

LSU | University College
ANNUAL REPORT

2013
to **2014**



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UNIVERSITY COLLEGE

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ANNUAL REPORT

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As the flagship institution of the state, the vision of Louisiana State University is to be a leading research-extensive university, challenging undergraduate and graduate students to achieve the highest levels of intellectual and personal development. Designated as a land-, sea-, and space-grant institution, the mission of Louisiana State University is the generation, preservation, dissemination, and application of knowledge and cultivation of the arts.

STRATEGIC PLAN

MISSION STATEMENT

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.

VISION

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.

VALUES

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.

GOALS

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.

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.



“University College is proud to be the academic home for approximately 40 percent of the undergraduate population at LSU.”

from the Executive Director
R. PAUL IVEY



UNIVERSITY COLLEGE WHO WE ARE AND WHAT WE DO



On behalf of University College’s administrators and staff, the following pages provide a synopsis of our 2013-14 year as a means to explain exactly who we are and what we do.

University College is an often misunderstood entity at LSU. It has been in existence in some fashion for over 80 years, and serves as the portal of entry for most of the entering freshmen and many of the university’s re-entry and transfer students. These students come to us, many with intended majors and others enrolling without having made that choice. Their time in University College allows them to confirm their initial choice of major or to make a choice with opportunities to discover more about themselves, to explore educational options beyond the familiar, and to define their career paths before fully committing to a course of study that leads to graduation. In addition, the excellent support staff in University College focuses on these students and aids them with assimilating into the college educational environment.


Each fall, the enrollment of University College comprises approximately 40% of the undergraduate population on our campus with students enrolled in the Center for Freshman Year and the Center for Advising and Counseling. In addition, a variety of retention-specific programs that focus on particular student populations are a significant part of the role and mission of University College. This includes McNair Research Scholars and Student Support Services – both TRIO U.S. Department of Education grant funded programs that provided \$561,000 in federal support to our campus in 2013-14 to serve a select population of students. Additionally, our Summer Scholars program is the university’s premier experience for introducing a select class of African American/ minority students to LSU.

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 Freshmen Year (UCFY) and the Center For Advising & Counseling (UCAC) to gain admittance to degree-granting senior colleges on campus. Curriculum designations give a more detailed breakdown of the academic needs of students served through UCFY and UCAC advising.

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 25-30 percent.

		UC TOTAL ENROLLMENT	% OF LSU UNDERGRADUATE POPULATION
	FALL'12	9,836	40%
SPRING'13	7,479	33%	
SUMMER'13	1,623	26%	
FALL'13	9,969	39%	
SPRING'14	7,703	33%	
SUMMER'14	1,669	27%	

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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. Therefore, UCAC enrollment increases in percentage throughout the academic year, the most significant increase being in the summer semester.

ENROLLMENT UNIT	FALL'12	SPR'12	SU'13	FALL'13	SPR'14	SU'14
UCFY	7,127	4,936	549	7,091	4,838	500
UCAC	2,709	2,543	1,074	2,878	2,864	1,169
TOTAL UC	9,836	7,479	1,623	9,969	7,703	1,669
OTHER UNDERGRADUATE STUDENTS	14,795	15,170	4,706	14,962	15,483	4,506
TOTAL UNDERGRADUATE STUDENTS	24,631	22,649	6,329	24,931	23,186	6,175

ENROLLMENT BY CURRICULUM DESIGNATION

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 show the breakdown of students served by UCFY and UCAC over the 2013-14 academic year. Student enrollment is additionally tracked in University College for two summer-specific programs:

SCHOLASTIC DROP-SUMMER ONLY: LSU students who fall below the required university GPA can regain admittance via summer classes if courses result in a 2.0 cumulative GPA.

SUMMER ONLY: Non-LSU students who enroll only for the summer semester.

