

LSU  
*University College*



*Where Excellence Begins*

Annual Report 2003-2004



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*Welcome to University College....*



*...Where Excellence Begins*



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

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

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 2003, 1,074 University College students earned a 3.5 GPA or higher. Over 345 of these students earned a spot on the Chancellor's List with a perfect 4.0 GPA. During Spring 2004, 845 students earned a 3.5 GPA or higher. Chancellor's List students numbered 176.

- **Student Support Services (SSS)**

SSS retained 83.3 percent of freshman program participants and 94.9 percent of program participants were in good academic standing at the end of Spring 2004.

- **Summer Scholars**

**Summer Scholars** class of 2004 enrolled 70 students. The Summer Scholars class GPA was a 3.33. Retention figures for this group in the fall of 2004/05 was 94%. Summer Scholars six year graduation rate for the class of 1998 is 71.4% (LSU's six year graduation rate for the same class is 58%.)

### *Retention*

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

UCFY had remarkable success retaining at-risk students. In Fall 2003, 1,362 students were designated at-risk. Of this number, 750 (55%) were counseled, received academic support services and earned a semester GPA of 2.42, 742 (34%) at-risk students did not respond to offers of counseling and academic support, and earned a semester GPA of 1.80. Similarly, in Spring 2004, 1,032 students were identified as at-risk and 666 (64%) received counseling and academic support, which enabled them to earn a 2.33 GPA. Students who did not respond to counseling (366, or 36%) earned a 1.66 GPA. These statistics clearly demonstrate the significance of a comprehensive counseling program and its effect on student success and retention.

## Executive Summary Continued

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

CAS received The National College Learning Center Board Award for the *Outstanding Learning Center*, and The Service Learning Program earned the *Exemplary Model Award* from The American Association of University Administrators. In addition, 14,878 students participated in The Center's Supplementary Instruction (SI), Tutoring, Service-Learning and Computer Training Programs.

- **Supplemental Instruction**

Ninety-two percent of participants in SI earned an A, B, or C in courses, while only seventy-seven percent of students who *did not* attend SI received an A, B, or C in these same courses.

### *Service-Learning*

Participation in Service-Learning courses has continued to grow. In 1995, only one college participated in Service Learning and, in 2003, all colleges participate in SI. Service Learning courses have increased from eight in 1995-1996 to 140 in 2003-2004.

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,

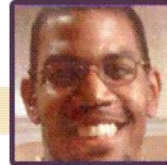
Carolyn C. Collins, Ph.D.  
Associate Vice Chancellor and Dean

*...Where Excellence Begins*



*University College Organization Chart*

*Center for Academic Success*



*...Where Excellence Begins*

# Center for Academic Success



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

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

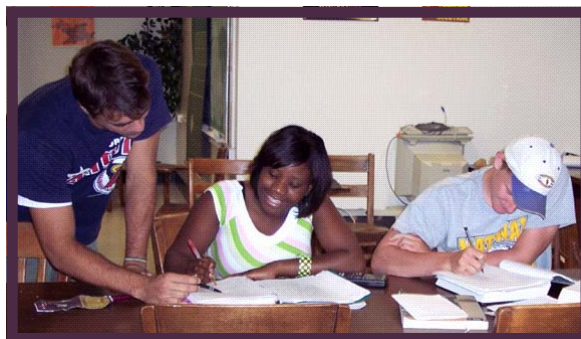
## Program History

The Center for Academic Success originated in the fall of 1989, with the introduction of the Learning Assistance Center, which was a unit of the Junior Division (now University College). The Learning Assistance Center focused on three main areas: tutoring, study strategies instruction, and academic assistance for students with disabilities. The Learning Assistance Center faculty and staff consisted of one full time director, three half-time faculty members, one full time counselor, and one 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, workshops for faculty, a limited number of computer workshops and coordination for the LSU service-learning program which started in 1996. In 1998 the unit added Supplemental Instruction, a nationally recognized program involving peer-led collaborative learning. From its inception the Center has focused not only on providing academic support for students in need, but on helping outstanding students improve their efficiency in their learning tasks.

In 2001 the Learning Assistance Center changed its name to The Center for Academic Success, reflecting its emphasis on working to improve learning strategies of all students, and not just on helping students in academic difficulty. The Center also began a slight shift in focus from being simply an academic support center for students and faculty at LSU to becoming a nationally recognized center dedicated to addressing the improvement of student learning at the local, regional, and national levels. Since that time several CAS units have been the recipient of regional and national awards, including the 2004 NCLCA Frank L. Christ Outstanding Learning Center Award.

Today the CAS is composed of five major areas: Supplemental Instruction, Tutoring, Technology, Study Strategies, and Service-Learning. Transformation best describes what the CAS does for LSU students and faculty. Students are transformed from passive learners who memorize facts and formulas into active learners who think critically about concepts and take responsibility for their own learning. Faculty are transformed from lecturers who impart knowledge to students, into collaborators who facilitate the development of active learning and problem solving skills in their students.





## Program Vision

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



## Program Accomplishments

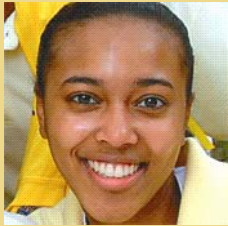
The programs, faculty, staff and students in the Center for Academic Success have been recognized for excellence in many different venues. The list of accomplishments and honors includes:

- In 2004 the Center received the National College Learning Center Association Board Frank L. Christ Outstanding Learning Center Award.
- In 2004 the Service-Learning program received the American Association of University Administrators Exemplary Model Award
- In 2003 the Service-Learning program received the Gulf South Summit on Service-Learning Creative Collaboration Award
- In 2000, the CAS website was named one of the top 3 websites in the nation by the Learning Support Centers in Higher Education Web Portal. This portal, established in 1998, is the only web portal dedicated exclusively to Learning Support Centers in Higher Education.
- In 2000, the CAS Classroom Visitation Program received the Bright Idea Award, a national award presented by the Professional and Organizational Development Network (POD). Founded in 1975, POD is the leading national organization for university faculty and administrators responsible for faculty development activities on their respective campuses.
- Since 2000 the CAS Technology Laboratory has successfully competed for \$533,490 in funding from the LSU Student Technology Fee to upgrade facilities and offer workshops for students.
- Since 1999, students attending SI sessions have earned course grades averaging almost one letter grade higher than students who do not participate in SI.



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# Center for Academic Success



THE MOST COMMON RECOMMENDATION EMERGING FROM ASSESSMENT DATA IS TO INCREASE THE SERVICES AVAILABLE TO STUDENTS.

## Program Assessment

### Assessment Synopsis

The Center for Academic Success (CAS) utilizes both formative and summative evaluation strategies in assessing the programs and services offered by the Center. The assessments are done to provide feedback to CAS faculty and staff so that programs can be continually improved for greater effectiveness. Assessment data are collected throughout the year by a variety of methods.

The CAS programs are modified based on assessment results, and the modified programs are further assessed.

Total Number of Students Served in 2003-2004				
Program	Fall 2003	Spring 2004	Summer 2004	Total Students
Supplemental Instruction	1325	711	102	2138
Tutorial Centers	2303	1647	217	4167
Study Strategies Consultations	262	194	43	499
Study Strategies Presentations	4523	330	410	5263
Computer Training	413	268	76	757
Service-Learning	976	1066	12	2054
<b>Total</b>	<b>9802</b>	<b>4216</b>	<b>860</b>	<b>14878</b>

Total Number of Student Visits in 2003-2004				
Program	Fall 2003	Spring 2004	Summer 2004	Total Visits
Supplemental Instruction	4678	3849	348	8875
Tutorial Centers	8034	6102	572	14708
Study Strategies Consultations	399	286	72	757
Study Strategies Presentations	3250	476	547	4273
Computer Training	1052	796	177	2025
Service-Learning	976	1066	12	2054
<b>Total</b>	<b>18389</b>	<b>12575</b>	<b>1728</b>	<b>32692</b>

## Program Assessment

Overall, the CAS services have been deemed to be very effective by students and faculty. The most common recommendation emerging from assessment data is to increase the services available to students. (These services have been limited due to financial constraints.)

As a result of the recommendation the CAS has added additional tutorial centers (Computer Science and Physics), increased the number and type of study strategies workshops (both on-line and in-person), increased the number of Supplemental Instruction sections offered (as long as funding was available), increased the number and type of computer workshops offered, and worked with faculty to increase the number of service-learning courses available to students.



### *Assessment Types and Instruments*

Assessments are both qualitative and quantitative in nature and are collected by using:

- Questionnaires
- Focus groups
- Grade comparisons
- Utilization numbers
- Workshop and presentation evaluations
- Customer satisfaction surveys
- Unsolicited feedback from students and faculty

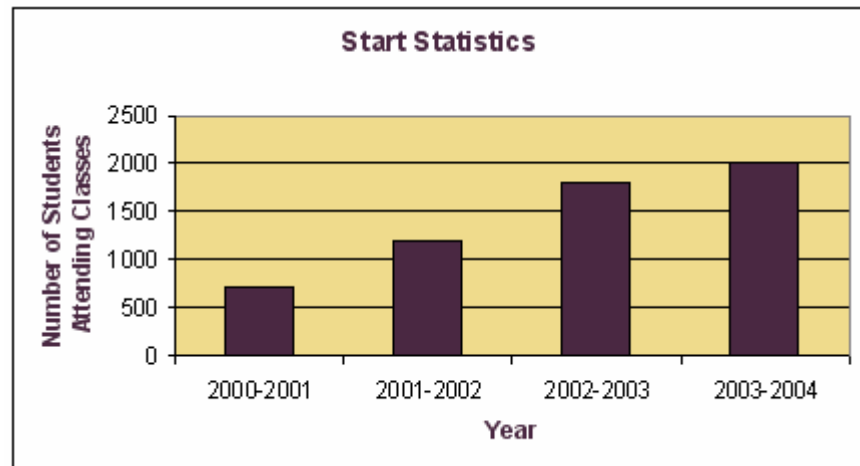
# Center for Academic Success



## Assessment Results

### Technology Services

THE CENTER FOR ACADEMIC SUCCESS OFFERS A WIDE VARIETY OF SERVICES TO ASSIST STUDENTS IN MAXIMIZING THEIR LEARNING POTENTIAL.



The Student Technical, Application, and Resource Training program (START) is a collaborative effort between the Division of Computing Services, the Center for Academic Success and the Student Technology Fee Program. The program offers training in both software applications (e.g. Microsoft Office Suite, Web Design, Graphics, and Programming Languages) and technical areas (e.g. Operating Systems, Networking and Troubleshooting), both of which have been heavily utilized by students during the life of the program. Over the past three years, the START program has helped over 5,000 LSU students obtain the technical skills they need to succeed in their academic courses as well as in the highly technical work force. Student feedback is heavily relied on to shape the program, and has been extremely positive. Feedback is collected primarily through evaluations given to each student who attends a START class and is summarized in the form of annual reports each year.

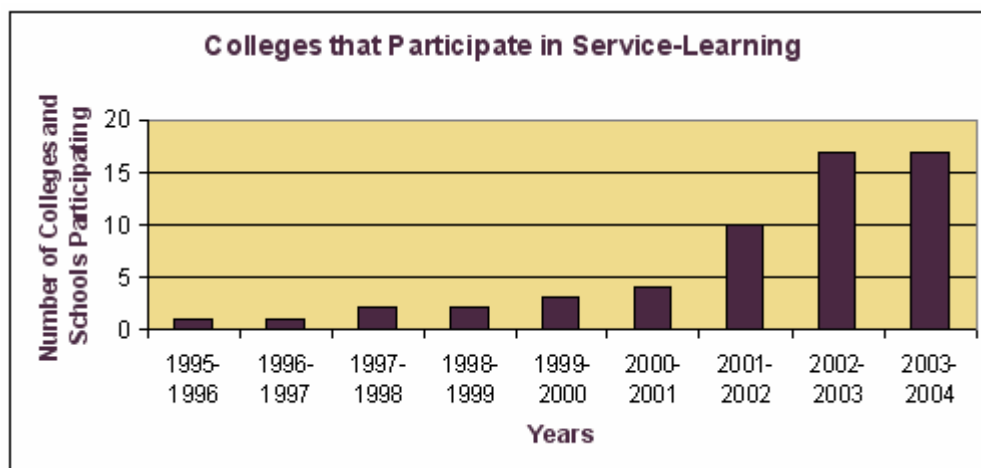


## Assessment Results

### Service-Learning



In 2001-02 the Service-Learning Assessment Committee, chaired by Bobby Mathews, Director of the LSU Center for Assessment and Evaluation, conducted a preliminary overall assessment of LSU's commitment to service. This first evaluation was based on Barbara Holland's grid "Levels of Commitment to Service, Characterized by Key Organizational Factors Evidencing Relevance to Institutional Mission." Then, triangulating syllabus analysis, faculty focus sessions, and faculty reports analysis, the committee determined that the service-learning components of courses awarded incentive grants were generally in line with best practices as indicated by the mission statement of the Service-Learning Council. The results of the 2001-02 report were used to revise the next rfp and planning process for 2002-03. The results were also shared with grantees and other faculty, both current service-learning faculty and those planning new courses, thereby shaping current and proposed courses. In addition, a \$5,000 Faculty Fellow was established to deepen the level of S-L scholarship at LSU and to mentor other faculty regarding nationally accepted best practices and results of our own assessments. Today, every college participates in Service-Learning. Today, every college on campus participates in Service-Learning and the course sections in Service-Learning have increased from eight in 1995-6 to 140 in 2003-4.



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# Center for Academic Success

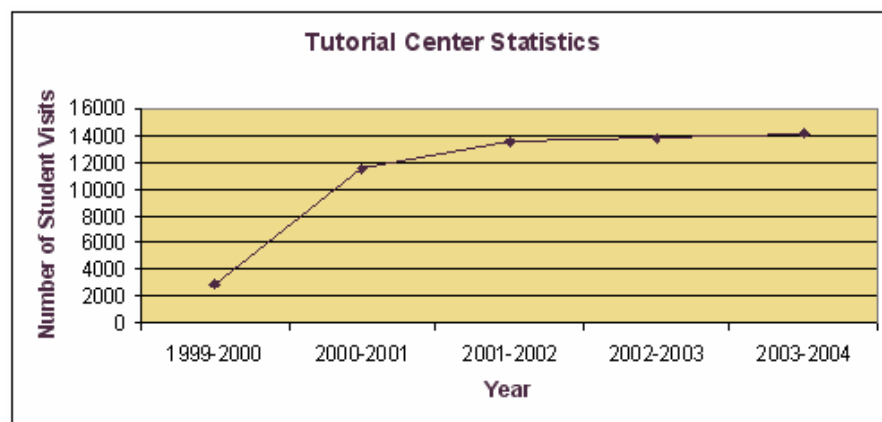


## Assessment Results

### Tutorial Centers

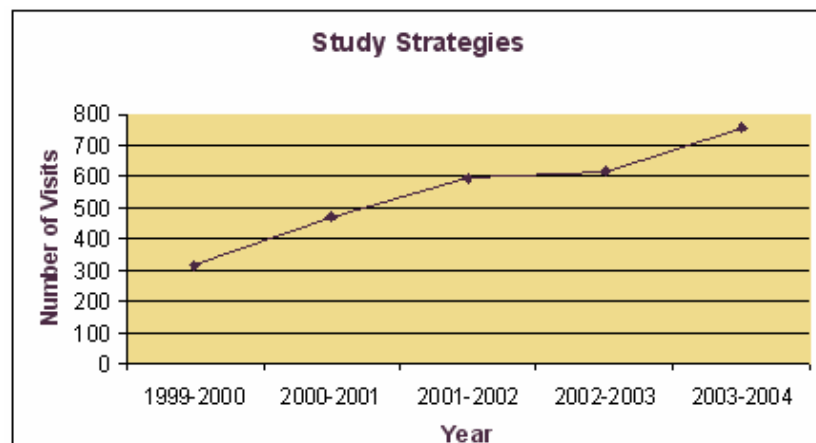
The tutorial program follows the guidelines for the College Reading and Learning Association certification guidelines, providing extensive training in topics related to learning theories, effective tutoring techniques, and interpersonal skills. The training sessions are evaluated by the tutors for effectiveness, and site visits to tutorial centers verify that tutors are applying the techniques learned. The number of tutorial centers and tutoring visits have increased greatly over the past four years.

