’s lab and at my job at Women’s Hospital in Baton Rouge.”

Joseph Givens, Director of the McNair Research Scholars program, argues that some students aren’t aware of the leadership opportunities in research. “This is a great example of why I would like for our students at LSU to broaden their understanding of leadership and involvement. Student activities are an essential part of the college experience, yet, if the students overlook academic leadership, then they are not getting the full picture.”

Dassanayake reflects on Johnson’s leadership stating, “I see Matthews as a young emerging scientist. He already has a co-authorship on a peer-reviewed publication in *The Plant Cell*, a journal ranked first in impact among plant science journals..”

Johnson appreciates the academic support of McNair Research Scholars. “McNair rounded everything out for me. We had workshops about research methodology, writing abstracts, and creating manuscripts.” Dassanayake appreciated the structure of the program design. “McNair gives faculty mentors a platform to showcase our research. This is an added incentive. As a faculty mentor, I used Matthew’s poster and presentation sessions as deadlines and benchmarks for his research.”

Givens praises the volunteer efforts of Dassanayake and other faculty mentors. “There is selflessness about contributing to the growth of a student. There’s also a level of trust involved in allowing a student to work with samples and equipment.”



Dr. Maheshi Dassanayake and McNair Research Scholar Matthew Johnson

Dassanayake feels that working with undergraduate researchers is a rewarding experience. “It’s actually fun to work with very engaging and enthusiastic students, and I’m lucky in that way. Matthew and several others in the lab are very enthusiastic and dedicated to their research. That motivates me to be prepared for their questions, and to excel in my work.”

After graduating in May 2016, Johnson plans to continue researching in medical school. “I just interviewed at LSU School of Medicine in Shreveport, and they shared opportunities to be involved in medical research. There is a growing field of personalized medicine that explores how drugs interact with specific people based on their genomes. My goal is to take everything I learned here in Dr. Dassanayake’s lab and apply it to this type of medical research.”

MCNAIR RESEARCH SCHOLARS

McNair Research Scholars is funded through the U.S. Department of Education TRIO Program federal grant, awarding LSU a \$1.35 million five-year (2012-17), which provides \$270,000 per year in annual funding. The program, housed in LSU's University College, utilizes the funds to provide undergraduate research opportunities, graduate school preparation activities, writing activities, academic counseling and professional development workshops in order to aid baccalaureate attainment and boost graduate school success for the targeted student groups.

STATISTICS ON THE 2015-16 ACADEMIC YEAR:

- McNair Research Scholars six-year graduation rate of Fall 2015 cohort is 100 percent.
- 29 McNair scholars participated in faculty directed research projects.
- 17 McNair scholars presented research at academic conferences.
- LSU's McNair Research Scholars program maintains a 99 percent undergraduate completion rate.
- Since the inception of the program, 52 McNair alumni have earned a doctoral degree, and 132 have earned a master's degree.
- There are 40 McNair alumni pursuing graduate degrees: 20 pursuing master's degrees, 15 pursuing PhDs, three pursuing MDs, and two pursuing JDs.

MCNAIR RESEARCH SCHOLARS ENROLLMENT BY ETHNICITY

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
AMERICAN INDIAN	1 - 3%	0 - 0%	0 - 0%	0 - 0%	0 - 0%
ASIAN/PACIFIC ISLANDER	3 - 10%	1 - 3%	1 - 3%	1 - 3.1%	2 - 6%
AFRICAN AMERICAN	19 - 64%	22 - 71%	25 - 76%	26 - 81%	26 - 77%
LATINO	3 - 10%	4 - 13%	3 - 9%	3 - 9.3%	0 - 0%
WHITE	4 - 13%	4 - 13%	4 - 12%	2 - 6.2%	6 - 17%
TOTAL	30 - 100%	31 - 100%	33 - 100%	32 - 100%	34 - 100%

MCNAIR RESEARCH SCHOLARS 2015-16 ENROLLMENT BY SOCIOECONOMIC BACKGROUND

FINANCIAL NEED (150% poverty level)	27 - 79%
FIRST GENERATION COLLEGE BOUND	23 - 68%
BOTH	23 - 68%

STAR STUDENT

"McNair Research Scholars has introduced me to friends who have the same goals as I do. Even though we are from different majors, all of us want to attend graduate school, create impactful research, and complete challenging projects. McNair is a diverse support system with students from different backgrounds all focused on research and achievement.

Everyone has strengths and great potential. Having and being a mentor brings out that potential and helps one transform it into skills. I admire my mentor, Dr. James Garand, because he shares his knowledge with me and introduces me to opportunities I wouldn't otherwise have."

LATERRICKA R. SMITH

May 2017, Political Science, minor Sociology

McNair Research Scholars, *How Do We View the Political Positions of Other Races?*

Ogden Honors College; Bertrand Odinet Sr. Scholarship; Black Scholars Award

ambassador, African American Cultural Center

Gamma Beta Phi; LSU ASPIRE; LSU Mock Trial; Tiger Transition Team, First Year Experience



PHI ETA SIGMA



Phi Eta Sigma is a national honor society rewarding academic excellence among full-time freshmen students in institutions of higher learning who have a minimum 3.5 cumulative grade point average. Since 1928, the LSU Chapter of Phi Eta Sigma has inducted more than 10,500 students, who exemplify strength, integrity, and outreach.

Anna Sightler, LSU sophomore majoring in accounting, and Vice-President of the LSU Chapter of Phi Eta Sigma, volunteers at the Youth and Family Services Center in Baton Rouge.

Serving Big

Phi Eta Sigma members participated in LSU's fourth annual Geaux BIG Baton Rouge, an LSU student organization that plans and implements the largest day service event at LSU that unites the university community and Baton Rouge residents through service in order to express appreciation for the community's support. Approximately 1,650 LSU student, faculty and staff volunteers organized in teams impacting approximately 75 sites.

LSU Chapter of Phi Eta Sigma members demonstrated leadership in service, strength, and community outreach as they created a Geaux BIG Baton Rouge team. The Phi Eta Sigma team served in rehabilitating the Family and Youth Service Center in East Baton Rouge, La.