UCFY		ENROLLMENT BY CURRICULUM DESIGNATION		
ENROLLMENT UNIT	FALL'13	SPR'14	SU'14	
AGRICULTURE	24	34	1	
ART & DESIGN	172	85	3	
BUSINESS ADMINISTRATION	1,094	790	89	
ENGINEERING	1,436	831	132	
HUMAN SCIENCES & EDUCATION	614	547	61	
HUMANITIES & SOCIAL SCIENCES	727	436	38	
MASS COMMUNICATIONS	373	257	21	
MUSIC & DRAMATIC ARTS	6	4	1	
SCHOOL OF COAST & ENVIRONMENT	17	2	0	
SCIENCE	959	546	55	
ALLIED HEALTH	117	48	8	
BATON ROUGE COMMUNITY COLLEGE COOP	10	8	5	
CONCURRENTLY ENROLLED	626	608	0	
LSU SHREVEPORT CROSS ENROLLMENT PROGRAM	13	0	0	
MULTI-CAMPUS REGIS. INBOUND	0	3	0	
NOT REGULARLY ADMITTED	1	0	0	
PRE-DENTAL	0	0	0	
PRE-LAW	0	1	0	
PRE-MEDICINE	0	4	0	
PRE-MED TECH	6	5	1	
PRE-NURSING	327	268	16	
PRE-PHARMACY	76	49	8	
TOTAL UNDECIDED	493	285	32	
SUMMER ONLY	N/A	N/A	5	
SCHOLASTIC DROP-SUMMER ONLY	N/A	N/A	24	
TOTALS	7,091	4,838	500	

ENROLLMENT BY CURRICULUM DESIGNATION

UCAC

ENROLLMENT BY CURRICULUM DESIGNATION

ENROLLMENT UNIT	FALL'13	SPR'14	SU'14
ACADEMIC PROGRAMS ABROAD-UG	0	0	0
ALLIED HEALTH	46	54	5
AUDIT ONLY	8	7	5
LSU-SHREVEPORT CROSS ENROLL	18	18	0
LSU-SOUTHERN COOP	19	20	8
MULTI-CAMPUS REGIS. INBOUND	5	6	0
NATIONAL STUDENT EXCHANGE	0	0	0
NON-MATRICULATED	103	102	44
NOT REGULARLY ADMITTED	12	10	0
PRE-AGRICULTURE	48	34	13
PRE-ART & DESIGN	0	0	0
PRE-BUSINESS ADMINISTRATION	799	845	256
PRE-DEGREE	4	7	4
PRE-ENGINEERING	286	298	106
PRE-HUMAN SCIENCES & EDUCATION	448	450	143
PRE-HUMANITIES & SOCIAL SCIENCES	285	297	94
PRE-MASS COMMUNICATIONS	172	161	31
PRE-MUSIC & DRAMATIC ARTS	3	3	2
PRE-MED TECH	2	1	1
PRE-NURSING	61	69	21
PRE-PHARMACY	56	46	18
PRE-SCHOOL OF COAST & ENVIRONMENT	3	1	0
PRE-SCIENCE	261	214	84
RESTRICTED ADMIT*	237	221	93
STUDENT EXCHANGE PROGRAMS	2	0	0
SCHOLASTIC DROP-SUMMER ONLY	N/A	N/A	72
SUMMER ONLY	N/A	N/A	169
TOTALS	2,878	2,864	1,169

*The "Restricted Admit" designation identifies students who have been previously enrolled in a senior college and are petitioning enrollment in UCAC as a condition of a Senior College Scholastic Probation or for students who are exiting a senior college to attempt admission to another senior college offering a newly declared major. Enrollment in this category is generally limited to one semester.

OTHER 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 first-year 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'13	SPR'14	SU'14
NEW FRESHMAN	5,663	685	141
NEW TRANSFER	97	68	4
CONTINUING	1,325	4,053	351
RE-ENTRY	36	32	4
TOTAL	7,091	4,838	500

UCAC ENROLLMENT BY ENTRY STATUS

	FALL'13	SPR'14	SU'14
NEW FRESHMAN	1	0	0
NEW TRANSFER	464	178	124
CONTINUING	2,175	2,496	870
RE-ENTRY	238	191	175
TOTAL	2,878	2,864	1,169

UC TRANSFER AND RE-ENTRY STUDENTS COMPARED TO SENIOR COLLEGES

	FALL'13	SPR'14	SU'14
UC NEW TRANSFER	561 - 56%	246 - 66%	128 - 84%
SR. COLLEGE NEW TRANSFER	442 - 44%	129 - 34%	25 - 16%
UC RE-ENTRY	274 - 58%	223 - 57%	179 - 79%
SR. COLLEGE RE-ENTRY	198 - 42%	167 - 43%	48 - 21%

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 2013-14 academic year, University College served students in 30,346 face-to-face appointments through both UCFY and UCAC.