92% OF THE STUDENTS WHO ATTENDED SI 4 OR MORE TIMES RECEIVED A, B, AND C'S IN THE COURSES AS COMPARED TO 77% OF STUDENTS WHO DID NOT ATTEND SI.



### Study Strategies

In 1999-2000, the CAS Learning Strategies Counselors comprised 1 Full Time position and conducted individual sessions with approximately 300 students. Now with the equivalent of 1.5 Full Time Staff for the 2003-2004 year, the counselors assisted students in over 700 individual meetings - helping students apply metacognitive strategies to create successful learning behaviors. In addition, counselors presented workshops in classrooms and for student groups to increase awareness of effective strategies for college academic success and of resources available through the CAS.



## Assessment Results

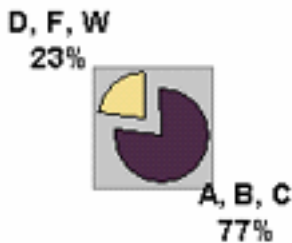
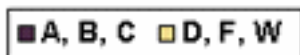
### Supplemental Instruction

During the spring 2004 semester, Supplemental Instruction was offered for courses at the University. Supplemental Instruction serviced 711 students and provided 3,864 contact hours.

The grade point average (GPA) for students enrolled in the 18 courses who did not utilize SI was 2.7. The GPA for students who attended SI 1-3 times during the semester was 2.8. The GPA for students who attended SI four (4) or more times during the spring semester was approximately 3.0.

While 77% of the students who did not attend SI received an A, B, or C in the courses, 92% of the students who attended SI 4 or more times received A, B, and C's in the courses.

#### All - SI/Spring 2004



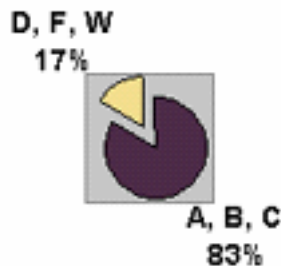
Non SI Students

76.76% of the students who did not attend Supplemental Instruction made an A, B, or C in the class.

23.24% of the students who did not attend Supplemental Instruction made a D, F, or W in the course.

Number of Students: 4079

#### All - SI/Spring 2004



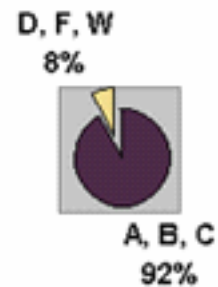
SI Students  
Attended 1-3 Sessions:

83.03% of the students who attended 1-3 sessions received an A, B, or C in the course.

16.97% of the students who attended 1-3 sessions received a D, F, or W in the course.

Number of Students: 436

#### All - SI/Spring 2004



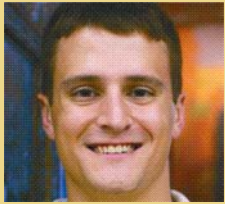
SI Students  
Attended 4+ Sessions:

91.91% of students who attended 4+ sessions received an A, B, or C in the course.

8.09% of the students who attended 4+ sessions received a D, F, or W in the course.

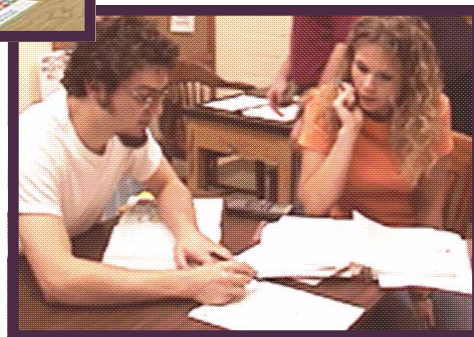
Number of Students: 235

# Center for Academic Success



## Future Program Goals

- The Center for Academic Success will continue its efforts to significantly change LSU students' approach to learning, replacing rote memorization and shallow learning with critical thinking and meaningful learning.
- Additionally, we will continue to help faculty learn effective ways to increase student learning in their classes.
- These activities performed by the Center will assist LSU in improving the retention and graduation rates of its students, thereby increasing the chances that the university will become a national flagship institution.
- Funding remains the major constraint to our continued service to the students and faculty at LSU. Maintaining and increasing funding will be a primary goal of the Center.
- Assessment will continue to be the primary means by which we gauge the quality and effectiveness of our services.





*Center for Freshman Year*



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# Center for Freshman Year



R. Paul Ivey,  
Associate Dean,  
University College  
Director, Center for Fresh-  
man Year, Center for Advis-  
ing & Counseling

## Program History

In 1999, The Center for Freshman Year was included as a unit within the newly established University College at LSU. Formerly known as Junior Division, UCFY's primary focus is to prepare incoming students for success at LSU and to help define their academic and career goals. UCFY is the academic college for freshmen and transfer students who intend to pursue a degree at LSU, have attempted fewer than 30 hours, and have not been admitted to a degree-granting college. Students typically exit the center at the conclusion of the freshman year and enter one of the degree-granting senior colleges at LSU.

THE CENTER FOR  
FRESHMAN YEAR IS  
THE ACADEMIC UNIT  
FOR MOST NEW  
FRESHMEN, MANY  
TRANSFER STUDENTS  
AND RE-ENTRY  
STUDENTS, AND A  
SIGNIFICANT NUMBER  
OF CONTINUING  
STUDENTS.



## Program Vision

As part of the University Flagship Agenda, the Center for Freshman Year is charged with providing the services and programs that reflect the University's role as a national leader in academic counseling and retention of college students.

## Program Accomplishments

In Fall 2003 and Spring 2004, UCFY counselors recorded a total of 30,014 student contacts in a variety of programs.

The efforts to reach at-risk students and to positively impact their academic performance has been successful. In Fall 2003, 1352 students were designated at-risk and 742 responded to counseling assistance. The semester GPA for those students seeking counseling assistance averaged a 2.42. In Spring 2004, 1032 students were designated at risk and 666 responded to counseling assistance with an average semester GPA of 2.33. Those students not responding to counseling assistance earned an average Fall GPA of 1.80 and a Spring GPA of 1.66. These statistics demonstrate the positive outcomes of a comprehensive counseling program on the performance and retention of students.

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# Center for Freshman Year



THE CENTER FOR FRESHMAN YEAR IS CHARGED WITH PROVIDING COMPREHENSIVE COUNSELING, ADVISING, AND RETENTION PROGRAMS WHICH MEET THE PERSONAL, ACADEMIC, AND CAREER GOALS OF A DIVERSE STUDENT POPULATION.

## Program Assessment

### Assessment Synopsis

The Center for Freshman Year is charged with providing comprehensive counseling, advising, and retention programs which meet the personal, academic, and career goals of a diverse student population. The programs include

- a. Recruitment assistance with LSU's Office of Recruitment Services
- b. Orientation and scheduling assistance
- c. Daily counseling/advising in-office contacts with students
- d. Extended orientation meetings with freshmen English classes
- e. TOPS scholarship informational meetings
- f. Career Discovery for undecided majors
- g. Spring Majors Fair
- h. Mid-term grade follow-ups
- i. At-risk student advising and monitoring
- j. Scholastic Drop/Summer Only Program
- k. Summer Provisional Enrollment Program
- l. Review of academic appeals

### Assessment Types

Assessments are both qualitative and quantitative in nature. Rating scales from surveys and evaluations reflect level of satisfaction of services and provide qualitative feedback. Student contact reports, comparative GPA data and enrollment tracking reports provide quantitative information for assessment.

### Assessment Instruments

A variety of assessment instruments are used to gauge the effectiveness of UCFY Programs. These instruments include

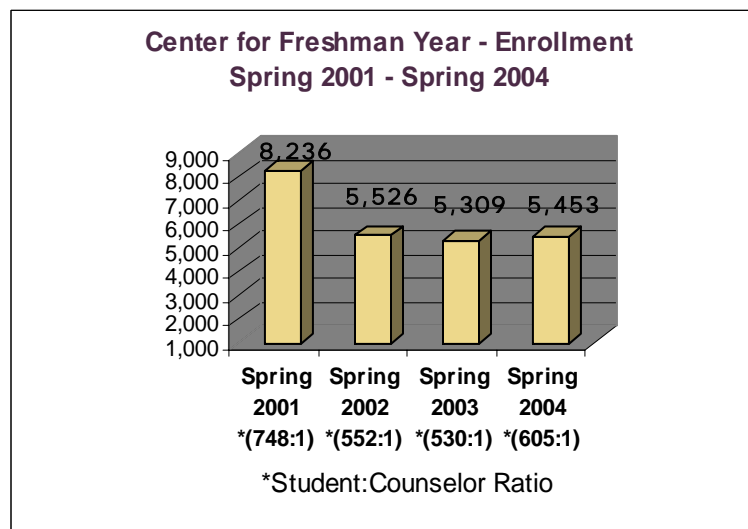
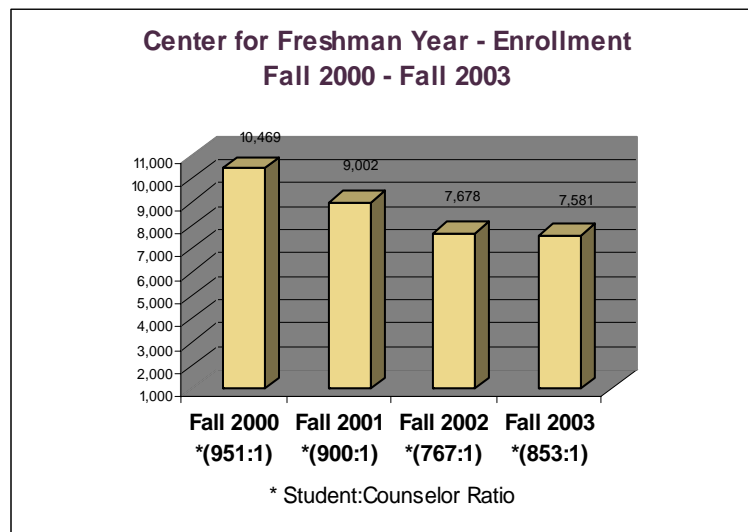
- Student surveys
- Statistical tracking of counselor/student contacts
- Program evaluations
- Retention and enrollment tracking reports
- GPA comparisons of students counseled vs. students not counseled

## Program Assessment

### Enrollment Trends

Since 2000, the enrollment in UCFY has changed significantly. Prior to then, students were allowed a 60 hour enrollment maximum in UCFY (formerly Junior Division). This limit changed to 30 hours for declared majors and 45 hours for undecided majors. Students not yet eligible for a senior college at these hour limits are moved to the Center for Advising and Counseling.

Because of these enrollment limits, there has been a decline in enrollment in UCFY and thus, a change in the student:counselor ratio. In Fall 2000, UCFY had 11 counselors. In Fall 2002 and again in Fall 2003, 1 counselor moved to UCAC leaving 9 counselors in UCFY.



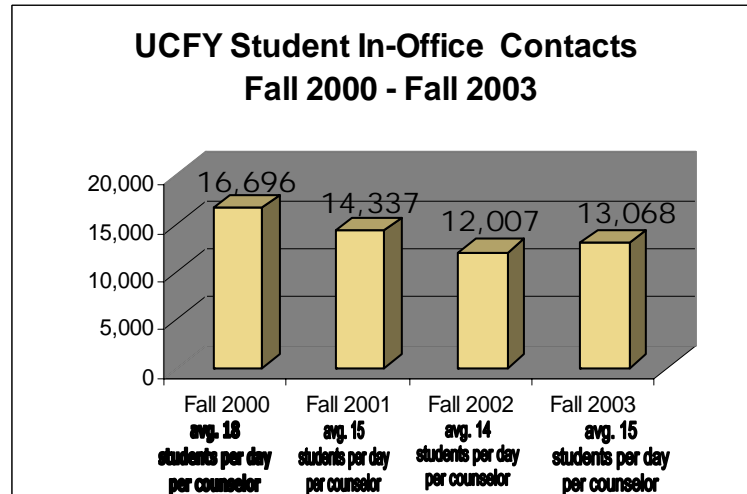
# Center for Freshman Year

## Assessment Results

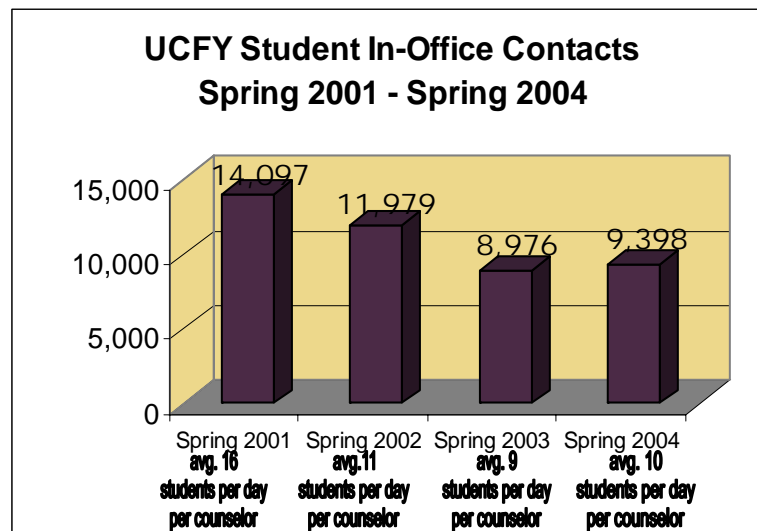
### In-Office Student Contacts



EVERY STUDENT HAS ACCESS TO THE FULL-TIME COUNSELING AND ADVISING STAFF.