"Organizing a Phi Eta Sigma team for Geaux BIG Baton Rouge was an immensely exciting project for me," said Anna C. Sightler, a native of Franklinton, La., sophomore majoring in business, and vice president of LSU's Chapter of Phi Eta Sigma. "Being able to give back to a community that has played a significant role in shaping our college experience was the most important aspect of forming a team. As Vice President of Phi Eta Sigma, I am honored to use my position as a springboard to involve our members in the community and make a positive impact at LSU. Participating in volunteer projects allows the LSU community to preview the ideals that being a member of Phi Eta Sigma represents. In the future, I want to continue to involve both new and current members of Phi Eta Sigma in various volunteer programs in the hopes of leaving the LSU community a better place than it was before we started."

According to the Independent Sector's 2014 data, this single day of service provided a benefit to the local economy equivalent to more than \$131,000.

The Family and Youth Services Center is a component of East Baton Rouge Truancy Assessment Inc., a non-profit corporation with a Board of Directors comprised of the major funding agencies. The Family and Youth Service Center works with the community to provide health, education, and human services supporting children and families in their progress toward success in school. This assistance for the students ultimately also provides support for the family as it progresses toward self-sufficiency. Data within East Baton Rouge Parish demonstrates a strong correlation between the truancy rates and the domicile of juvenile crime offenders within designated zip codes. In East Baton Rouge Parish 40.95% of juvenile crime is committed by juveniles living in only three zip codes (70805, 70802 and 70807): 70.82% of juvenile offenders live in only eight zip codes.

RESTORING

In Fall 2015, Phi Eta Sigma members volunteered in the Historical Cemetery Restoration Project at the Old Lutheran Cemetery in Baton Rouge. This project enhances the appearance, safety, and overall atmosphere of the cemetery, honoring the history of the site and its inhabitants by means of cleanup and maintenance throughout the grounds. The historical Old Lutheran Cemetery represents the unique heritage of the earliest community of freed slaves in the Baton Rouge area. Traces of this community's main values can be found in every corner of the cemetery grounds: God and family. Members of this community worked hard to achieve the "American Dream"; they learned a variety of trades, bought and maintained their own homes, and cultivated strong ideals of leadership, as well as respect, in younger generations.

"Being able to enhance the historic culture of our community as a team was an invaluable opportunity to remember the strength and determination of those who settled in the area, and translates to the ideals that Phi Eta Sigma represents," noted Sightler.



Above: Emily A. Guarisco, LSU senior majoring in biology, and R. Paul Ivey, executive director of LSU University College.

IMPACTING NEW SCHOLASTIC ACHIEVERS

Phi Eta Sigma additionally hosted its annual spring induction with more than 316 students honored. "I'm pleased to recognize our outstanding sophomore and graduating senior members for their academic achievement," R. Paul Ivey, executive director of University College, said. "These annual awards are an important part of our Spring Induction Ceremonies and hopefully provide our newest members with inspiration to continue their academic excellence."

Richard M. Tuminello, Jr., who is pursuing his Bachelor of Science degree in physics, received LSU University College's Phi Eta Sigma L.B. Lucky Award. He has continued his musical interests as a clarinet player in LSU's Golden Band from Tigerland. Tuminello, son of Rick and Barbara Tuminello, attended St. Michael the Archangel High School in Baton Rouge, La.

Emily A. Guarisco, who is graduating with a Bachelor of Science degree in biology, received LSU University College's Phi Eta Sigma Senior Award. She has earned the President's Honor Roll for every semester while at LSU. She is a member of Pre-Dental Society, National Society of Collegiate Scholars, Alpha Lambda Delta and Chi Omega sorority, which she currently serves as vice president and formerly as director of community service. Guarisco has participated in numerous service opportunities, including a two-week mission trip to Honduras and volunteering at the LA Mission of Mercy, providing free dental services in the clinic. She has done extensive research with the Department of Horticulture and written a scientific paper, which was published in LSU's Horticulture Journal. Upon graduation in May 2016, Guarisco will be attending LSU School of Dentistry in New Orleans.

ANDREW MAHTOOK

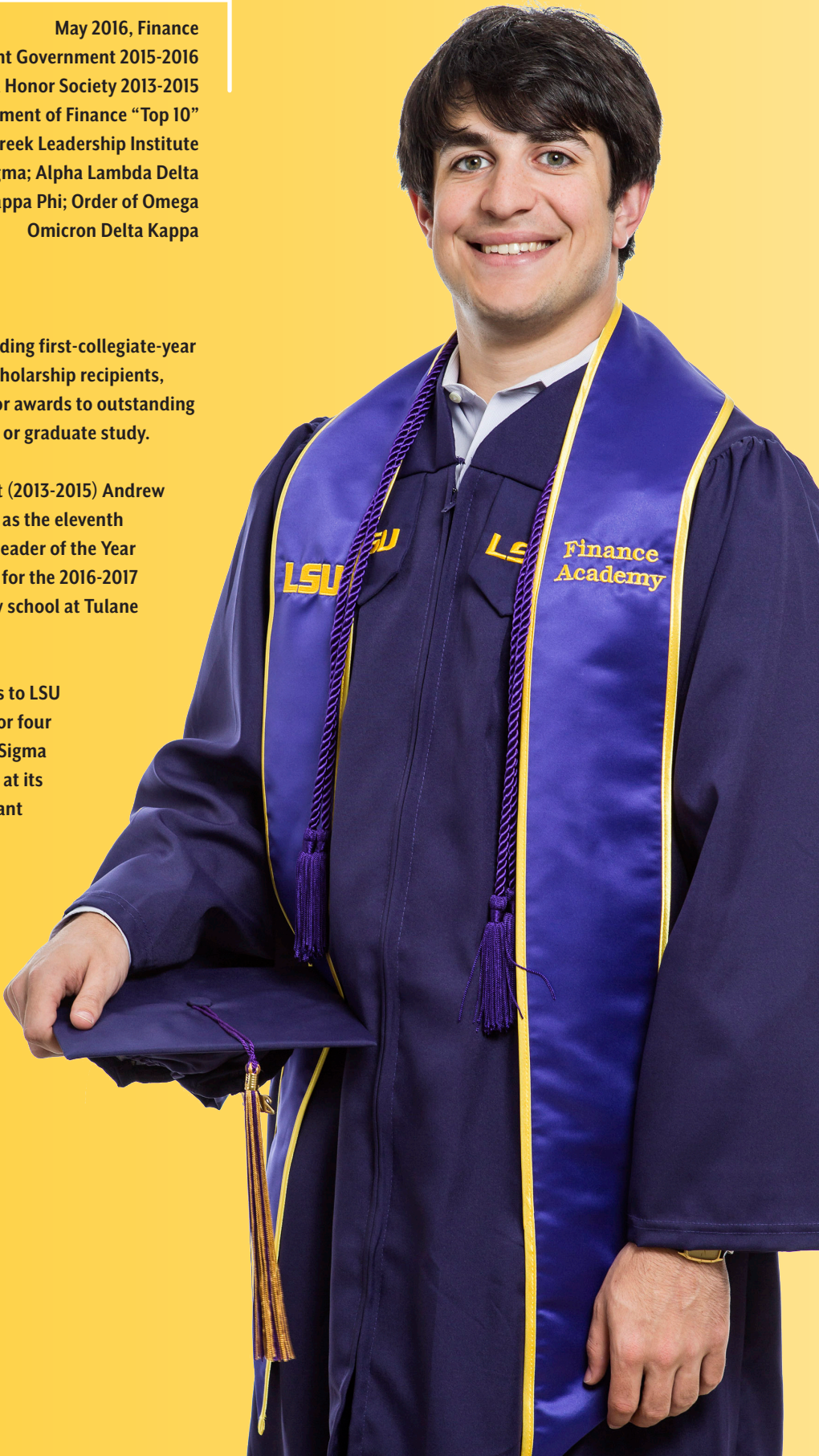
May 2016, Finance
president, LSU Student Government 2015-2016
president, Phi Eta Sigma National Honor Society 2013-2015
LSU Finance Academy; LSU Department of Finance “Top 10”
LSU Greek Leadership Institute
Kappa Sigma; Alpha Lambda Delta
Phi Kappa Phi; Order of Omega
Omicron Delta Kappa