	UCFY	UCAC	UC
FALL'13	8,905	5,054	13,959
SPRING'14	8,136	4,621	12,757
SUMMER'14	1,459	2,171	3,630
TOTAL AY 13-14	18,500	11,846	30,346

BENGAL BOUND

University College's Center for Freshmen Year welcomed over 400 LSU students at the 1st Annual Mad Hatter's Tea Party during the 2013 Bengal Bound. Community Coffee provided flavored ice tea, which was served with a variety of delicious treats provided by Student Government's UCFY College Council.

EXPLORE LSU

UCFY academic counselors contribute to college panels for graduating seniors at various high schools throughout the Southeast. These panels are moderated by respective high school counselors, and provide open forums for prospective students to ask questions and learn more about LSU. EXLPLORE LSU is a program administered by LSU Undergraduate Admissions.

EXTENDED ORIENTATION/ENGLISH CLASS VISITS

In Fall 2013, UCFY academic counselors visited 97 sections of ENGL 1001, and connected with over 1,700 students. Counselors present an extended orientation utilizing the UCFY Newsletter to discuss programming geared for freshmen success – knowing integral dates and deadlines for the fall semester, times and locations for essential campus programming from the Center of Academic Success, the Olinde Career Center, Office of Financial Aid & Scholarship, and the Office of the Undergraduate Registrar.

KICK OFF LSU

More than 500 undecided students attended sessions during Kick Off LSU. The Center for Freshman Year presented on various LSU majors and senior colleges, and discussed the student's best path from first semester college success. Sessions covered options to enter LSU with either a declared major or one of UCFY's three Undeclared majors - UNAH (UNDEC-Arts & Humanities); UNSS (UNDEC Social Sciences); and UNSE (UNDEC Science & Engineering).



& ENRICHMENT PROGRAMS

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. 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.

Targeted Audience

Students who have been scholastically dropped after the spring semester for the first time, or after the previous fall semester for the second time or more are invited to participate in SDSU.

Details of Program

Every SDSU participant was required to attend an initial orientation session. Students were informed of the conditions of the program and instructed how to calculate GPA and quality point deficit. Topics such as the Study Cycle, academic calendar, time management, and common pitfalls were discussed. Participants were required to complete the Learning Styles Self-Tests and online workshops (Test Preparation, Time Management, and Note-Taking and Comprehension) through the Center for Academic Success website. Every student was encouraged to enroll in EDCI 1001, an Introduction to College Study course, unless the student had already earned credit for the course. The students were required to meet with the SDSU counselor in order to schedule courses and again at least once throughout the summer. The students were advised to utilize campus resources, especially the Center for Academic Success if unsuccessful in a class assignment or if experiencing any struggles when implementing the Study Cycle.

Center for Freshman Year Participants

In the 2013 UCFY SDSU program, 50 students participated in one of four orientation sessions. Upon conclusion of summer 2013 (3s/2013) and summer intersessions (3t/2013), if applicable, the following outcomes were noted:

Removed from drop status (2.00 LSU and Cum GPA*	3	6%
Eligible for reinstatement (≤ 6 quality point deficit)*	13	26%
Decreased deficit	15	30%
Maintained or increased deficit	12	24%
Never re-enrolled	7	14%

*32.0% eligible for Fall 2013 enrollment (removed from drop status or able appeal for reinstatement)