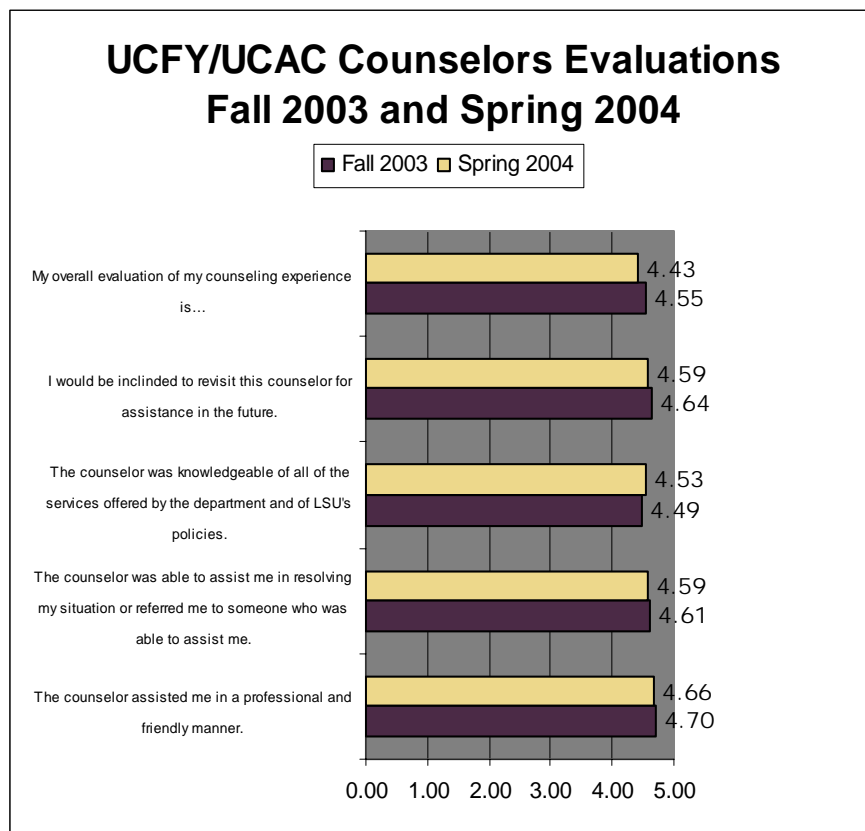
The total number of in-office student contacts has fluctuated consistently with enrollment changes in UCFY. However, counselors continue to see an average of 13 students per day per counselor.



## Assessment Results

### Counselor Evaluations

In Fall 2003 and Spring 2004, 1192 students responded to an emailed survey requesting feedback on the effectiveness of the University College's counseling program for both UCFY and UCAC. The overall satisfaction level was 4.55 for Fall 2003 and 4.43 for Spring 2004 (5 point scale).



# Center for Freshman Year



THE CENTER FOR FRESHMAN YEAR ASSISTS STUDENTS IN DEFINING THEIR ACADEMIC AND CAREER GOALS.

## Assessment Results

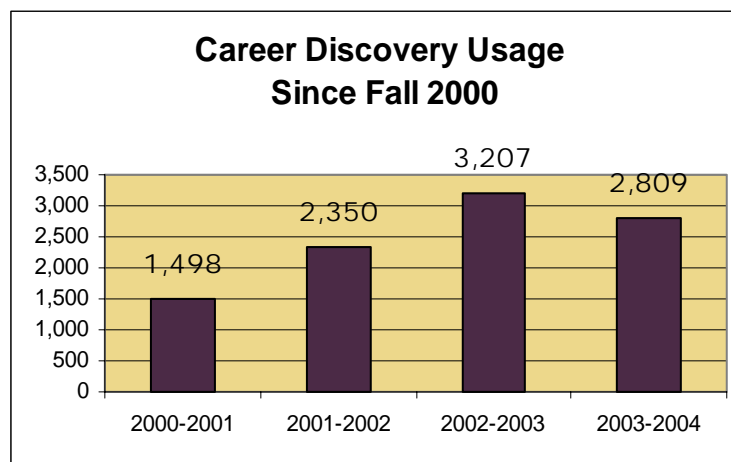
### Extended Orientation – Freshman English Class Visits

Each fall, UCFY counselors visit freshman English classes as an extension to Freshman Orientation. This contact allows the staff to discuss resources and services after the students have had a few weeks in class and may then begin to realize the need for assistance.

Extended Orientation Fall 2003	
English Visits	
Number of Sections visited	Number of Students Present
236	4,301

### Career Discovery

All undecided majors and many other University College students are referred to our on-line Career Discovery website for initial career exploration. The program includes a personality assessment to provide students with insight on career choice.

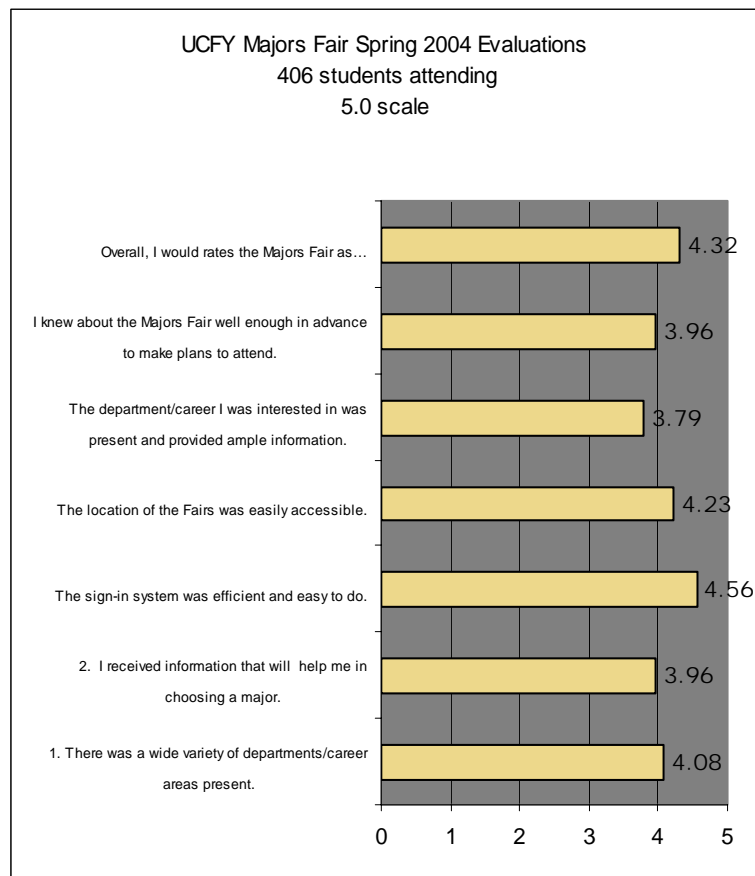




## Assessment Results

### Majors Fair

In Spring 2004, UCFY sponsored its fifth Majors Fair. The event was held in the LSU Union Ballroom with informational booths manned by 34 different academic departments. 406 students attended the fair.

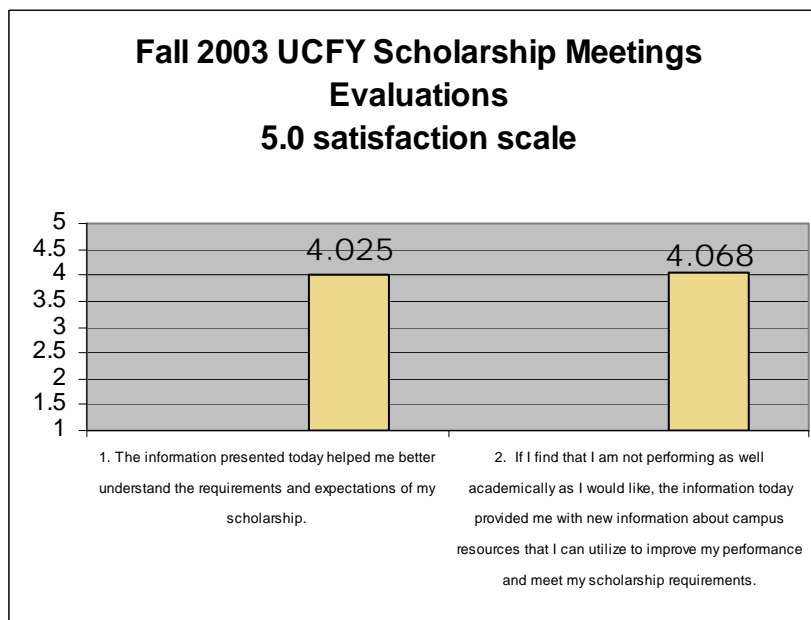
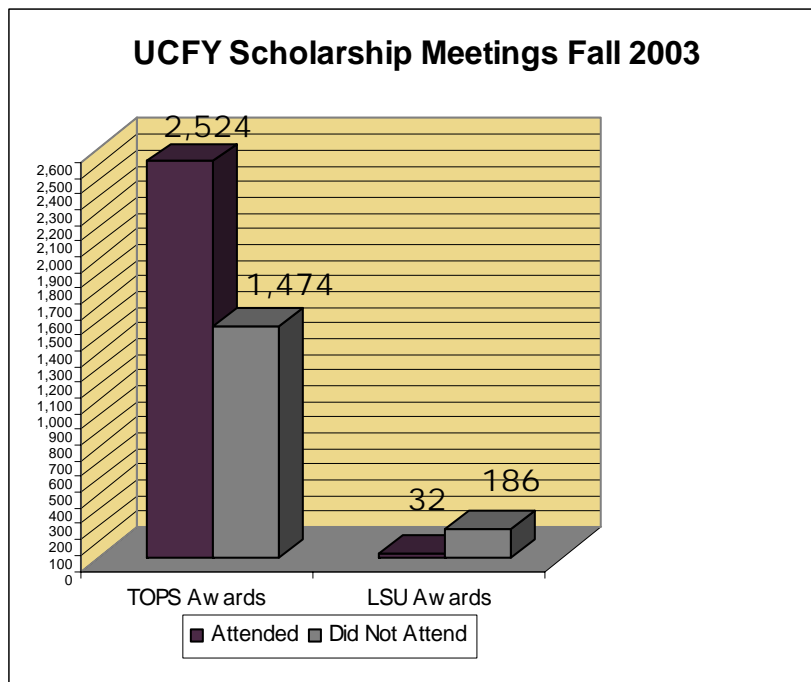


# Center for Freshman Year

## Assessment Results

### Fall 2003 Scholarship Meetings

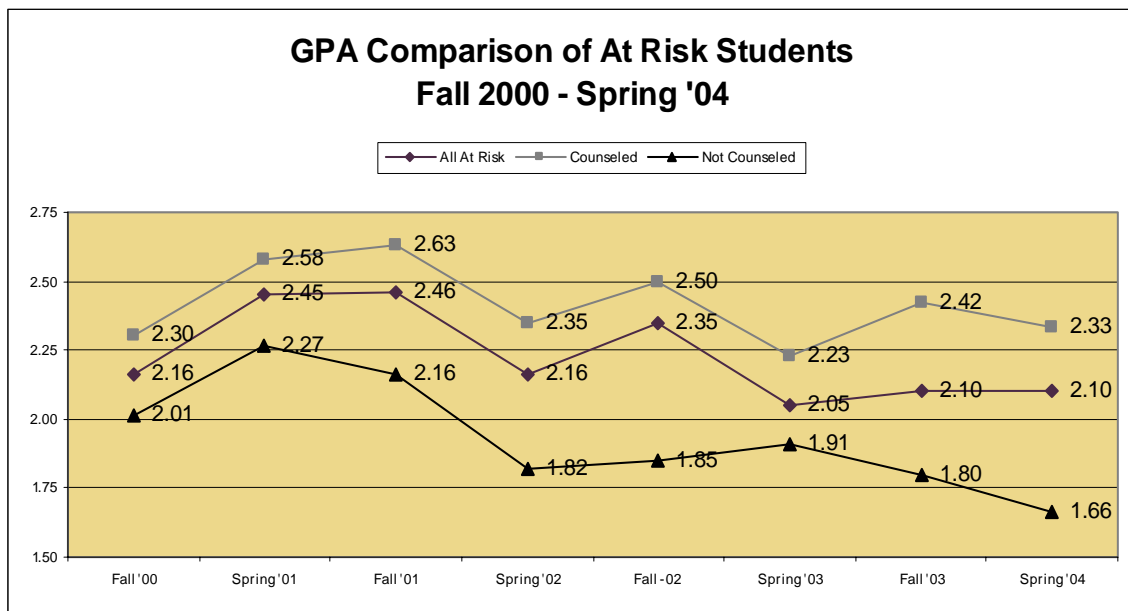
In Fall 2003, 4,216 new freshmen were targeted to attend informational sessions regarding TOPS and LSU Scholarship Awards. The sessions highlighted the requirements to maintain these scholarships and the various University resources available to assist with academic success. 63% of the TOPS students attended one of the sessions. Only 17% of the LSU Scholarship students attended.



## Assessment Results

### *At-Risk Counseling Programs*

UCFY students placed on scholastic warning or probation or who are undecided about their major are identified each semester as an “at-risk” population. The students are required to meet with a counselor in an effort to assist them in meeting their goals: a declaration of major, good academic standing, and admission to a senior college. Academic performance is monitored to evaluate their academic success.



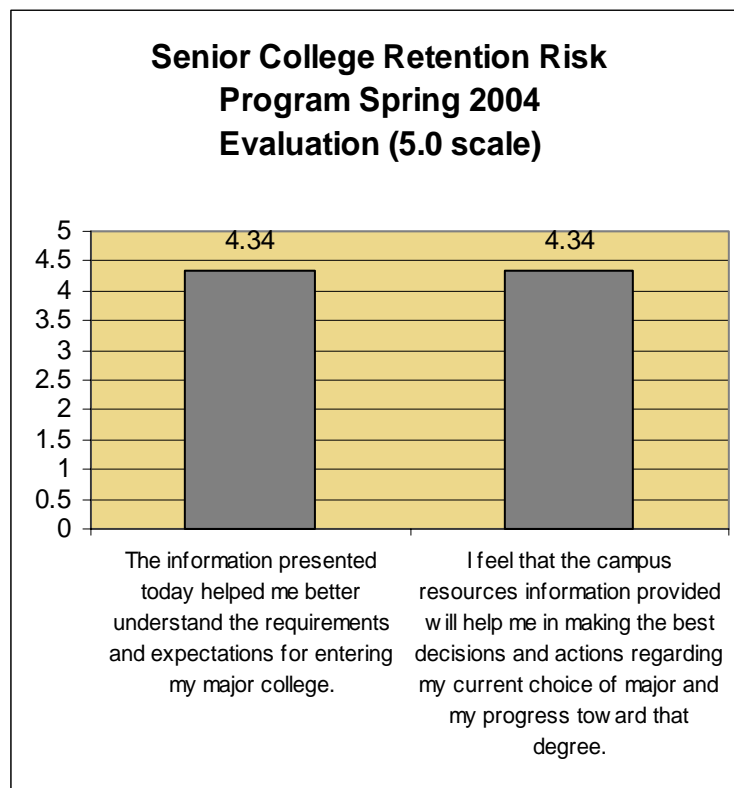
# Center for Freshman Year

## Assessment Results

### Senior College Retention Risk Program

UCFY identifies students not on target for admission to one of LSU's selective admission senior colleges. Any student whose academic GPA is <.25 below the requirements for admission to the College of Business, the School of Mass Communications, or the College of Education are included in this program. Students are given a reality check on where they are academically in relation to their prospective senior college requirements. Information is provided on improving academic performance to help assure entry to a senior college. Alternate majors and career paths are also discussed.