Phi Eta Sigma, a national honor society rewarding first-collegiate-year scholarship, announced its Founders Fund Scholarship recipients, granting \$295,000 in endowed scholarships or awards to outstanding members of Phi Eta Sigma for undergraduate or graduate study.

LSU Chapter of Phi Eta Sigma’s past-president (2013-2015) Andrew Mahtook received the highest national honor as the eleventh recipient of the Thomas Arkle Clark Scholar-Leader of the Year Award, providing \$10,000 for graduate study for the 2016-2017 academic year. Mahtook will be attending law school at Tulane University in New Orleans, La.

“Andrew has made outstanding contributions to LSU and the local community. I have known him for four years and have found him to be what Phi Eta Sigma exemplifies: strength, integrity, and outreach at its core,” said Jacquelyn Schulz Craddock, assistant director of development and public relations of LSU University College and advisor of LSU Chapter of Phi Eta Sigma. “I look forward to seeing what Andrew will accomplish in law school, because he took undergraduate school with brilliant fervor, and LSU will forever be the greater for it.”

The Thomas Arkle Clark Scholar-Leader of the Year Award is given in honor of Dean Thomas Arkle Clark, dean of men at the University of Illinois and Senator of Phi Beta Kappa, was one of three founders of Phi Eta Sigma and the first Grand President, serving from 1927-1933.



EMILY RILEY

May 2016, Biochemistry
secretary, Phi Eta Sigma 2013-2015
secretary, National Society of Leadership and Success
Tiger Excellence Nonresident Award
S-STEM Scholars Award
Phi Kappa Phi

LSU Chapter of Phi Eta Sigma's past-secretary (2013-2015)
Emily Riley received the Archie L. Lejeune Scholarship, providing \$6,000 for undergraduate study for the 2015-2016 academic year. Riley will be attending medical school at the University of Arkansas in Little Rock, Ar.

"I first met Emily when she came to LSU and was inducted in LSU's Chapter of Phi Eta Sigma. Later, Emily showed great initiative, running for a chapter officer position. Through this opportunity, she and I have had the opportunity to work closely together, even attending the national convention in Charleston, South Carolina together," said Craddock. "Emily is a remarkable young lady, with amazing potential. She demonstrates Phi Eta Sigma's coat of arms, 'Knowledge is Power,' in multiple facets of her life."

The Archie L. Lejeune Scholarship is given in honor of Mr. Lejeune's service as chapter adviser at Louisiana State University for 36 years. Lejeune was a recipient of the Phi Eta Sigma Distinguished Service Award in 1984, and served as host for the 1970 national convention.



STUDENT SUPPORT SERVICES

Since 1978, Student Support Services (SSS), a U.S. Department of Education TRIO program, has been an essential retention program in University College, making an impact on LSU students for 38 years. The vision of Student Support Services is to motivate, assist, and inspire students who come from disadvantaged or disenfranchised backgrounds to acclimate to the institutional climate at LSU so that they reach their full potential, obtain a postsecondary degree, and obtain a career in their field of interest.

The U. S. Department of Education APR for Student Support Services for 2015-16 was submitted December 2, 2016. Although outcomes for 2015-16 will not be used in establishing prior experience points toward the next grant competition, the outcomes do indicate that SSS is progressing successfully, and SSS will utilize all available information in revising upcoming programming to continue that success in future years.

Objectives for LSUSSS are standards established by the U. S. Department of Education TRIO programming officer following LSUSSS's most recent grant competition. The Persistence and Bachelor's Degree Attainment objectives include all students accepted into the LSUSSS program for the named cohort. These reported numbers are not directly comparable to LSU institutional statistics. LSUSSS was funded to serve 280 for 2015-16. LSUSSS actually served 333, including 64 summer only students who did not earn credit and three summer only students who earned six hours during the summer term, yet all of these 67 students are recorded and reported in the 2016-17 freshmen cohort. Additionally, LSUSSS had 61 students who were new participants in 2015-16 and 205 students who were in cohorts 2010-15.

In an concerted effort to properly provide and to compare U. S. Department of Education objectives to LSU institutional statistics, LSUSSS attained LSU Freshmen Cohort Data from LSU Budget & Planning. While this is not the fullest comparison, it is the most comprehensive regarding the data that can be currently obtained. This comparison is LSUSSS outcomes of our target population against all LSU first-time/full-time freshmen.