*28.0% enrolled for Fall 2013

RESULTS AFTER FALL 2013

Of the 16 students eligible for enrollment in Fall 2013 upon completing SDSU, 14 students (87%) attended. The data for the 14 students who completed registration for the Fall 2013 semester were:

Continued in good standing or improved GPA to good standing	12	86%
Scholastically dropped	2	14%

RESULTS AFTER SPRING 2014

Of the 37 students eligible to reapply for Spring 2014, 18 students (49%) were admitted and completed registration. The results were:

Placed in good standing or decreased quality point deficit	12	67%
Scholastically dropped	2	11%
Resigned	1	5%
Dropped and enrolled in UCAC SDSU	3	17%

CONCLUSION

The overall results after one academic year were:

Good academic standing (2.0 LSU and cumulative GPAs)	9	18%
Able to continue their enrollment at the end of the spring 2014	12	24%
Dropped	7	14%
Enrolled in UCAC SDSU program	3	6%
Never re-enrolled	15	30%

RETENTION & ENRICHMENT PROGRAMS

TRUE COLORS: WHAT SHADE IS YOUR MAJOR?

For 2013-14, University College offered 24 True Colors workshops, twelve each semester. True Colors impacted 81 students with self-reported evaluations concluding highly positive results.

- 96% "strongly agreed" or "agreed" that True Colors offered guidance in career search.
- 92% "strongly agreed" or "agreed" that True Colors helped in understanding personality type and how it can be used with the career decision-making process.
- 95% "strongly agreed" or "agreed" that True Colors provided initial steps in exploring majors and careers.
- 100% would recommend True Colors workshops to a friend.

University College's True Colors workshop was inspired by counselor and author Carolyn Kalil's book, *Follow your True Colors 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. Using a color-coded system, which categorizes careers, as well as the majors required for those occupations, True Colors is facilitated by several University College counselors who lead participants through activities designed to provoke self-evaluation.

True Colors 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. Also, 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 suits them as early as possible. Early selection of a suitable major is intended to improve the likelihood of a four-year graduation.

TOPS SCHOLARSHIP INFORMATIONAL MEETINGS

LSU University College's Center for Freshman Year and the Louisiana Office of Financial Student Aid (LOFSA) representatives hosted 12 informational sessions to discuss important information concerning TOPS scholarships, LSU scholarships, and financial aid. The sessions, impacting more than 550 students, provided students an opportunity to learn valuable information and to ask pertinent questions regarding TOPS, scholarships, and federal funding.



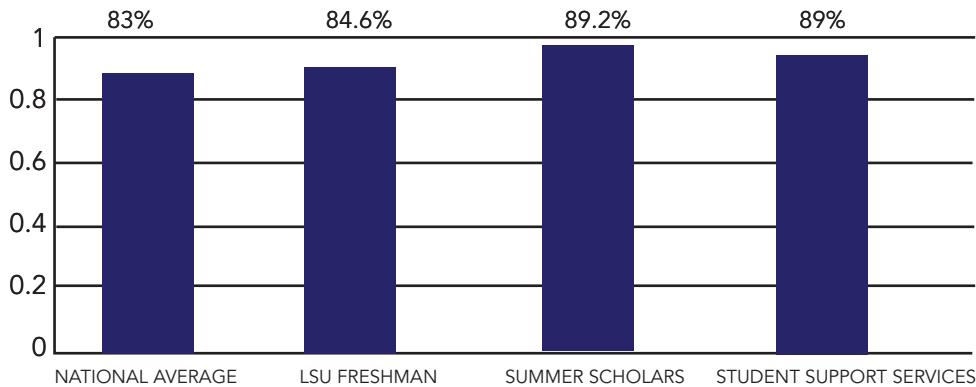
RETENTION DATA

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

National four-year selective doctoral public institutions	83.0%
LSU (fall 2013 first-year cohort)	84.6%
UCFY Programs	
Summer Scholars (summer 2013 cohort)	89.20%
Student Support Services (fall 2013 freshman cohort)	89.00%