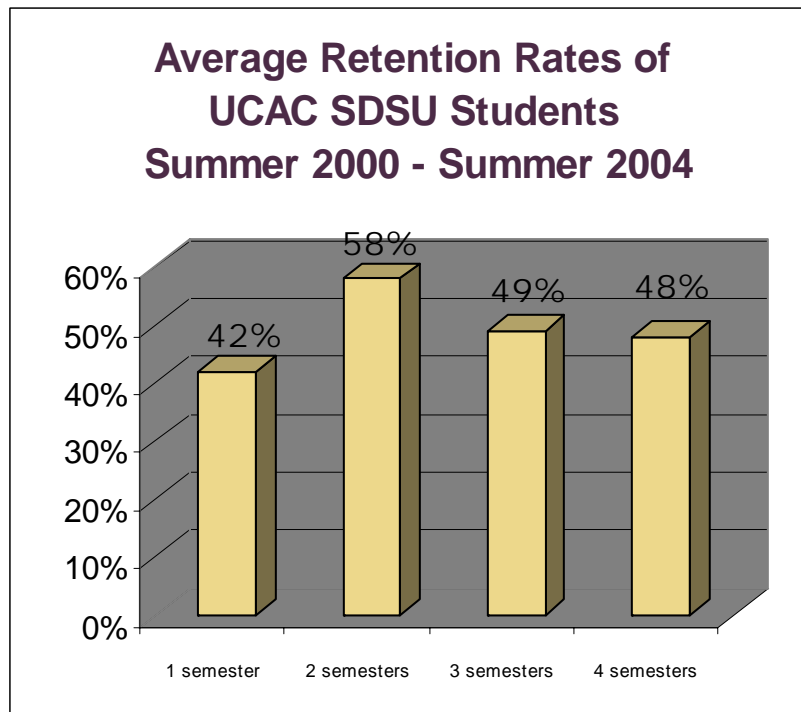
UCFY Senior College Retention Risk Program for Business, Mass Communication, and Education Majors.	
Number of Students Targeted	Number of Students Attending
650	32 (5%)



## Assessment Results

### *Scholastic Drop/Summer Only Program*

Each summer, students who have been scholastically dropped from the University are allowed to enroll in summer school in an attempt to remove their quality point deficit, regain good academic standing, and thus be allowed to return to school in the fall semester. These students are closely monitored during their summer enrollment and their progress is tracked over subsequent semesters.

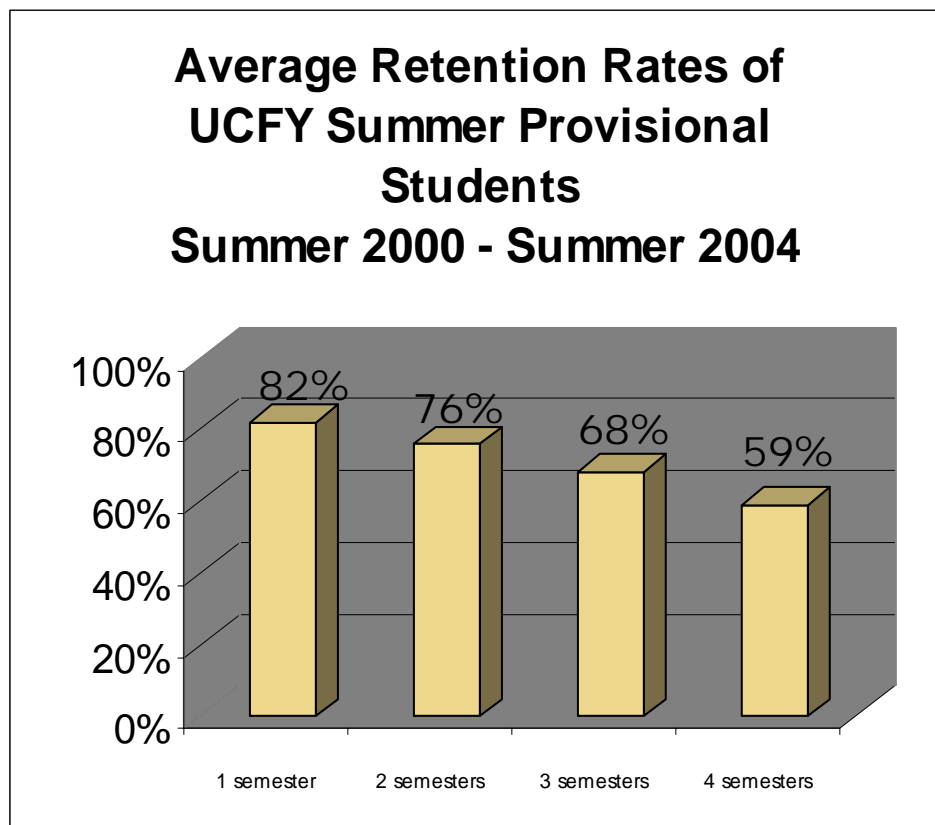


# Center for Freshman Year

## Assessment Results

### Summer Provisional Enrollment

Each summer, the Office of Undergraduate Admissions allows a select group of students to enroll in Summer School at LSU. These are students who have not met the requirements for admission as new freshmen, but who are very close to meeting these requirements. Summer Provisional students can enroll in summer school and take at least 6 hours of degree credit coursework (one must be either an English or math class). At the end of the summer term, students who earn a 2.5 GPA or higher will be regularly admitted for the fall semester. A counseling and advising program is in place to assist these students in adjusting to the college academic environment and then tracking their progress through the fall and spring semesters.



## Assessment Results

### *Review of Academic Appeals*

UCFY students present a variety of academic appeals for review and consideration. During the 2003-2004 academic year, there were a total of 271 appeals.

Student Appeals			
Type	Approved	Denied	Tabled/No Action
Retroactive Drops, Resignations and Reinstatements	86	40	10
Financial Aid/Employment	112	5	18

### *Professional Development Workshops*

UCFY provides professional development opportunities for licensed professional counselors. The sessions are offered free-of-charge to all counselors in University College, to our colleagues at LSU, and to the local professional counselors in the Baton Rouge vicinity. Three workshops were offered in 2003-2004 for a total of 8 CEUs.

UCFY Professional Development Workshops				
Date	Topic	Presenter	#of CEUs	# in Attendance
4-Dec-03	True Colors Training Workshop	Norma Rutledge	3	21
14-Dec-03	Safe Space Training	Katrice Albert	3	29
17-Feb-04	How Can We Improve Our Memories?	Emily Elliott	2	28

# Center for Freshman Year

## Future Program Goals



THE CENTER FOR  
FRESHMAN YEAR  
EXISTS PRIMARILY TO  
PREPARE STUDENTS  
FOR SUCCESS AT LSU

Establish an early intervention program for entering freshmen that will target their behavior early in the first semester of enrollment.





*Center for Advising and Counseling*



*...Where Excellence Begins*

# Center for Advising and Counseling

## Program History



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

In 1999 the Center for Advising and Counseling was created as a division of University College. Formerly General College, the center was adapted to serve 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 Science Centers in New Orleans and Shreveport, and for students attending the University in a variety of special enrollment categories.

THE CENTER'S STAFF  
COUNSELS AND AD-  
VISES STUDENTS,  
ASSISTING THEM IN  
SELECTING AN ACA-  
DEMIC PROGRAM  
THAT WILL MEET  
THEIR CAREER  
GOALS.



## Program Vision

As part of the University Flagship Agenda, The Center for Advising and Counseling is charged with providing the services and programs that reflect the University's roles as a national leader in academic counseling and retention of college students.

## Program Accomplishments



- Average four-semester retention rate of UCAC pre-degree students has improved from 63% (prior to 2000) to 67% (since 2000).
- Average fourth-semester GPA of UCAC pre-degree students has improved from 2.09 (prior to 2000) to 2.26 (since 2000).
- First semester UCAC students in Spring 2004 completed the semester with an average cumulative GPA of 2.58 as compared to a 2.45 average for student who had been directly admitted to a senior college.

*...Where Excellence Begins*

# Center for Advising and Counseling



STUDENTS ARE ADMITTED TO THE CENTER WITH THE EXPECTATION THAT THEY WILL QUALIFY FOR ADMISSION TO A SENIOR COLLEGE.

## Program Assessment

### Assessment Synopsis

The Center for Advising and Counseling is charged with providing comprehensive counseling, advising, and retention programs which meet the personal, academic, and career goals of a diverse student population. Programs include:

- First semester enrollment agreements.
- Third semester counseling/advising review
- Fourth semester exit conferences
- Mid-term grade reviews
- At-Risk counseling for probation and warning students
- Scholastic Drop/Summer Only program
- Admissions, financial aid, and academic appeals

### Assessment Types

Assessments are both qualitative and quantitative in nature. Rating scales from surveys and evaluations reflect level of satisfaction of services and provide qualitative feedback. Student contact reports, comparative GPA data and enrollment tracking provide quantitative information for assessment.

## Program Assessment

### *Assessment Instruments*

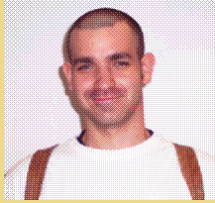
A variety of assessment instruments are used to gauge the effectiveness of UCAC programs. These instruments include

- Student Surveys
- Statistical tracking of counselor/student contacts
- Retention and enrollment tracking reports
- GPA comparisons of students counseled vs. students not counseled



*...Where Excellence Begins*

# Center for Advising and Counseling

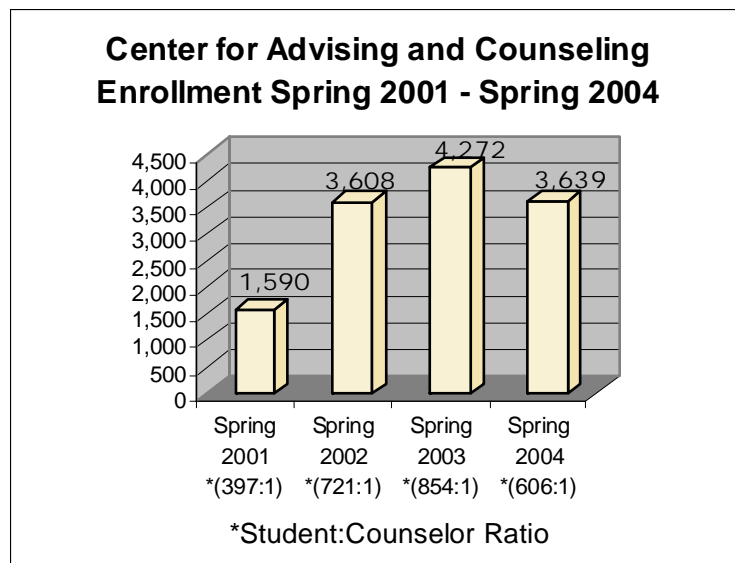
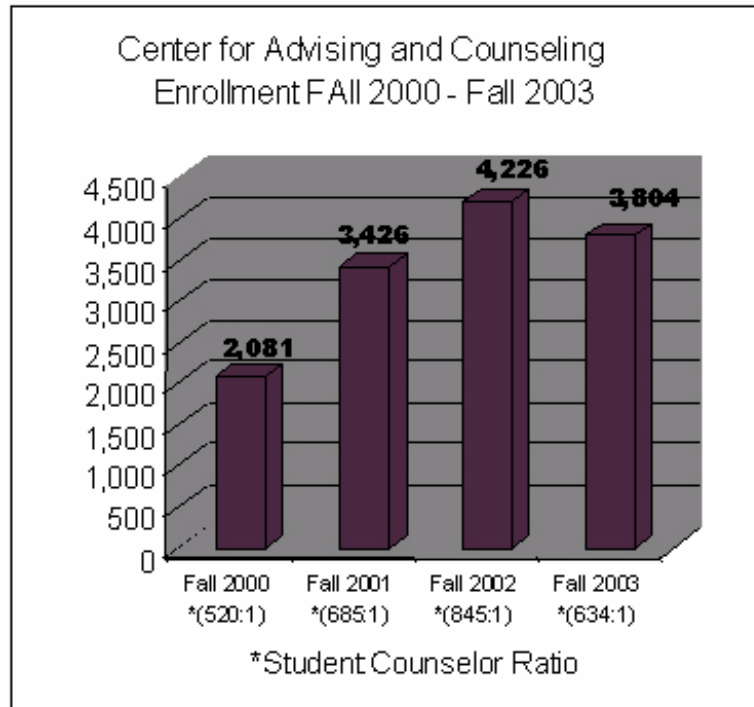


## Assessment Results

### Enrollment Trends

Since Fall 2000, enrollment has increased in UCAC while enrollment in UCFY has declined. This has dictated a change in the counseling staff assignments to create a balanced student:counselor ratio between the two departments.