LSUSSS membership is comprised of the following student populations: 76% of participating students are low-income and first generation or low-income and disabled; 24% of participating students are low-income, first generation or disabled. All of the program participants have lower mean ACT scores than LSU Freshmen Cohort and/or other academic barriers that commonly limit academic success. The LSU First-Time/Full-Time Freshmen Students include all LSU freshmen students, including those who were served by LSUSSS. In the first two objectives, LSUSSS exceeds the LSU First-Time/Full-Time Freshmen Cohort. However, the six year graduation rate for the 2010 cohort while exceeding the objective set with the U. S. Department of Education, falls below the overall LSU six year graduation rate.

LSUSSS GRANT OBJECTIVES SET BY THE U.S. DEPARTMENT OF EDUCATION

PERSISTENCE RATE

Project participants served by LSUSSS project will persist from one academic year to the beginning of the next academic year or graduate.

GOOD ACADEMIC STANDING

Project participants served by LSUSSS project will meet the performance level required to stay in good academic standing at the grantee institution.

BACHELOR'S DEGREE ATTAINMENT

New participants served each year will graduate within six years.

LSUSSS OUTCOMES REPORTED IN THE U. S. DEPARTMENT OF EDUCATION APR

	COHORT YEAR	STUDENTS SERVED	AVERAGE GPA	AVERAGE ACT	OBJECTIVE PERCENTAGE	ACCOMPLISHED OBJECTIVE
PERSISTENCE RATE	2010-2015	333	2.76	23	88%	89.18%
GOOD ACADEMIC STANDING	2010-2015	274	2.77	22.7	85%	89.59%
BACHELOR'S DEGREE ATTAINMENT	2010	56	2.71	23	52%	67.85%

LSUSSS OUTCOMES COMPARED TO LSU FRESHMEN COHORT OUTCOMES*

STUDENT SUPPORT SERVICES

OBJECTIVE	COHORT YEAR	ENROLLMENT	MEAN GPA	MEAN ACT	ACCOMPLISHED OBJECTIVE
PERSISTENCE RATE	2015	48	2.63	22	83.3%
GOOD ACADEMIC STANDING	2015	48	2.63	22	85.4%
BACHELOR'S DEGREE ATTAINMENT	2010	31	2.68	23.2	61.3%

ALL LSU FIRST-TIME/FULL-TIME FRESHMEN STUDENTS*

OBJECTIVE	COHORT YEAR	ENROLLMENT	MEAN GPA	MEAN ACT	ACCOMPLISHED OBJECTIVE
PERSISTENCE RATE	2015	5,619	2.97	25.6	82.8%
GOOD ACADEMIC STANDING	2015	5,619	2.97	25.6	82.6%
BACHELOR'S DEGREE ATTAINMENT	2010	5,477	N/A	25.5	65.5%

*LSU Freshman Cohort Data made available by LSU Budget & Planning.

STAR STUDENT

“My involvement in Student Support Services came about by happenstance early in my freshman year. The program and staff are truly amazing, providing remarkable services for students. Without the counselors and access to all the program’s resources—priority scheduling, tutoring, cultural opportunities, and most importantly the counseling—I definitely would not be here at LSU today.

My academic course work is rigorous. I’m preparing for medical school and doing extensive research with Dr. James Miller at the LSU School of Veterinary Medicine. I’m examining coccidiosis and determining to what degree we can prevent the excystation of sporozoites in the diseased hosts. I can’t imagine doing this research without the help of Student Support Services.”

HAYLEY THERIOT

May 2017, Biological Sciences

Student Support Services

McNair Research Scholars, *The Effects of Bedoukian Celery Extract on the Excystation of Sporocysts in Eight Eimeria Species Found in Chickens*

LSU Discover; Alpha Epsilon Delta

volunteer, LSU Geaux BIG Baton Rouge 2015 & LSU Community Bound 2013, 2014

survivorship chair, Relay for Life of LSU

Tiger Transition Team, First Year Experience



SUMMER SCHOLARS



Summer Scholars celebrated its 25th anniversary with the Class of 2016, and its collective impact on LSU's campus, transforming the lives of more than 930 scholars and creating a community of under-represented minority scholars like no other. Summer Scholars participants consistently outperform all other black and LSU freshmen students in rankings, including end of first-year LSU cumulative GPA, 2nd and 3rd year retention, as well as four-year and six-year graduation rates. Summer Scholars were recognized for their participation and outstanding academic achievements with 10 book awards and two special recognition honors.

SUMMER SCHOLARS AWARDS

Chevron Scholars

Erica Bickham – Missouri City, Texas
Taylor Brown – Baton Rouge, La.
Cortney Brown – Baton Rouge, La.
Alea Jones – Zachary, La.
Alejandro Nunez – New Orleans, La.
Michael Smith – Killeen, Texas

Gold Book Award

Amber Anderson – Baton Rouge, La.

Benson, Gilbert, Smith, Walker Book Award

Taylor Jiron – Church Point, La.
Taurus Tolbert – Pineville, La.

Antonio Cousin Book Award

Alan Lee II – Alexandria, La.

Melissa Dillon-Dotson Book Award

Alejandro Nunez – New Orleans, La.

Levar K. James Book Award

Taylor Pierre – Boutte, La.

Nona Mack-Haynes Book Award

Jamarilyn Thomas – Arnaudville, La.

Robin D. McMillan Book Award

Ariel Walker – Avondale, La.

Beauford D. & Nicole Pines Book Award

Andre Nguyen – New Orleans, La.
Ahah Williams – Vidalia, La.

Special Presentation by Campus Federal Credit Union

Rashaad Cooper – Hammond, La.
Lorenzo Price – Monroe, La.

Summer Scholars Class of 2016 with peer mentors and program coordinator Annette Yancy.