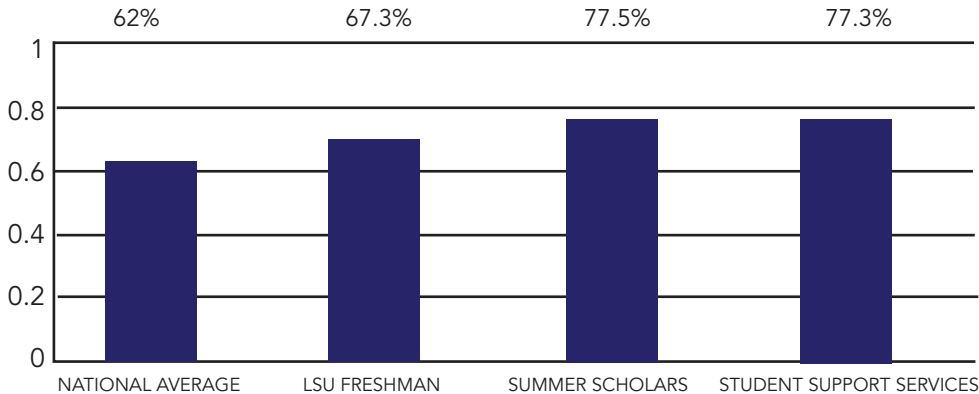
FRESHMAN TO SOPHOMORE RETENTION COMPARISON • 2013-14 COHORT



SIX-YEAR GRADUATION RATE

National four-year selective doctoral public institutions	62.0%
LSU (fall 2008 first-year cohort)	67.3%
UCFY Programs	
Summer Scholars (summer 2008 cohort)	77.5%
Student Support Services (fall 2008 freshman cohort)	77.3%

SIX YEAR GRADUATION COMPARISON • FALL 2008 COHORT



LSU 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 to 2nd year by senior colleges (from Fall 2013 to Fall 2014 retention).

CENTER FOR FRESHMAN YEAR

FALL'13 UCFY ADSN MAJORS (128)		
COLLEGE	COUNT FALL'14	PERCENT FALL'14
ADSN	79	61.72%
BADM	1	0.78%
ENGR	3	2.34%
HSE	2	1.56%
HSS	7	5.47%
MCOM	1	0.78%
UCAC	5	3.91%
UCFY	8	6.25%
TOTAL	106	82.81%
NOT ENROLLED	-22	-17.19%

FALL'13 UCFY BADM MAJORS (788)		
COLLEGE	COUNT FALL'14	PERCENT FALL'14
ADSN	3	0.38%
AGRI	9	1.14%
BADM	198	25.13%
ENGR	9	1.14%
HSE	12	1.52%
HSS	40	5.08%
MCOM	1	0.13%
SCE	2	0.25%
SCI	5	0.63%
UCAC	205	26.02%
UCFY	195	24.75%
TOTAL	679	86.17%
NOT ENROLLED	-109	-13.83%

FALL'13 UCFY CES MAJORS (13)		
COLLEGE	COUNT FALL'14	PERCENT FALL'14
ADSN	1	7.69%
AGRI	2	15.38%
BADM	1	7.69%
HSS	2	15.38%
SCE	3	23.08%
SCI	1	7.69%
TOTAL	10	76.92%
NOT ENROLLED	-3	-23.08%

FALL'13 UCFY ENGR MAJORS (1190)		
COLLEGE	COUNT FALL'14	PERCENT FALL'14
ADSN	9	0.76%
AGRI	10	0.84%
BADM	9	0.76%
ENGR	691	58.07%
HSE	6	0.50%
HSS	12	1.01%
MCOM	1	0.08%
MDA	3	0.25%
SCI	9	0.76%
UCAC	98	8.24%
UCFY	169	14.20%
TOTAL	1017	85.46%
NOT ENROLLED	-173	-14.54%

FALL'13 UCFY HSE MAJORS (446)		
COLLEGE	COUNT FALL'14	PERCENT FALL'14
ADSN	1	0.22%
AGRI	1	0.22%
ENGR	4	0.90%
HSE	183	41.03%
HSS	18	4.04%
SCI	1	0.22%
UCAC	87	19.51%
UCFY	95	21.30%
TOTAL	390	87.44%
NOT ENROLLED	-56	-12.56%