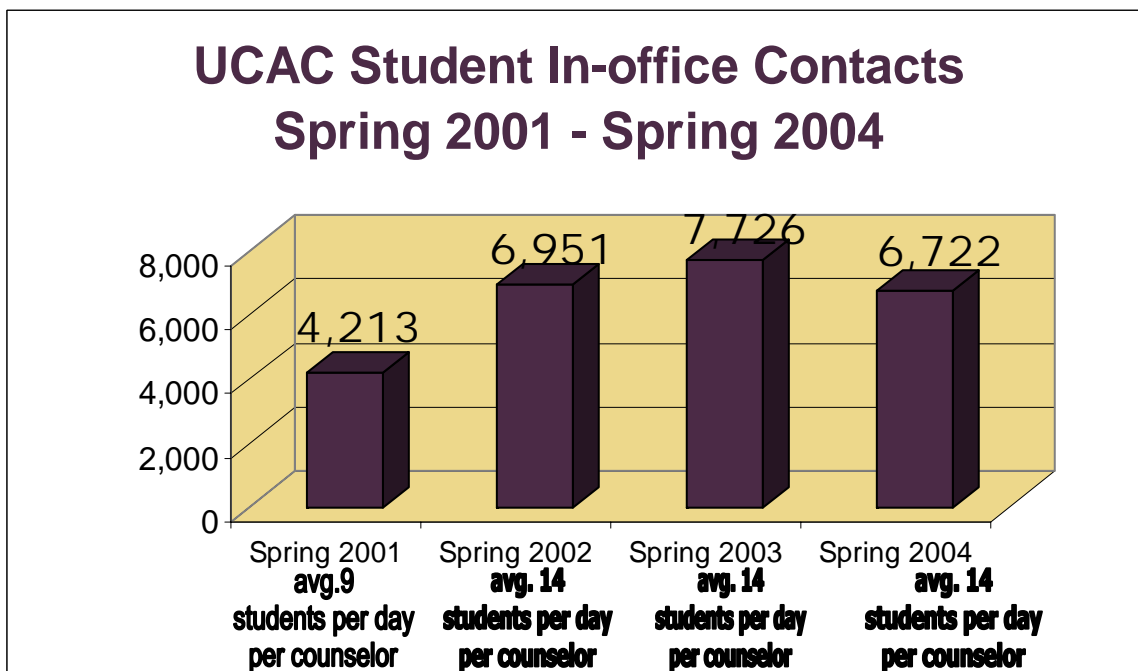
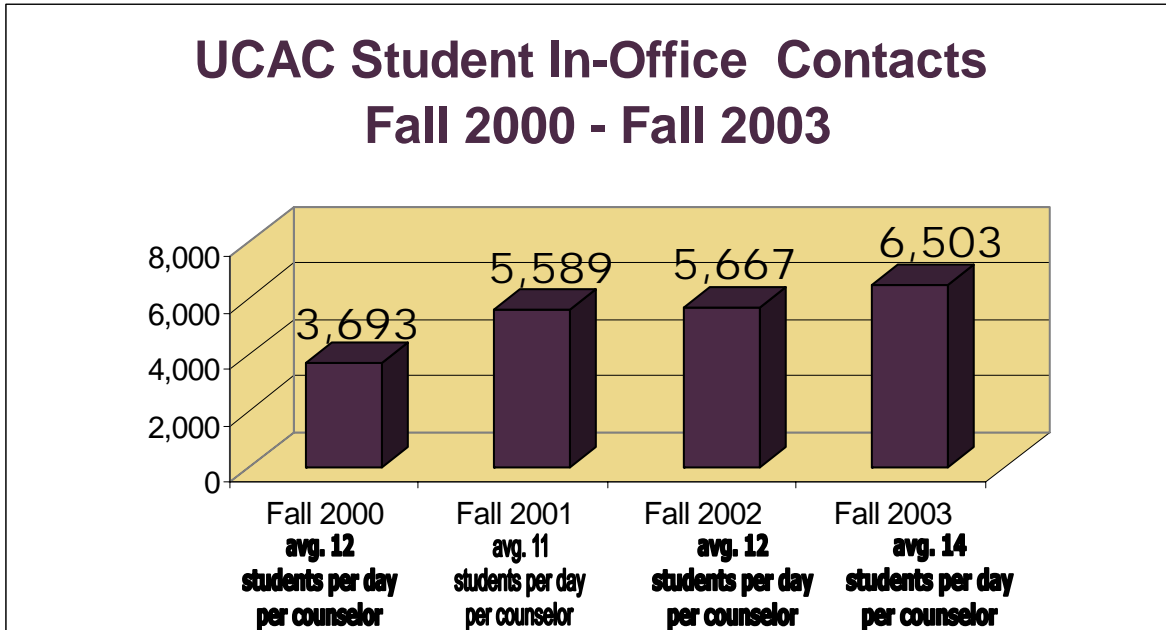
THE CENTER FOR ADVISING & COUNSELING ASSISTS STUDENTS WHO ARE PURSUING PRE-PROFESSIONAL PROGRAMS IN ALLIED HEALTH AND NURSING.



## Assessment Results

### *In-Office Student Contacts*

With the growing enrollment in UCAC, there has been a corresponding increase in the number of student contacts. The shift in counselor assignments has helped maintain the average of 13 student contacts per day per counselor.

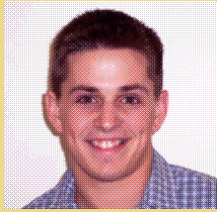


*...Where Excellence Begins*

# Center for Advising and Counseling

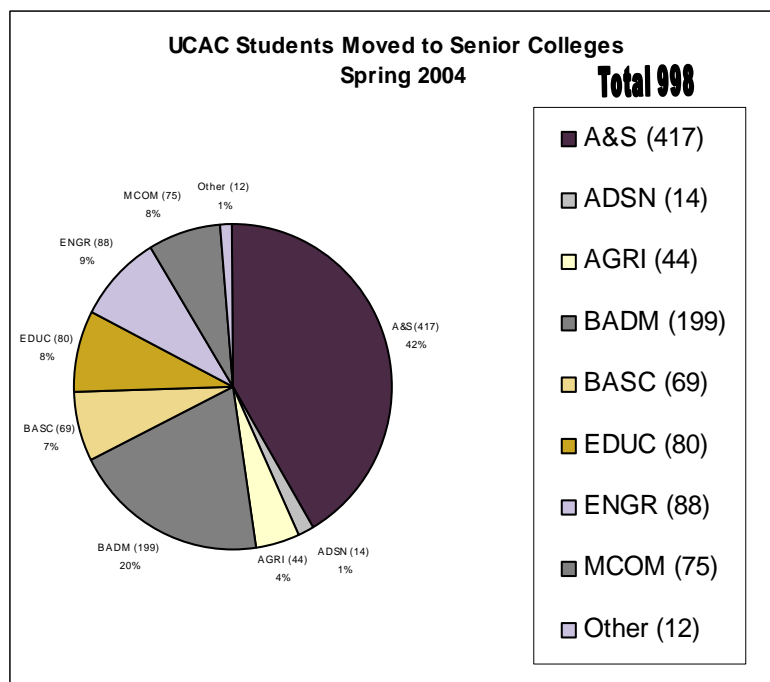
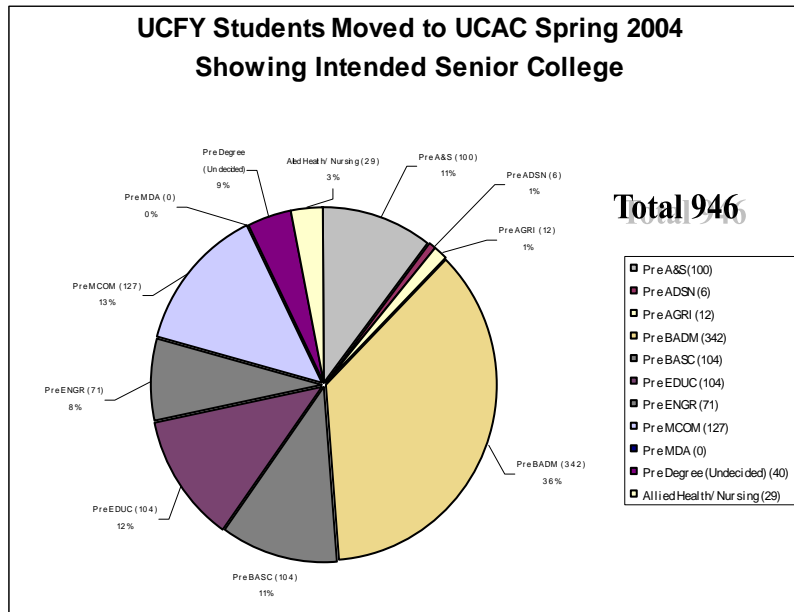
## Assessment Results

### Enrollment Trends Continued



STUDENTS WITH 30-PLUS HOURS ARE ADMITTED TO THE CENTER FOR ADVISING AND COUNSELING.

Business majors comprise the largest percentage of students who were moved from UCFY to UCAC during the 2003 - 2004 academic year. Mass Communication majors are the second largest group followed by Basic Sciences majors.





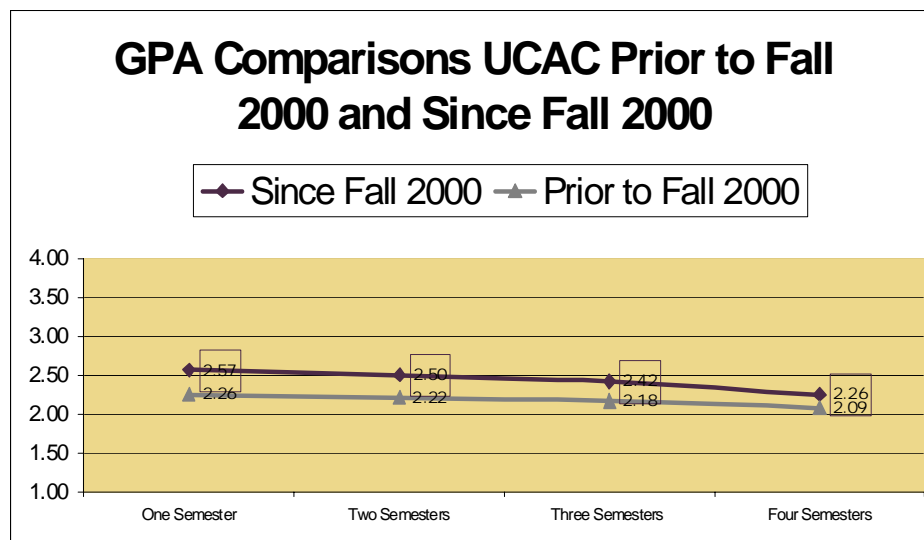
## Assessment Results

### First, Third and Fourth Semester Counseling

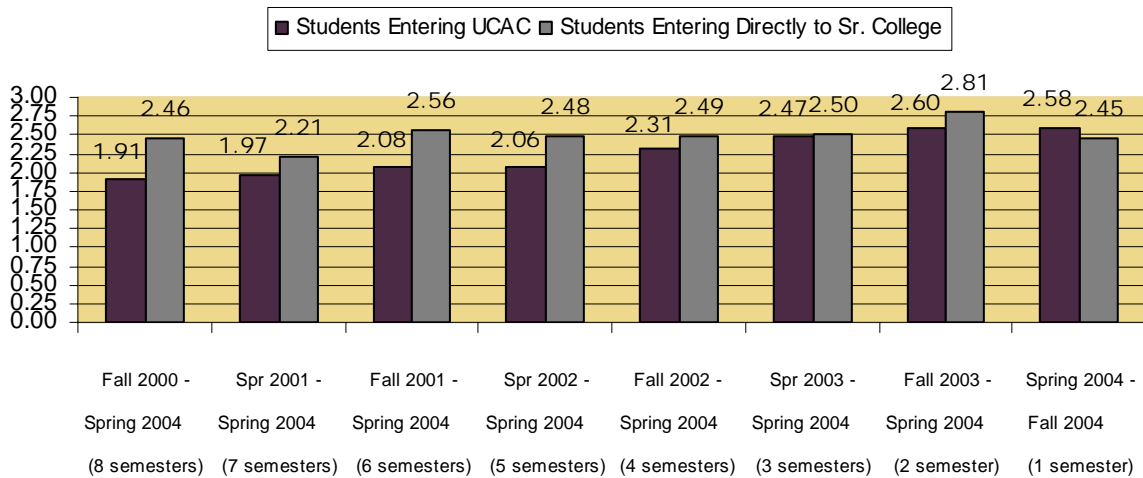
The time limit for enrollment in UCAC is four semesters. Any student who is enrolled in the first, third, or fourth semester is required to see a counselor for advising. The progress of these students is tracked to monitor their academic performance and retention.

#### University College Center for Advising and Counseling 1st, 3rd, and 4th Semester Counseling Summary Fall 2002 - Fall 2003

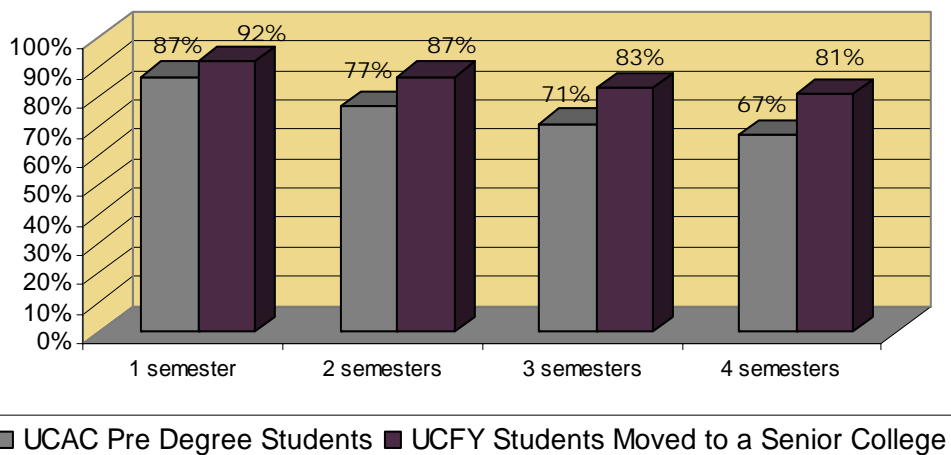
Semester	Total # of Students				# of Students Counseled				Percent of Students Counseled			
	1st Sem	3rd Sem	4th Sem	Total	1st Sem	3rd Sem	4th Sem	Total	1st Sem	3rd Sem	4 <sup>th</sup> Sem	Total
Fall 2002	1307	740	398	2445	1096	603	187	1886	84%	81%	47%	77%
Spring 2003	1237	772	512	3303	769	649	415	2412	62%	84%	81%	74%
Fall 2003	1421	714	524	2659	943	562	396	1909	66%	79%	76%	72%
Spring 2004	927	367	220	1514	757	358	219	1334	82%	98%	99%	88%



## GPA comparison of UCAC Students and Senior College Students



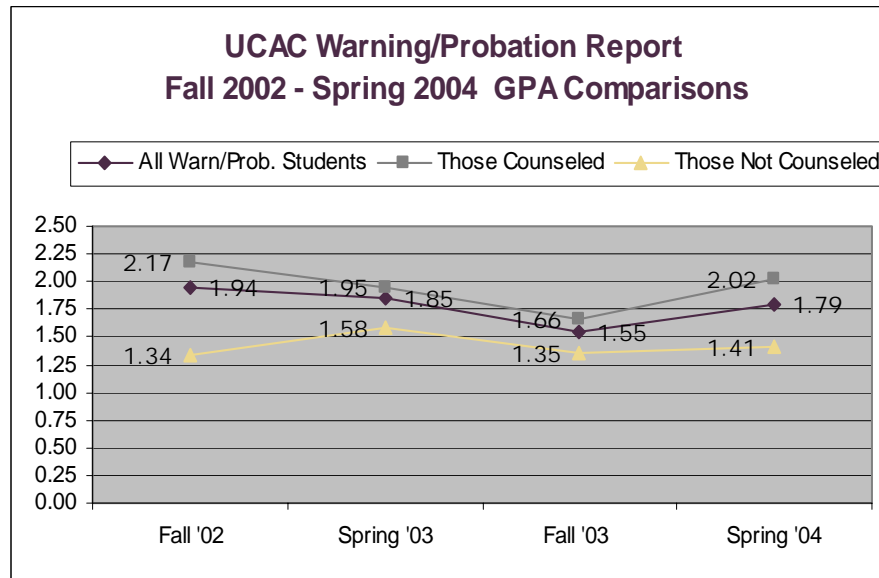
## Retention Comparisons UCAC Pre-degree Students vs. UCFY Students Moved Directly to a Senior College (average since Fall 2000)



## Assessment Results

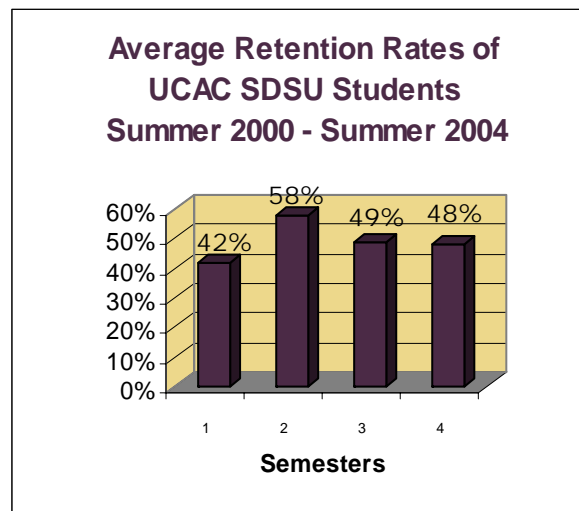
### Academic Warning and Scholastic Probation Monitoring Program

All UCAC students who are on academic warning or scholastic probation are counseled, advised and monitored. GPA comparisons are made between those student counseled and those who did not seek counseling assistance.