SUMMER SCHOLARS

	CLASS OF	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
COHORT ENROLLMENT		46	40	34	30	29	30	37	40	37	27
ACT/SAT COMP MEAN		24.3	24.1	24.5	24.5	24.9	23.5	25.3	25.0	25.2	26.3
HS ACADEMIC GPA		3.51	3.50	3.51	3.44	3.58	3.45	3.56	3.55	3.42	3.56
HS RANK IN TOP 10% OF CLASS		39.1%	37.5%	47.1%	40.0%	58.6%	40.0%	40.5%	45.0%	32.4%	37.0%
HS RANK IN 25% OF CLASS		76.1%	72.5%	85.3%	60.0%	79.3%	70.0%	73.0%	67.5%	54.1%	74.1%
% OF 1ST GEN COLLEGE BOUND		10.9%	32.5%	32.4%	33.3%	17.2%	40.0%	21.6%	27.5%	8.1%	22.2%
END OF 1ST-YEAR LSU CUM GPA		2.70	2.87	2.90	3.07	3.01	2.62	2.98	3.28	2.49	N/A
% IN LSU GOOD STANDING		87.0%	92.5%	97.1%	86.7%	89.7%	73.3%	91.9%	92.5%	89.2%	N/A
2ND YEAR RETENTION		89.1%	97.5%	94.1%	93.3%	93.1%	73.3%	89.2%	97.5%	89.2%	N/A
3RD YEAR RETENTION		78.3%	85.0%	85.3%	83.3%	82.8%	63.3%	91.9%	N/A	N/A	N/A
GRADUATED IN 4 YEARS		41.3%	55.0%	55.9%	50.0%	48.3%	26.7%	N/A	N/A	N/A	N/A
GRADUATED IN 6 YEARS		63.0%	77.5%	76.5%	66.7%	N/A	N/A	N/A	N/A	N/A	N/A

ALL OTHER LSU FIRST-TIME/FULL-TIME FRESHMEN BLACK/AFRICAN-AMERICAN STUDENTS

	CLASS OF	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
FALL ENROLLMENT		373	446	379	563	593	714	700	666	757	739
ACT/SAT COMP MEAN		23.0	23.1	23.4	23.2	22.9	22.8	22.9	23.1	23.3	23.2
HS ACADEMIC GPA		3.27	3.21	3.20	3.24	3.21	3.23	3.29	3.29	3.27	3.27
HS RANK IN TOP 10% OF CLASS		29.5%	27.1%	24.5%	25.9%	26.8%	25.8%	25.9%	21.2%	22.3%	19.1%
HS RANK IN TOP 25% OF CLASS		58.4%	54.7%	50.4%	53.8%	51.9%	53.4%	52.7%	51.4%	45.4%	42.1%
% OF 1ST GEN COLLEGE BOUND		8.6%	31.6%	26.9%	19.7%	30.4%	35.3%	35.7%	37.2%	29.1%	27.9%
END OF 1ST-YEAR LSU CUM GPA		2.47	2.39	2.46	2.47	2.36	2.35	2.52	2.49	2.57	N/A
% IN LSU GOOD STANDING		71.6%	67.5%	70.7%	68.9%	66.6%	63.6%	69.4%	70.1%	71.1%	N/A
2ND YEAR RETENTION		84.2%	80.3%	77.3%	78.3%	76.2%	74.9%	76.9%	76.4%	72.9%	N/A
3RD YEAR RETENTION		74.3%	68.4%	67.8%	66.1%	64.4%	62.3%	66.0%	64.1%	N/A	N/A
GRADUATED IN 4 YEARS		30.0%	28.7%	28.2%	28.4%	27.8%	30.3%	N/A	N/A	N/A	N/A
GRADUATED IN 6 YEARS		59.2%	57.4%	52.0%	52.2%	N/A	N/A	N/A	N/A	N/A	N/A

ALL OTHER LSU FIRST-TIME/FULL-TIME FRESHMEN STUDENTS

	CLASS OF	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
FALL ENROLLMENT		4,588	5,135	4,779	5,477	5,283	5,717	5,498	5,652	5,619	5,470
ACT/SAT COMP MEAN		25.4	25.4	25.5	25.5	25.4	25.3	25.5	25.6	25.6	25.7
HS ACADEMIC GPA		3.38	3.36	3.36	3.35	3.35	3.38	3.42	3.43	3.43	3.42
HS RANK IN TOP 10% OF CLASS		25.8%	24.7%	24.3%	22.5%	22.7%	22.2%	23.0%	21.5%	21.8%	20.9%
HS RANK IN TOP 25% OF CLASS		52.5%	50.0%	49.2%	46.8%	46.8%	45.8%	47.3%	45.6%	44.4%	43.5%
% OF 1ST GEN COLLEGE BOUND		4.2%	20.6%	20.4%	20.0%	22.1%	23.5%	23.5%	24.4%	18.4%	17.5%
END OF 1ST-YEAR LSU CUM GPA		2.86	2.81	2.87	2.86	2.83	2.84	2.93	2.97	2.97	N/A
% IN LSU GOOD STANDING		83.1%	81.4%	82.7%	81.6%	81.0%	79.3%	83.0%	83.6%	82.6%	N/A
2ND YEAR RETENTION		85.4%	83.6%	84.1%	83.8%	83.0%	82.5%	84.6%	84.7%	82.8%	N/A
3RD YEAR RETENTION		76.5%	74.3%	75.4%	75.1%	73.0%	73.2%	75.5%	74.3%	N/A	N/A
GRADUATED IN 4 YEARS		37.9%	37.0%	38.1%	39.2%	38.0%	38.8%	N/A	N/A	N/A	N/A
GRADUATED IN 6 YEARS		66.9%	65.0%	64.8%	65.5%	N/A	N/A	N/A	N/A	N/A	N/A

Data made available by LSU Budget & Planning (December 2016).



A Sure Investment

LSU University College is celebrating its 25th anniversary of Summer Scholars, a summer bridge program for high-achieving minority students to make successful transitions from high school to the university.

“When I was a student at LSU, the Summer Scholars program didn’t exist,” said Gary Huntley, vice president of regulatory and governmental affairs with Entergy and member of University College’s Advisory Board. Huntley graduated from the College of Engineering in 1989. A native of New Orleans with extended family in Baton Rouge, Huntley’s transition to LSU culture and learning wasn’t a dramatic change.

“I attended LSU at a time when the minority population was approximately 3 percent. The cultural differences in this regard presented its own set of challenges, yet I knew this when applying to LSU. I made my decision to attend without letting that be a deciding factor. I researched, and chose to major in electrical engineering, which is a great academic program. I focused on the skill sets I needed to be successful in the field. My commitment to academics was the greater driving force than any potential barriers or hurdles that I might have faced,” shared Huntley.

For many students, attending a university as large as LSU can create challenges in finding a place to fit in. Collegiate life is a big change from high school. “The greatest impactful piece for minority students that attend LSU

and participate in the Summer Scholars program is the program creates a family of support. That’s important to succeed in college,” he added.

A power player, Huntley’s career, starting with Chevron and transitioning to Entergy, places him at the forefront of the energy industry. Designing controls for refining processes, installing pipeline systems, commodities trading of crude oil, and managing regulatory strategies, Huntley knows hard work and its successes.

“When I learned of the Summer Scholars program and its success, I really wanted to be a part of that,” Huntley said. “There are consistent themes I hear from all of the students that I talk to. They contribute their success to the Summer Scholars program.”

After analyzing the program’s numbers, quantitative academic data and retention rates, Huntley decided to invest personally, as well as to leverage his corporation’s capital in the program.

“Summer Scholars is wildly impressive, a sure investment. This excellence is consistent, which says a lot about the program and management behind the program. It’s a commitment to excellence all around,” he stated. “I have my own personal experiences engaging with Summer Scholars, and have seen firsthand how students have benefited from this program. Investing in the Summer Scholars program gives me the personal fulfillment that I am making a difference. Recruiting high-achieving minority students to the program, investing in them to be academically strong and resourceful at LSU, developing them to enter the workforce, watching them influence the world in remarkable ways—this is the cycle, the foundation of the program.”

Huntley added, “There are a lot of people like myself that have graduated from LSU, that want to contribute in a meaningful way. Even small contributions have a tremendous, life-changing impact. Investing in one more student is a multiplier in LSU’s and the world’s influence.”

FINANCE & DEVELOPMENT

LSU's commitment to transform our university from great to remarkable is reaffirmed through LSU's Flagship 2020 vision "Transforming Lives." This is an incredible time of great promise for University College. Not only does University College honor the support of LSU's outstanding faculty and leaders for making all of this possible, we celebrate our alumni and friends who invest in our mission and programs with the greatness of Transforming Lives.

UNIVERSITY COLLEGE DONORS

\$40,000 +

Chevron Products Company

\$7,500 +

Gary Huntley

Entergy

Mahlon P. Poche Jr., MD

\$2,500 +

Dr. Keon R. Anderson and Aiyanna Anderson

Anderson O. Dotson III and Melissa K. Dillon-Dotson

Shell Oil Co. Foundation

\$1,000 +

Timothy E. Abendroth

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Lorenzo R. Williams

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Stephanie M. Hawkins

Taurean Y. Randolph

Stephanie D. Reed

Brandi B. Roberts

Gary Williams, Jr.

Terri B. Williams

SCHOLARSHIPS & AWARDS

In the 2015-16 academic year, University College awarded \$80,000 through 65 undergraduate scholarships, five LSU faculty teaching awards, two graduate teaching assistant awards, and one LSU Advisor of the Year Award. “Two important components of student retention are the opportunities to reward students for their academic achievements and to recognize outstanding teaching in the classroom. University College is pleased to have generous donors that allow us to offer scholarships to students who have demonstrated a commitment to their college studies and for us to acknowledge some of LSU’s outstanding undergraduate faculty with teaching awards,” said Paul Ivey, executive director of LSU University College. “Our ‘Celebration of Excellence’ ceremony allows us the opportunity to publicly recognize these young scholars and deserving faculty.”

LSU UNIVERSITY COLLEGE SCHOLARSHIPS

Vincent E. Cangelosi Scholarship

Ashley Paysse – Mandeville, La.

Delise-Bordelon Family Scholarship

Kelly Lewis – Metairie, La.

King-Sollberger Endowed Scholarship

Ashton Vaughn – Alexandria, La.

Anthony J. Losavio Scholarship

Brooke Fontenot – Longville, La.

Josephine R. Losavio Scholarship

Tara Malone – Mandeville, La.

Marjorie Longsdorf Memorial Scholarship

Autumn Smith – Baton Rouge, La.

Melissa Dillon-Dotson Scholarship

Leonardo Martinez – Metairie, La.

Lonnie J. and Carol S. Dore Family Scholarship

Haley Matthews – Manassas, Va.

Dr. Gerald L. & Gayle W. Foret Scholarship

Thomas Johnson – Monroe, La.

Kellen Rooney – Mandeville, La.

Alexander Singleton – Zachary, La.

Nona Mack Haynes Scholarship

Alex James – Baton Rouge, La.

Elayn Hunt Memorial Scholarship

Caroline Welker – Metairie, La.

Dr. Mahlon P. Poche, Jr. Scholarship

Therese Marie Arceneaux – Baton Rouge, La.

Isabella Hundley – Lafayette, La.

Ryan Paul Shannon Memorial Scholarship

Victoria Monzon – Metairie, La.

Glenda W. Strevia Allied Health Scholarship

Kelly Derise – New Iberia, La.

Sue Tweedy Memorial Scholarship

Bridgette Roundtree – Denham Springs, La.

STAR STUDENT

“Education is important to me and my family. LSU offers the best education with so many resources and tools for students.

Receiving the Josephine R. Losavio Scholarship reaffirmed everything for me. It’s a great reward for working diligently, for achieving a level of academic merit. The award deeply impacts me, as higher education is more affordable for people in higher wealth classes. My family isn’t that. We are working, middle class, and college is expensive. This scholarship makes it possible for students, like myself, to have access and succeed in college. I’m incredibly grateful. Thank you for making a huge difference in my life, but also continuing to impact so many other LSU students’ lives.”

TARA MALONE

May 2019, Chemical Engineering
Josephine R. Losavio Scholarship 2016
resident assistant, LSU Residential Life



**University College Athletic Department
Endowed Scholarship**

Nicolas Noiset – Acworth, Ga.
Victoria Dekerlegand – Katy, Texas
Anna Elliot – Oklahoma City, Okla.
Olivia Williams – Ellicott City, Md.

University College General Scholarship

Hayley Blaise – Folsom, La.

**University College Tiger Athletic
Foundation Sophomore Award**

Abby Harris – Gonzales, La.

**University College Tiger Athletic
Foundation Scholarship**

Cayden Alexander – Bossier City, La.
William Arseneaux – Destrehan, La.
Marli Baquet – Metairie, La.
Beau Barnidge – San Juan Capistrano, Calif.
Johneisha Batiste – Brusly, La.
Taylor Boudreaux – Houma, La.
Amanda Clements – Rowlett, Texas
Rachel Collignon – Slidell, La.
Jessica Dunn – Kenner, La.
Brittany Freeman – Dry Prong, La.
Christina Georgacopoulos – Marietta, Ga.
Harley Gross – Redlands, Calif.