### Scholastic Drop/Summer Only Program

Scholastically dropped students are given the opportunity to enroll in summer school in an attempt to removed their quality point deficits, regain good academic standing, and thus be allowed to return to school in the fall semester. UCAC students in this program are closely monitored during their summer enrollment, and their progress is tracked over subsequent semesters.



*...Where Excellence Begins*

# Center for Advising and Counseling

## Review of Academic Appeals



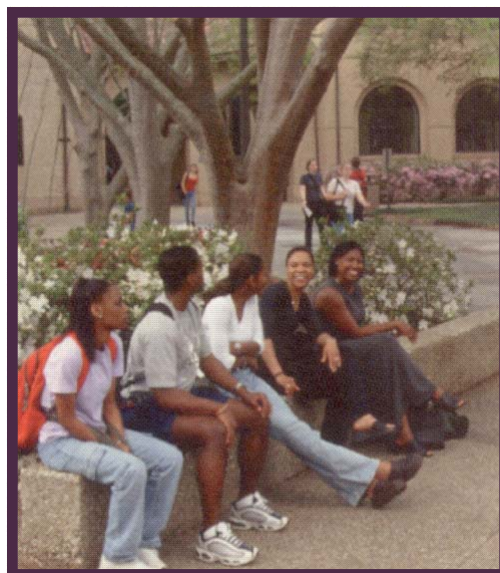
STUDENTS WHO ARE CROSS-ENROLLED AT LSU FROM SOUTHERN UNIVERSITY AND BATON ROUGE COMMUNITY COLLEGE ARE SERVED BY THE CENTER FOR ADVISING & COUNSELING.

UCAC reviews a significant number of academic appeals each year. These appeals range include admission reviews for re-entry students, transfer students and students dropped from senior colleges, appeals for reinstatement of scholastically dropped UCAC students, requests for additional semesters of enrollment beyond the 4 semester rule, and financial aid/student employment appeals.

UCAC Student Appeals 2003 - 2004				
Type	Number	Approved	Denied	Tabled / No Action
Admission Appeals	638	384	184	70
Transfers from Senior Colleges	144	110	29	5
Reinstatements	63	23	39	1
Request for Additional Semester in UCAC	300	173	107	20
Retroactive Drops/Resignations	373	284	64	25
Financial Aid/Student Employment	338	271	33	34

## Future Program Goals

Create a career counseling component for second semester UCAC students who are not showing progress toward entry into a senior college.



*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). TRIO programs, as the various grants are known, focus on improving postsecondary access and increasing the persistence and graduation rates for disadvantaged students (identified since the 1980 reauthorization as low-income, first generation or disabled students).

The TRIO grants have grown from the original three (which included SSS) to eight programs working with students from middle school through their baccalaureate degree. There are more than 2,600 TRIO programs in the United States serving more the 872,000 students at more than 1,200 universities.

The Student Support Services grant at LSU was initially secured by Junior Division staff under the direction of Junior Division Dean Cangelosi and was an important part of developmental education at LSU. At that time the focus was to identify reading, writing and math abilities of students and thereby assist students with remediation aimed at improving their ability to remain enrolled at LSU and graduate. All students that were admitted to LSU went through vision, hearing, reading, math and writing tests and by the mid 1980s the Reading Lab had won an award for “Outstanding College Reading Program in the Country”.

By the mid to late 1980s, the state budget crunch was limiting the ability of LSU to continue to provide monies to fund developmental education at the same level and the university began to cut the various remedial programs until the only program remaining was Student Support Services. Over time, the focus of Student Support Services moved away from developmental education to student academic services.



## Program Vision

The vision of Student Support Services is to *increase retention and graduation rates for disadvantaged students and to facilitate their process of transition from one level of education to the next*. Currently this program provides academic services to 270 LSU students who meet the eligibility requirements [identified by the Higher Education Act of 1965 (Revised)] as listed below:

- ACT - 23 or lower
- 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

This 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.

The LSU Flagship Agenda is reflected in the vision of Student Support Services through a couple of key areas. Goal Two of increasing the high quality and diversity of the graduate students at LSU is reflected by the SSS focus on “*facilitating process of transition from one level of education to the next*” and Student Support Services is involved in all aspects of Flagship Goal Four - Improving the quality of campus life. SSS has been a leader in the retention focus at LSU since its inception and the focus on providing services to students and to improving the quality of the LSU experience for low-income, first generation and/or disabled students continues to be a key vision for Student Support Services.



...Where Excellence Begins

# Student Support Services



STUDENT SUPPORT SERVICES OFFERS ITS PARTICIPANTS MANY BENEFITS INCLUDING THE USE OF A 6-STATION COMPUTER LAB, FREE PEER TUTORING & MENTORING, AND A STUDY SKILLS CLASS.

## Program Accomplishments

SSS Outcomes for 2003-2004

The objectives of Student Support Services are clearly defined as retention, good academic standing and graduation rates.

- The SSS freshmen to sophomore retention rate for 2003-2004 was 83.3%
- The SSS freshmen class posted a good academic standing rate of 94.9%
- The overall rate good academic standing for the SSS program was 90.5%
- The 1998-1999 SSS freshmen cohort six year graduation rate was 56.8%
- 59% of College Success Program participants improved their GPA and 27% were removed from warning or probation
- 85.9% of students receiving Tutoring passed the course, while 11% withdrew from the course

## Program Assessment

Student Support Services focuses on the retention and graduation of low-income, first generation, and/or disabled LSU students. Academic services and personal assistance is provided to selected participants through a variety of services listed below.

- a. Intensive academic advising and personal counseling
- b. Individual Education Planning
- c. Academic/Personal Assessments
- d. Career guidance and career decision testing
- e. Financial Aid counseling and assistance
- f. Orientation and scheduling assistance
- g. Academic Workshops
- h. Study Skills Classes
- i. Cultural opportunities
- j. Peer Mentoring
- k. Peer Tutoring
- l. College Success Program for Warning/Probation students



## *Assessment Types*

Qualitative and Quantitative assessments are utilized. Student satisfaction surveys are conducted that reflect level of satisfaction of services and provide qualitative feedback. In addition, the tutoring program is evaluated for its effectiveness via an evaluation of the numbers of students that utilize on-going tutoring and whether they pass the course for which they received tutoring. Retention, GPA and graduation tracking reports provide quantitative information for assessment.

## *Assessment Instruments*

Various instruments are utilized to evaluate the effectiveness of the Student Support Services programs. These instruments include:

- Student surveys
- Statistical tracking of all contacts for program activities by SSS participants
- Program evaluations
- Retention, graduation and academic standing tracking reports

## *Assessment Results*

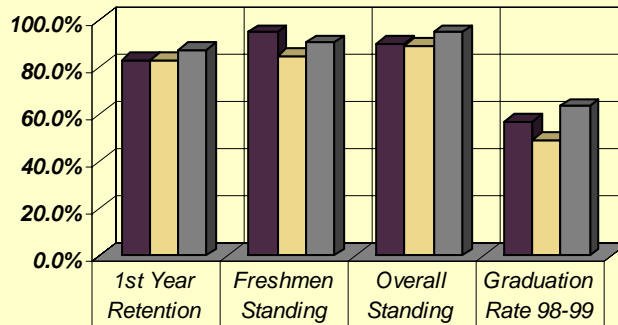
The SSS objectives are evaluated as required by the U. S. Department of Education TRIO grant program and then compared to retention, graduation and academic standing rates for LSU undergraduates who qualify for SSS based on ACT (1-23) as well as those who are not eligible based on ACT (24-36).

Over the past couple of years, SSS Counselors have seen increasing numbers of students leaving LSU to pursue educational opportunities at other institutions. These students have identified a variety of reasons for leaving LSU, the most common being a desire to return closer to home, family and friends. A Second important factor is the desire to transfer to institutions because of particular programs of study. Most of the students leaving, do so while in good academic standing and quite a few have exceptional GPAs indicating that it is not their ability to function in the academic arenas that is leading them to exit LSU. This information will be utilized to create additional opportunities for SSS participants to become integrated into the LSU community.

Due to the focus on the First Year Experience and the interest in various factors that might influence the key objectives for SSS, comparisons have been given based on Freshmen/Non Freshmen, as well as ethnicity groups.

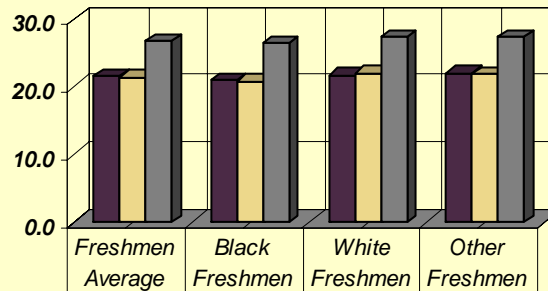
# Student Support Services

**SSS Objectives**  
SSS Participants compared to LSU Undergraduates



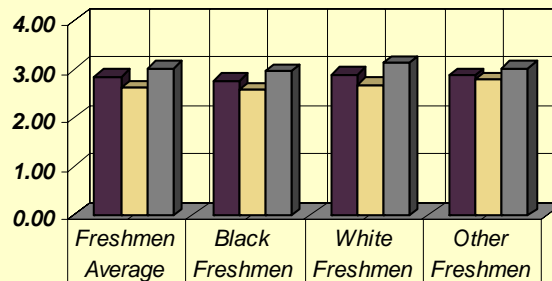
■ SSS Participants	83.3%	94.9%	90.1%	56.8%
■ SSS-Eligible	83.1%	84.7%	89.4%	49.1%
■ Non-SSS-Eligible	87.2%	90.5%	94.8%	63.4%

**Freshmen Class Comparisons (by Ethnicity)**



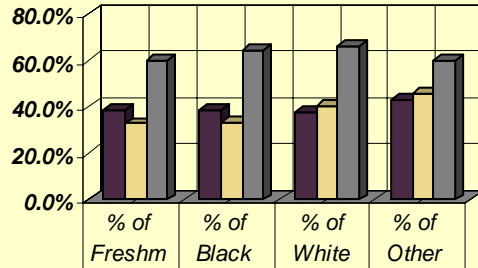
■ SSS Participants	21.5	20.9	21.7	22.0
■ SSS-Eligible	21.4	20.8	22.0	21.8
■ Non-SSS-Eligible	26.8	26.4	27.4	27.4

**Freshmen GPA Comparisons (by Ethnicity)**



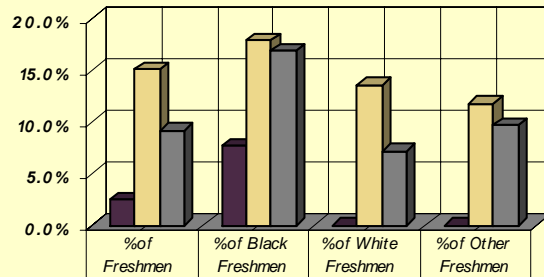
■ SSS Participants	2.84	2.77	2.89	2.86
■ SSS-Eligible	2.61	2.58	2.67	2.79
■ Non-SSS-Eligible	3.02	2.95	3.11	3.01

**Freshmen Comparisons >3.0 (by Ethnicity)**



	% of Freshm	% of Black	% of White	% of Other
■ SSS Participants	38.5%	38.5%	37.7%	42.9%
□ SSS-Eligible	32.8%	33.3%	40.6%	45.6%
■ Non-SSS-Eligible	59.9%	64.6%	66.2%	60.0%

**Freshmen Comparisons <2.0 (by Ethnicity)**



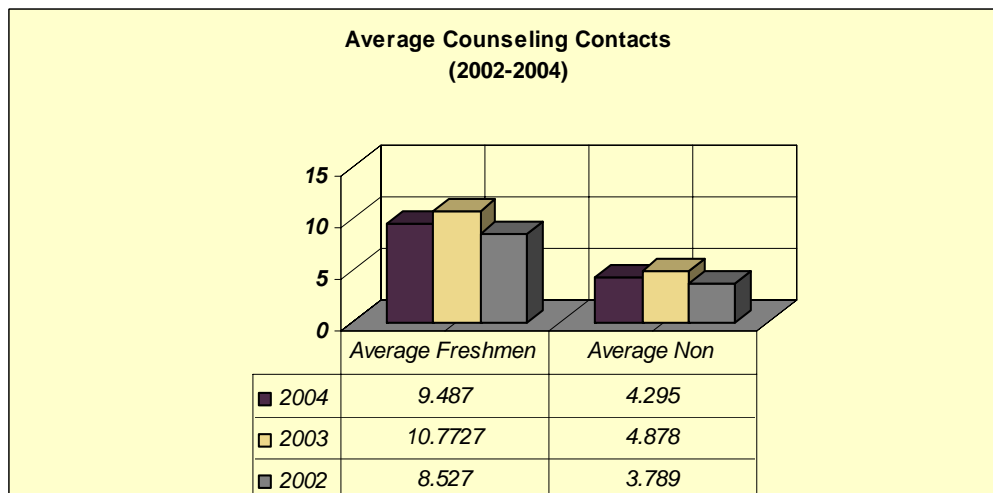
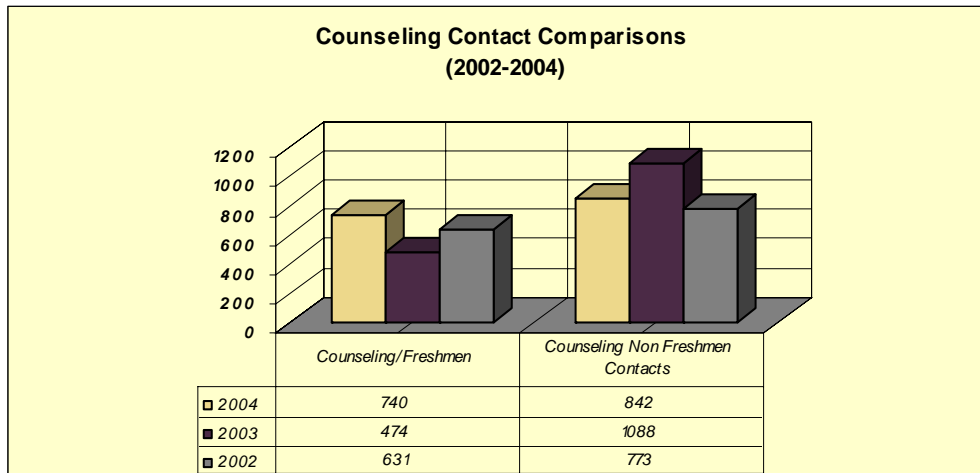
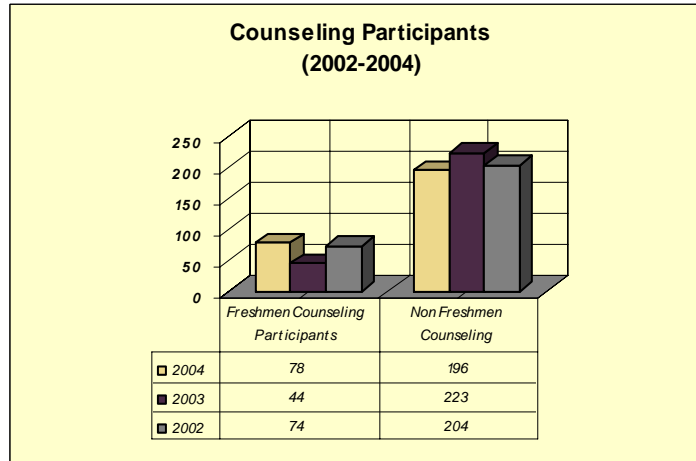
	% of Freshmen	% of Black Freshmen	% of White Freshmen	% of Other Freshmen
■ SSS Participants	2.6%	7.7%	0.0%	0.0%
□ SSS-Eligible	15.1%	17.9%	13.6%	11.8%
■ Non-SSS-Eligible	9.2%	16.9%	7.2%	9.7%

In addition to evaluating how the SSS participants are performing compared to LSU undergraduates, the various program services are evaluated to review use and quality of services. The key academic services are Counseling, Tutoring, Study Skills, and College Success. The following reports both qualitative and quantitative information from these services.

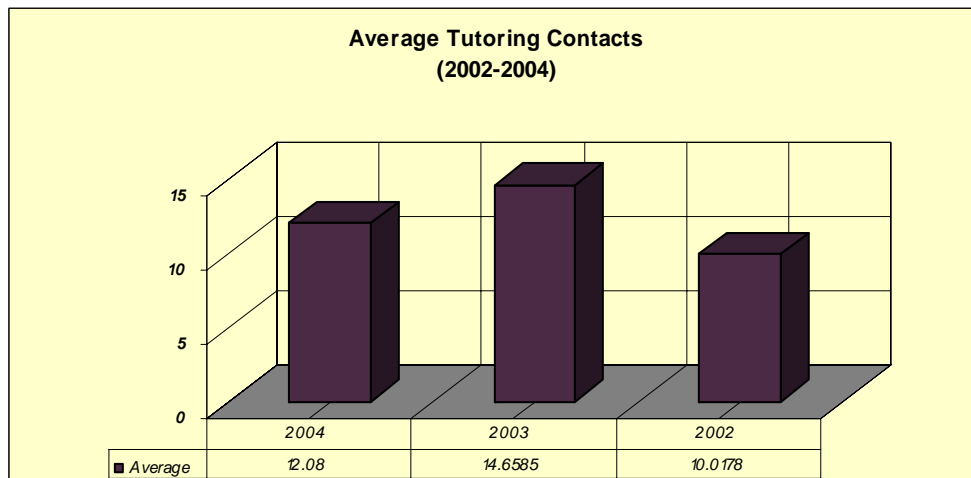
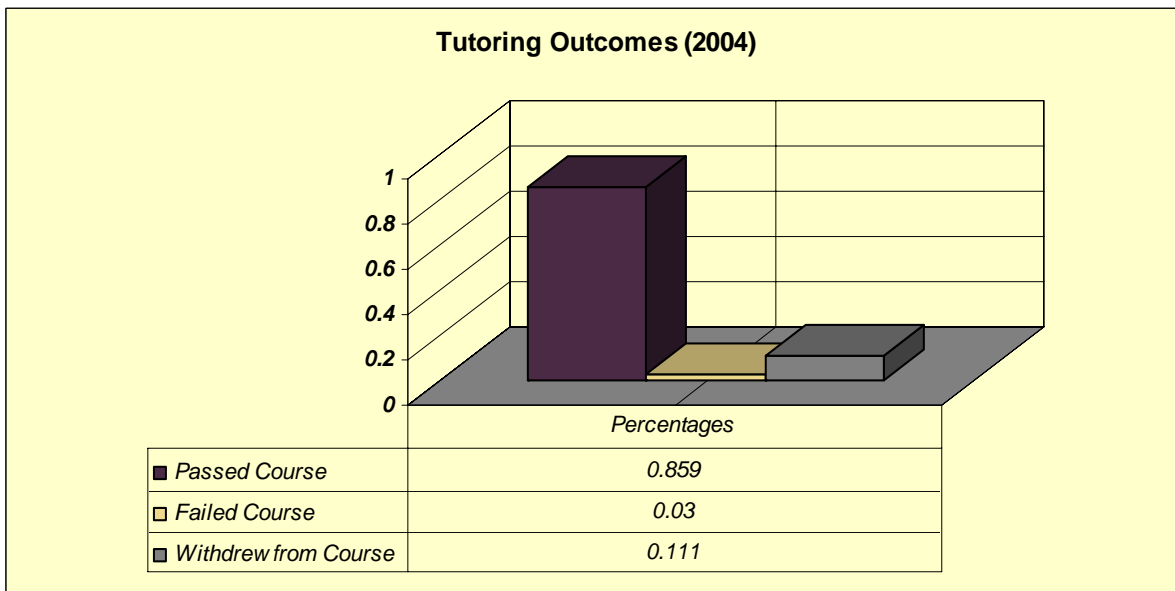
# Student Support Services

## Counseling

Counseling contacts for 2003-2004 are listed below. While there is no definitive information on how counseling contacts impact academic performance, it is accepted that counseling is important to both retention and academic performance, as it is through counseling that students (especially low-income, first generation and disabled students) come to understand how to proceed through the academic arena.

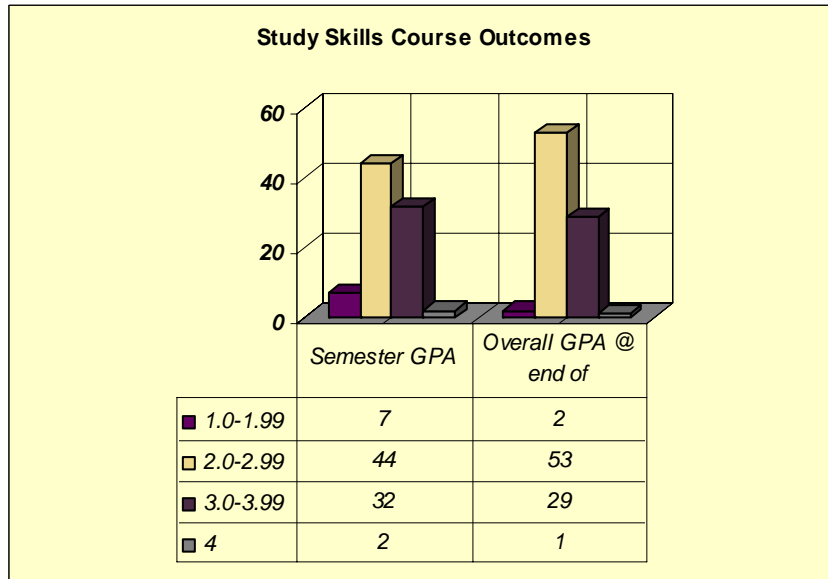


Tutoring



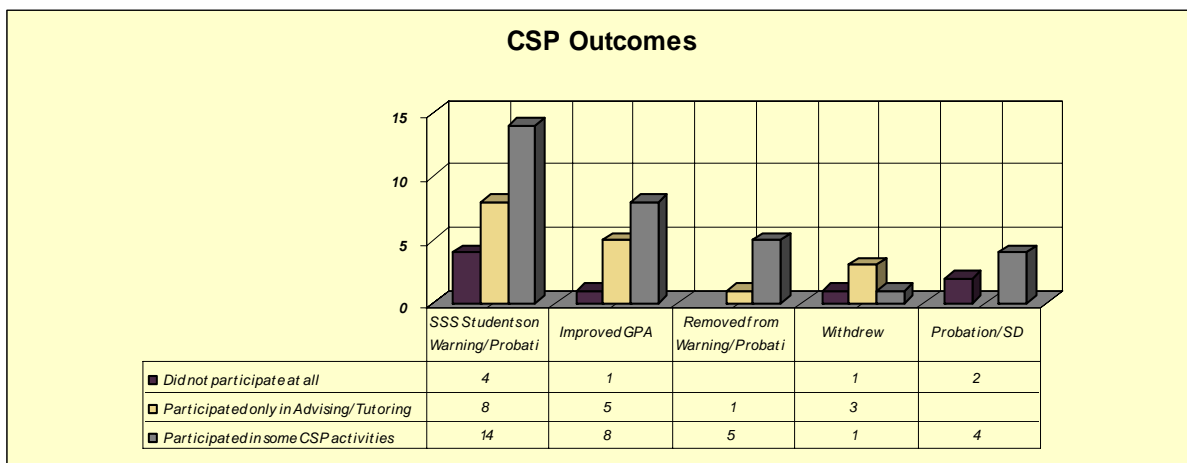
# Student Support Services

## Study Skills Course



## College Success Program

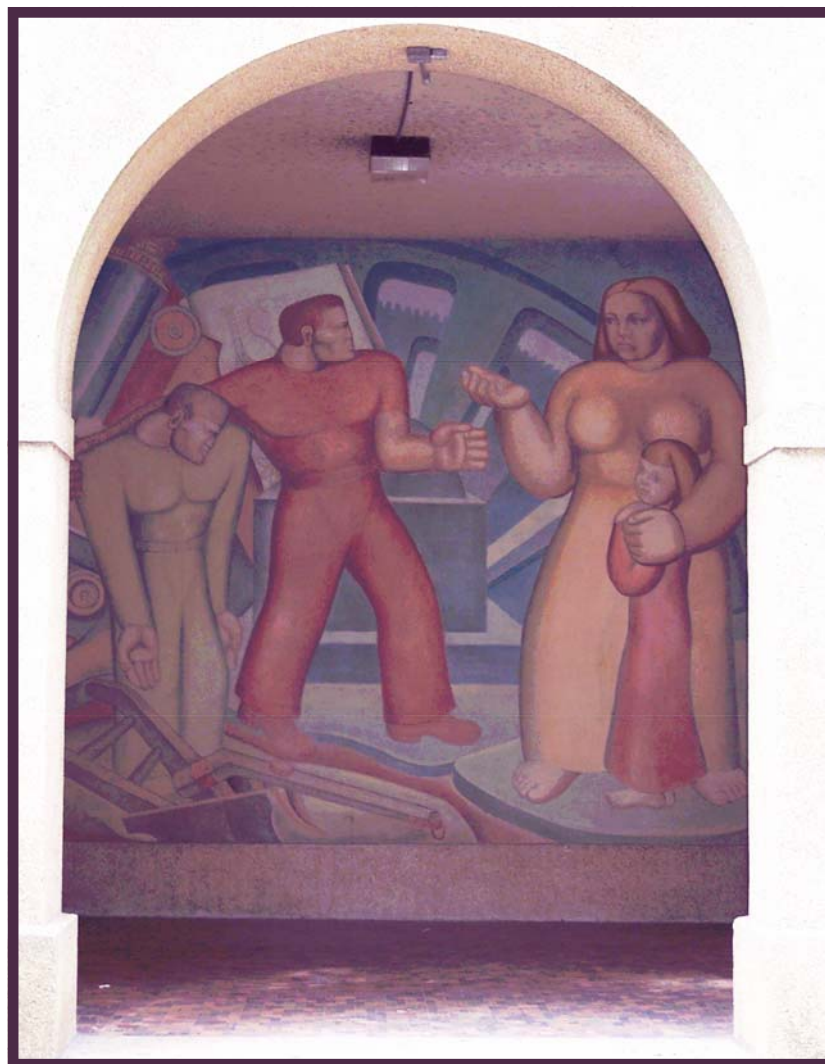
The College Success Program is a new initiative by SSS to address the students that are on Warning or Probation. It is difficult to gain participation in the program, but as students see the improvement of their peers, it is expected that students will be more likely to participate in the actual program. Of the 22 that did participate either through individual appointments or the peer groups, 13 improved their GPA with 6 of them raising their cumulative GPA to above 2.0.



## Future Goals

- Refine the College Success Program to better address the needs of SSS participants who are on warning or probation
- Secure future funding of the Student Support Services grant from the U. S. Department of Education

*Summer Scholars*



*...Where Excellence Begins*

# Summer Scholars Program

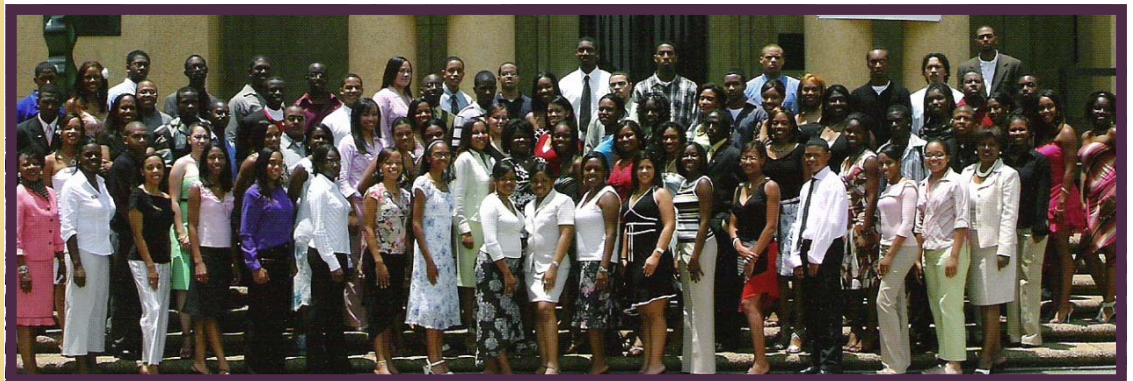


**Dorothy Morgan**  
Coordinator  
Summer Scholars Program

## Program History

The LSU-University College Summer Scholars' Program (SSP) was initially started in 1991 as a Summer Bridge Program for the Recruitment and Retention of African-American students. This program was comprised of a committee of university administrators who wrote a proposal to fund 30 African-American students' attendance to LSU. These students must be first-time incoming freshmen with a GPA of 2.4+ and 18+ on the ACT. In addition, these students must agree to continue 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 was selected as the first coordinator of the Summer Scholars' Program, and continued to serve in that capacity until her retirement in 2001. In 2002, following Mrs. Mack's retirement, Carolyn C. Collins, Associate Vice-Chancellor and Dean of University College, appointed Dorothy H. Morgan as the 2<sup>nd</sup> coordinator of the Summer Scholars' Program since its inception in 1991. The Summer Scholars' Program is housed in 150 Allen Hall on the LSU- Baton Rouge campus.

THE SUMMER SCHOLARS PROGRAM ENABLES SELECTED MINORITY STUDENTS TO MAKE A SUCCESSFUL TRANSITION FROM HIGH SCHOOL TO THE UNIVERSITY.