Jeremy Hebert – Slidell, La.
Corinne Hebert – Metairie, La.
Honor Herring – Alexandria, La.
EllaRuth Hill – Niceville, Fla.
Lauren Hives – Baton Rouge, La.
Tia Jordan – Baton Rouge, La.
Nicholas Kennedy – Harahan, La.
John Le – Baton Rouge, La.
Mary Louviere – Saint Francisville, La.
Quinn Malbrough – Houma, La.
Zachary Maurin – La Place, La.
Bonibelle Medina – Slidell, La.
Kirby Moore – Baton Rouge, La.
Brent Neal – Covington, La.
Lauren Odenwald – Baton Rouge, La.
Abigail Perrault – Baton Rouge, La.
Reece Reinbolt – Metairie, La.
Alyssa Simoneaux – Lafayette, La.
Jessica Sims – Shreveport, La.
Emma Smith – Lafayette, La.
Heather Soulier – Slaughter, La.
Laura Staub – Denham Springs, La.
Alyssa Storey – Metairie, La.
Kayla Swanson – New Orleans, La.
Max Theriot – Mandeville, La.
Morgan Thompson – Harahan, La.
Skyler Vicknair – Mandeville, La.
Sydney Wentzell – New Orleans, La.
Casey Wortham – Roswell, Ga.

LSU FACULTY TEACHING AWARDS

**George H. Deer Distinguished Teaching
Award**

Steven M. Pomarico, LSU College of Science,
Department of Biological Sciences

**Alumni Association Teaching Assistant
Award**

Cindy Lane Parr, LSU College of Humanities &
Social Sciences, Department of
Communication Sciences and Disorders
Austin Scirratt, LSU College of Science,
Department of Mathematics

LSU Advisor of the Year

Stephanie Erie, LSU College of Humanities &
Social Sciences

**University College Tiger Athletic
Foundation Teaching Award**

Emily M. Elliott, LSU College of Humanities &
Social Sciences, Department of Psychology
Philip Keel Geheber, LSU College of
Humanities & Social Sciences,
Department of English
Jason L. Harman, LSU College of Humanities &
Social Sciences, Department of Psychology
Shannon Walsh, LSU College of Music &
Dramatic Arts, Department of Theatre



STAR EDUCATOR

“I am sincerely blessed and truly grateful to be recognized for my teaching at this incredible university. The amount of support one student may need will differ from the amount of support another student may need. I recognize that each classroom is unique and diversity should be embraced, not feared. Ultimately, I aspire to mentor students and contribute to their intellectual growth through inspirational teaching, research, and community involvement.”

CINDY LANE PARR, MA, CCC-SLP

Instructor, Communication Sciences & Disorders
December 2017, PhD, Communication Sciences & Disorders
University College Alumni Association Teaching Assistant Award 2016
MA, communication disorders, LSU
BA, elementary education, Florida Atlantic University
member, Louisiana Speech-Language-Hearing Association
publication: *Using break down-build up to engage language-disordered children in shared storybook reading*, LSHA Lagniappe, 2015



Melissa Dillon-Dotson and Anderson Dotson III with Leonardo Martinez (center), the first recipient of their scholarship to support Summer Scholars.

Full Circle

On the 25th Anniversary of LSU's Summer Scholars, program alumna Melissa Dillon-Dotson, a 2000 chemical engineering alumna, is passing the torch by helping another Summer Scholar reach his dreams.

From an early age, Dotson's parents instilled in her and her seven siblings to always strive to be the best. Now an engineer for Shell Technology Center Houston, Dotson first gained exposure to the field through the LSU Recruitment into Engineering of High Ability Minority Students, or REHAMS, program in 1994. There, as a high school student, she set her goals to become a Tiger.

"I worked at McDonald's when I was in high school," Dotson shared. "I knew that I really wanted to go to LSU and to be an engineer."

With the help of scholarships and financial aid, Dotson took another step toward reaching her goal by attending the Summer Scholars program, an eight-week summer bridge program for minority students. The University College program helps incoming students with the transition from high school to college through a customized summer semester prior to their freshman year. Dotson said the experience was transformative.

"Summer Scholars, led by Nona Haynes, was just a big extension of the family that I had at home. We had family nights, we always prayed together, and we were always supporting each other ... It was unacceptable to make a 'B,' because we learned in Summer Scholars that we need to strive for excellence," Dotson remembered, adding, "I always said that once I finished LSU, I was going to give back to the Summer Scholar's Program that gave so much to me."

Dotson and her husband, Anderson Dotson III (a 1996 graduate of what is now the College of Science), chief city prosecutor for the City of Baton Rouge and managing attorney at Dotson Firm, LLC, met after a Christ the King Catholic Church service in 1997. Nearly 20 years later, the Dotsons, who live in Katy, Texas, with their three children, maintain their LSU ties and have further invested in Summer Scholars with a longstanding book award and now an inaugural scholarship.

In March, the couple met their first scholarship recipient, Leonardo Martinez, a chemical engineering junior and fellow Metairie native. When Melissa learned that Martinez also graduated from East Jefferson High School, she felt like the opportunity was meant to be. "I know how much that I was given. In the larger scheme of life, giving this scholarship feels like everything is coming full circle. To have a candidate who went to the same high school as me, makes it feel a little bit more than random, like this is where we should be right now."

Originally from Honduras, Martinez's father worked as a mechanic on a ship, and his mother was a school teacher. They moved to Louisiana in 2009. A fan of television programs like "Modern Miracles," Martinez always knew he wanted to be an engineer, and it was through the Summer Scholars program that he "fell in love with LSU." Martinez said of the opportunity, "It's amazing. It feels good to know that there are people out there who want you to do better, want you to keep working hard."

ADVISORY BOARD

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Cameron/Calcasieu General Hospital

Gerard G. "Rock" and Missy Rockenbaugh,
CEO/Owner, Kean's Fine Dry Cleaners

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& Development, Coca-Cola Bottling Company
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Marvin E. Borgmeyer, Retired, ExxonMobil

Carolyn Collins, Former Associate Vice
Chancellor and Dean Emeritus, LSU University
College

STAR LEADER

"University College is one of the most important colleges on the LSU campus. In my opinion, UC is the reason the retention rate at LSU is as high as it is. The sheer size of LSU can be intimidating to many students. University College offers incoming students, through various programs, the opportunity to spend time on the campus during the summer, which allows them to become familiar with the campus before starting classes. UC also offers students support throughout their college careers. University College staff and counselors are very talented and give one hundred percent to helping students achieve their goals. LSU students leave little doubt that their successes are largely due to the efforts of University College.

I have served as a member of the University College Advisory Board under four deans for more than thirty-eight years, and I am proud to serve with such an outstanding group of professional educators."

NORMAN DEUMITE

President, Deumite Construction
Chairman, LSU University College Advisory Board
member, Swine Palace Board of Directors



SARAH CLAYTON

Sarah Clayton, community leader and fundraiser, has been appointed to LSU University College's Advisory Board.

"I served with University College for an interim position and learned how very important this College is to our LSU freshmen students, specifically the counseling and guidance that is needed and provided at the freshman level," said Clayton. "I recently attended the Summer Scholars Ceremony and Closing Banquet, and was monumentally impressed with the program and its outreach to minority students. It was tremendous to see so many young, excited LSU students on this new path in their lives. It made me want to be 18 and have the exposure to all these powerful resources and opportunities that were not afforded to us back in 1963.

"Sarah Clayton is one of LSU's most loyal alumni. Her ties with LSU have been primarily through her volunteer work with the LSU Alumni Association while she lived in Atlanta," said R. Paul Ivey, executive director of LSU University College. "When she relocated to Baton Rouge in retirement, I was excited to introduce her to some aspects of the campus that were new to her. She quickly embraced some of the things we do in University College and willingly accepted an invitation to be a part of our Advisory Board. University College is fortunate to count her among our supporters."

"I was reviewing papers saved over the years, and settled upon a letter from Dean George H. Deer of Junior Division – now University College – dated February 1964. It was quite a thrill to re-read his letter after 51 years, congratulating me on my academic performance for the first semester," Clayton said. "Dean Deer stated 'only 14 percent of all our freshmen students earned an average of B or better.' I'm confident that this percentage is significantly higher among our LSU freshmen now, because of the guidance provided by University College. We know hindsight is 20/20 vision, yet to re-read Dean Deer's letter today confirms how important that freshman year is. The leadership provided by University College directs our LSU students on a straightforward path from the first semester to graduation."

"Setting high standards for achievement has always been part of me. I seek this for all of our students and am excited to be a part of University College's Advisory Board as we retain high standards and provide the leadership our students require," Clayton said.



Clayton, a native of Memphis, Tenn., graduated from LSU in 1967. Clayton had prosperous careers with Eastern Airlines and Scott Foresman Publishing Co., as well as more than 20 years with Merrill Lynch in Atlanta, Ga.

Throughout the tenure of 46 years, she held many notable officer positions with the Greater Atlanta Chapter of the LSU Alumni Association. Clayton championed various fundraising campaigns and events with efforts culminating in endowing alumni scholarships for Greater Atlanta students attending LSU. To date, her efforts provided the LSU Atlanta Alumni Chapter with four endowed scholarships. Additionally, Clayton designed and implemented Sweet Send Off Receptions, whereby numerous other national alumni chapters have recreated her program. She served on the LSU Alumni Association's Board of Directors from 1993-96, and co-chaired the Forever LSU Campaign for the Greater Atlanta area from 2005-2010. Clayton is a recipient of the 1987 LSU Alumni Association's Chapter Service Award.

Clayton arrived in Baton Rouge, La. in June 2014. She eagerly became a member of the Greater Baton Rouge Chapter of the LSU Alumni Association and assists with the LSU Tiger Tour event. She serves as a volunteer with Women's Hospital on the fundraising committee.

ROBERT SCHNECKENBURGER

Robert Schneckenburger, regional president of Whitney Bank's Baton Rouge Market, has been appointed to LSU University College's Advisory Board.

"I was first acquainted with University College several years ago when I became involved in the Summer Scholars program at LSU. The impact that Summer Scholars has for the return on investment is phenomenal," Schneckenburger said. "When asked to serve on the Advisory Board, I thought back to the Summer Scholars program and quickly said 'yes.' I look forward to learning about all of the other wonderful programs in University College and helping in some small way to contribute to the continued success of both University College and LSU."

"It is a pleasure to have Mr. Schneckenburger join our Advisory Board," said R. Paul Ivey, executive director of LSU University College. "His loyalty to LSU and his professional reputation are reasons to celebrate his connection with our college. His expertise and knowledge, as well as his community connections will be invaluable assets as we seek advice and direction to better serve our 9,000 plus students enrolled in University College."

Schneckenburger joined Whitney Bank as regional president of the Baton Rouge Market. Prior to his leadership with Whitney Bank, Schneckenburger served as the middle market manager for Chase Commercial Banking in the Baton Rouge market from December 2010 to March 2016. From June 1994 until December 2010, Schneckenburger was a middle market commercial banker at Chase and predecessor banks with a concentration in healthcare and senior living. For the 10 years prior to his employment at Chase, Schneckenburger was a commercial banker at Regions Bank and Capital One Bank in the greater New Orleans market.

Schneckenburger received his Bachelor of Science degree in economics from LSU in 1980 and his Master of Science degree in economics from LSU in 1982. He has the Series 79 and Series 63 certifications. He is a member of the Boards of Directors of The Baton Rouge Area Chamber – currently serving as Treasurer, The Center for Planning Excellence, The Council for a



Better Louisiana, The Credit Bureau of Baton Rouge Foundation, and the Capital Area United Way – Campaign Chair – Financial Services.

Schneckenburger also serves on the Advisory Boards of the Baton Rouge City Year, Mary Bird Perkins Cancer Center – Krewe DeLouisiane, Baton Rouge Area Foundation – LSU Lakes project, General Health Foundation – Investors Circle, Pennington Biomedical Research Center – Gala Committee, Baton Rouge Symphony Artist Selection Committee, LSU E. J. Ourso School of Business Dean's Advisory Council and Student Advisory Committee.

Schneckenburger is married to Whitney Vann, and they have two children: Sydney Joy (12) and Reid Carlin (17).

The background of the entire page is a black and white photograph of several tall, slender stems of a flowering plant, likely a species of Agrostis or a similar grass. Each stem is topped with a large, spherical, and very dense cluster of small, individual flowers. The lighting is soft, creating a gentle glow around the flower heads. The stems are positioned at various heights and angles, creating a sense of depth and texture. The overall aesthetic is clean, natural, and serene.

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