## Program Vision

The Summer Scholars' Program is an eight-week program that enables selected under-represented minority students to make a successful transition from high school to the University by providing a structured environment that should enhance the likelihood of successful completion of a bachelor's degree. Some financial assistance and extensive academic and personal counseling are provided to assist these young men and women in maximizing their abilities.

The Mission of SSP is to support the University's diversity goals by providing an opportunity and resources for talented undergraduate, under-represented minority students a foundation for excellence at LSU.

## Program Accomplishments

Before the fall semester rush, students are offered opportunities to adjust to the demands of the University both in and out of the classroom.

### Participants will:

Register for six hours of coursework – the appropriate English course and/or one additional three-hour course of their choice with permission of the coordinator.

Attend discussion and study groups with supplemental instructors and tutors.

Participate in social and cultural activities to encourage interaction among students, staff, and faculty.

Attend speaker sessions during which such important topics, as note-taking strategies, time management, stress management, career exploration, critical thinking, personal adjustment, and test-taking strategies will be covered.

Complete an annual data sheet to inform the Summer Scholars' office of their status while at LSU and after graduation.

### Summer 2004 Activities and Accomplishments

- 70 students selected by committee to participate (2 honorary participants)
- Group orientation (June 1<sup>st</sup>)
- 6 hours coursework
- Campus tours Tuesday & Wednesday (June 8 – July 20)
- English tutoring each Tuesday evening beginning June 8 thru July 20<sup>th</sup>.
- Additional course tutoring each Wednesday evening (6/8-7/21)
- "Family Meetings" each Thursday evening (6-10/7-22)
- Weekly Speaker Sessions (6/1-7/23)
- Cultural trip to Melrose Plantation in Alexandria, LA (July 10<sup>th</sup>)
- 3 continuing Book Awards given by Summer Scholars' Alumni (matched by employers) and one new Book Award established and awarded.
- Session with LSU Summer Scholars' graduates every other Friday (6/18 – 7/23)
- "Meet Your Mentor" (June 23<sup>rd</sup>)
- Jobs provided for over 63 students at various on-campus locations.
- Closing Ceremony (July 28<sup>th</sup>)
- Ending composite GPA was 3.33
- Completed program evaluation forms

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# Summer Scholars Program



THE SUMMER SCHOLARS PROGRAM IS AN ENRICHING AND NURTURING EXPERIENCE

## Program Assessment

### Assessment Synopsis

The Summer Scholars' program is designed to measure the retention and graduation rate of under represented minority students on the LSU campus. The effectiveness of the program can be seen in the assessment results provided by the Office of Budget and Planning.

### Assessment Types

The Summer Scholars' Program uses an evaluation form that is completed by the participants during the last week of the summer program. Services evaluated by the students include items such as; performance of the coordinator, office staff, peer mentors/tutors, meals, speaker sessions, campus activities, brochure, job assignments, "Family Meetings", cultural activities, and others. A copy of the evaluation form can be obtained from the Summer Scholars' Office.

### Assessment Instruments

In addition to the program evaluations completed by the students, SSP also use reports generated by the Office of Budget and Planning to compare the Summer Scholars with the general population of LSU students.

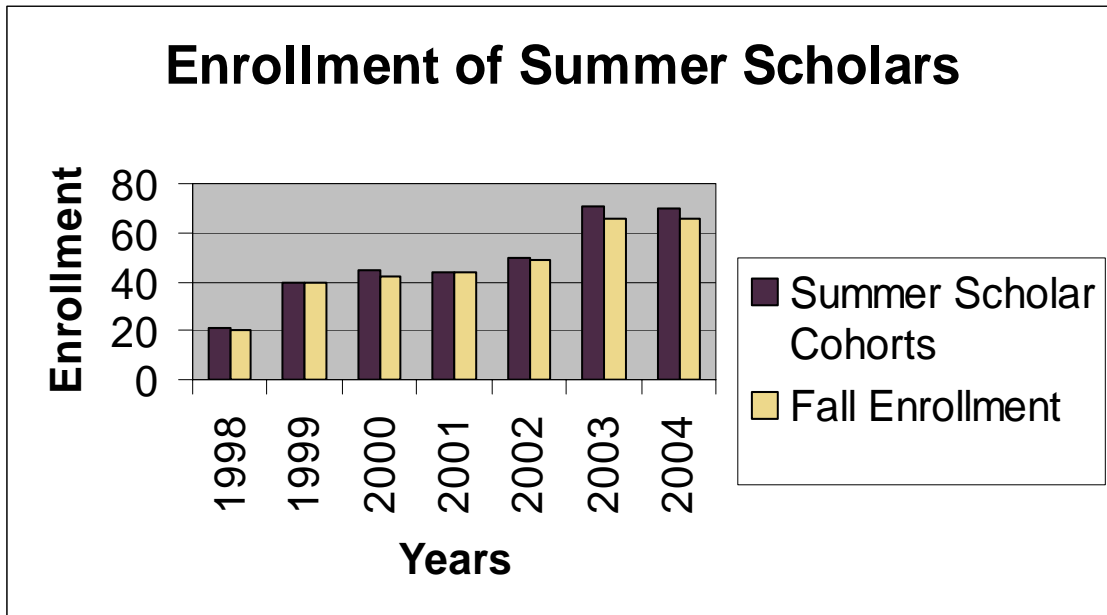


## Assessment Results

Office of Budget & Planning  
Data on Summer Scholars  
1998-2004

Year	Summer Scholars Cohorts	Fall Enrollment	Four Year Graduation Rate	Six year Graduation Rate
1998	21	20	12/57.1%	15/71.4%
1999	40	40	17/42.5%	N/A
2000	45	42	14/31.1%	N/A
2001	44	44	N/A	N/A
2002	50	49	N/A	N/A
2003	71	66	N/A	N/A
2004	70	66	N/A	N/a

Summer Enrollment of Summer Scholars and  
Participants who returned for the fall semester  
1998-2004



(All results provided by the LSU Office of Budget and Planning- Bernard Braun)

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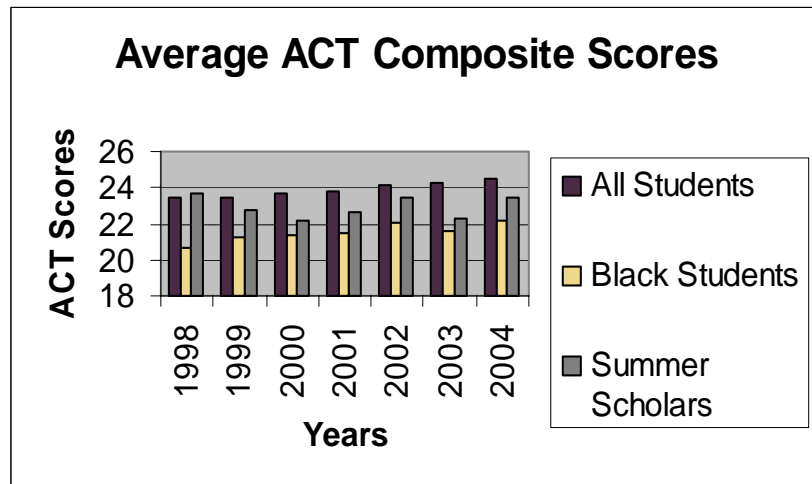
# Summer Scholars Program



## Assessment Results

A report on the average ACT Composite Scores – Freshman Cohorts  
1998-2004  
(All Students, Black Students, and Summer Scholars)

Year	All Students	Black Students	Summer Scholars
1998	23.4	20.7	23.7
1999	23.5	21.2	22.7
2000	23.7	21.4	22.2
2001	23.8	21.5	22.6
2002	24.2	22.1	23.5
2003	24.3	21.6	22.3
2004	24.5	22.2	23.4



## Assessment Results

(All results provided by the LSU Office of Budget and Planning- Bernard Braun)

Cumulative % Graduating  
Six-Year Graduation Rates  
Freshman Cohorts: 1992-1998

All Students:

Semester	# Of New Freshman & Cumulative % Gradu- ating After 6- Years	# of Black Students & Cumulative % Gradu- ating After 6- Years	# of Summer Scholars & Cumulative % Graduating After 6- Years
1992	3,503----48.3%	293----33.3%	44----40.9%
1993	3,178----50.2	275----41.5	41----56.1
1994	3,374----52.4	339----41.6	30----66.7
1995	3,649----56.3	317----47.9	26----57.7
1996	3,991----56.7	351----46.2	21----47.6
1997	4,443----56.0	427----45.9	24----70.8
1998	5,063----55.8	487----44.6	21----71.4

### Condensed Results of the 2004 Student Evaluations

	<u>Agreed</u>	<u>Disagreed</u>
Did your initial contact with University personnel leave you with a positive impression of LSU?	60	05
Was the brochure appealing?	55	10
Did you feel welcome when you arrived?	62	03
Did the program help you feel better prepared to start school in the fall?	63	02
Was the tutorial component helpful?	58	07

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# Summer Scholars Program



INVOLVEMENT IN SUMMER SCHOLARS WILL BE THE LAUNCHING PAD FOR LEADERSHIP POSITIONS.

## Assessment Results

### Condensed Results of the 2004 Student Evaluations Continued

	<u>Agreed</u>	<u>Disagreed</u>
Was the orientation seminar helpful?	55	10
Were you satisfied with the residence hall?	50	15
Did you enjoy the cafeteria meals?	65	00
Should there be more group weekend activities?	45	20
Do you feel better informed about campus service activities?	65	00

## Future Program Goals

- To provide selected students an atmosphere that will allow for successful transition from high school to college.
- To provide students an opportunity to enroll and complete six hours of academic course work.
- To provide students the opportunity to work an on-campus job, in order to enhance their communication and employment skills.
- To introduce and prepare students for the challenges of University life.
- To create an environment that is conducive to learning and one that will enhance the self-esteem of all students.
- To increase the retention rate of the under-represented students at LSU.
- To foster communication between the under-represented students and LSU faculty and staff.

## Future Program Goals Continued

- To introduce students to academic resources available to them and to promote usage of such resources.
- To teach education and academic survival skills.
- To create a supportive environment among and within participants.
- To teach students the skills necessary for taking notes; managing time, stress, and test anxiety; making career decisions; and establishing attainable goals.



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*Summer Opportunity Program*



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# Summer Opportunity Program



Carolyn C. Collins  
Associate Vice Chancellor and  
Dean  
Coordinator  
Summer Opportunity Program

THE SUMMER  
OPPORTUNITY  
PROGRAM SEEKS TO  
PROVIDE A  
CHALLENGING  
ACADEMIC  
EXPERIENCE FOR  
STUDENTS.

## Program History

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.

The Summer Opportunity Program was developed to meet the academic needs of these students and to assist in the retention of this special population. In 2002, 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. 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 these students. By implementing the SOP, LSU and University College directly address the strategic goal: “To attract, retain, educate and graduate highly qualified students.”

## Program Accomplishments



SOP began in 2002, and this is the third year of the program. Academically, it was a very successful summer. The program met its academic goal of 2.5 as students academic GPA was 2.52.

- Provided a challenging summer experience for students that will fully develop their writing, research, and study skills.

Meeting this goal was an object of focus throughout the summer. Early in the session, each student scheduled an individual visit with the Writing Center. During meetings with Writing Center counselors, samples of students' writing were analyzed and evaluated for clarity and accomplishment of purpose. Many students remarked that the feedback from these meetings was especially helpful in identifying strengths and weaknesses and helping to improve future writing. Students also toured Middleton Library and attended seminars conducted by LSU Libraries' staff that focused on research techniques and access to the vast onsite and online resources available at LSU. And throughout the summer, students attended seminars conducted by the Center for Academic Success; seminars not only covered exam preparation and test taking, but also the day-to-day performance.

- Created an environment that fosters community involvement, personal development, and employment skills.

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# Summer Opportunity Program



THE SUMMER OPPORTUNITY PROGRAM TARGETS STUDENTS WHO PLAN TO ENTER INTO HIGHLY SELECTIVE DEGREE PROGRAMS.

## Program Assessment

### *Program Accomplishments Continued*

Another of the program's goals was to create an environment that fosters community development, personal development, and employment skills. This goal was also the object of ongoing focus throughout the summer session. Employment was arranged at the beginning of the session for over 100% of students who wanted to work on campus. In various campus jobs (first jobs for many), students developed work skills and formed valuable professional relationships with supervisors and co-workers. Students also benefited greatly from living on campus as part of a community. Most students were living away from their families for the first time; student feedback indicates that they welcomed the many opportunities to live, learn, and form friendships with peers, and to enjoy the first taste of college life. And students learned much from the program's guest speakers. Students were able to meet and interact with many established members of the LSU community, and to learn by example what has made these mentors so successful.

### *Assessment Synopsis*

Participants in the Summer Opportunity Program were awarded a one time summer session scholarship. As recipients of this award, students were expected to participate in activities, in which students received academic and career guidance.



## Program Assessment

### Assessment Types

Both qualitative and quantitative assessments were used to evaluate the impact and effectiveness of the Summer Opportunity Program.

#### Qualitative

- Parent surveys were used to indicate parent satisfaction
- Student surveys were used to indicate student satisfaction
- Administration/Peer Leader surveys were used to determine management and administration proficiency.

#### Quantitative

- Midterm and Final summer grades



### Assessment Instruments

- Progress and final grade reports
- Surveys
- Student participation records
- Student work products (computer assignments, research assignment, resumes)

# Summer Opportunity Program

## Assessment Results



THE SUMMER OPPORTUNITY PROGRAM FOSTERS COMMUNITY INVOLVEMENT, PERSONAL DEVELOPMENT, AND EMPLOYMENT SKILLS.

- Student surveys indicated that the program was a beneficial experience that aided students in making a head start in: becoming familiar with campus resources and layout, making friends, and collaborating with others
- Parent surveys indicated that the program was beneficial in providing their student with structure and a strong support system, as well as, “the opportunity to become familiar with the campus and to learn about the available resources.”
- Student generated documents and tasks including:
  - Seminar and activity attendance tallies  
Tallies documented the number and type of programs scheduled, and that students attended
  - Midterm and final summer GPAs for the 2004 participants  
The academic goal of Summer Opportunity was that program participants would earn a 2.5 cumulative GPA. Students exceeded the academic goal by earning a 2.52 cumulative GPA, producing a .02 differential. Even more impressive was the fact that 10 of the 29 students earned a 3.0 GPA or above.



## Assessment Results

### *Program Retention*

Summer Opportunity Program Student Retention 2002-2004	
Summer Opportunity Program Class	Retention
Summer 2002	62%
Summer 2003	93%
Summer 2004	97%



Computer skills demonstration  
Study Strategies assignment  
Writing Sample and critique

Resume development  
Library information and LSU  
Library Website assignment

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# *Summer Opportunity Program*

## Future Program Goals

Future goals for Summer Opportunity are:

- Revise the seminars based upon recommendations from students, parents, and staff
- Increase the cultural and educational group activities
- Provide a monthly calendar of assignments and events
- Include involvement of former participants
- Introduce new segments on resume writing, portfolios, and employment etiquette
- Continue the career, writing, study skills



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*Notes:*



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