FALL'13 UCFY HSS MAJORS (587)		
COLLEGE	COUNT FALL'14	PERCENT FALL'14
ADSN	6	1.02%
AGRI	4	0.68%
BADM	3	0.51%
ENGR	7	1.19%
HSE	19	3.24%
HSS	323	55.03%
MCOM	2	0.34%
MDA	4	0.68%
SCE	1	0.17%
SCI	3	0.51%
UCAC	64	10.90%
UCFY	63	10.73%
TOTAL	499	85.01%
NOT ENROLLED	-88	-14.99%

FALL'13 UCFY MCOM MAJORS (283)		
COLLEGE	COUNT FALL'14	PERCENT FALL'14
ADSN	2	0.71%
HSE	5	1.77%
HSS	24	8.48%
MCOM	86	30.39%
MDA	1	0.35%
SCE	1	0.35%
UCAC	69	24.38%
UCFY	65	22.97%
TOTAL	253	89.40%
NOT ENROLLED	-30	-10.60%

FALL'13 UCFY SCI MAJORS (844)		
COLLEGE	COUNT FALL'14	PERCENT FALL'14
ADSN	4	0.47%
AGRI	23	2.73%
BADM	6	0.71%
ENGR	33	3.91%
HSE	44	5.21%
HSS	45	5.33%
MCOM	2	0.24%
SCE	2	0.24%
SCI	321	38.03%
UCAC	118	13.98%
UCFY	135	16.00%
TOTAL	733	86.85%
NOT ENROLLED	-111	-13.15%



CENTER FOR FRESHMAN YEAR • UNDECIDED MAJORS

FALL'13 UNAH MAJORS (65)		
COLLEGE	COUNT FALL'14	PERCENT FALL'14
AGRI	1	1.27%
ENGR	1	1.27%
HSE	7	8.86%
HSS	13	16.46%
MCOM	1	1.27%
MDA	1	1.27%
UCAC	13	16.46%
UCFY	28	35.44%
TOTAL	65	82.28%

FALL'13 UNSE MAJORS (185)		
COLLEGE	COUNT FALL'14	PERCENT FALL'14
AGRI	9	3.83%
BADM	2	0.85%
ENGR	15	6.38%
HSE	11	4.68%
HSS	18	7.66%
SCE	2	0.85%
SCI	8	3.40%
UCAC	47	20.00%
UCFY	73	31.06%
TOTAL	185	78.72%

FALL'13 UNSS MAJORS (55)		
COLLEGE	COUNT FALL'14	PERCENT FALL'14
AGRI	3	4.11%
BADM	1	1.37%
ENGR	2	2.74%
HSE	2	2.74%
HSS	11	15.07%
MDA	2	2.74%
UCAC	13	17.81%
UCFY	21	28.77%
TOTAL	55	75.34%

CENTER FOR ADVISING & COUNSELING

FALL'13 UCAC PHSS (344)		
COLLEGE	COUNT FALL'14	PERCENT FALL'14
AGRI	2	0.58%
BADM	2	0.58%
ENGR	1	0.29%
HSE	2	0.58%
HSS	123	35.76%
UCAC	65	18.90%
UCFY	1	0.29%
TOTAL	196	56.98%
NOT ENROLLED	-148	-43.02%

FALL'13 UCAC PBADM (914)		
COLLEGE	COUNT FALL'14	PERCENT FALL'14
ADSN	2	0.22%
AGRI	5	0.55%
BADM	454	49.67%
ENGR	9	0.98%
HSE	12	1.31%
HSS	24	2.63%
MCOM	3	0.33%
MDA	1	0.11%
SCE	1	0.11%
SCI	4	0.44%
UCAC	205	22.43%
TOTAL	720	78.77%
NOT ENROLLED	-194	-21.23%

FALL'13 UCAC PENGR (326)		
COLLEGE	COUNT FALL'14	PERCENT FALL'14
ENGR	119	36.50%
HSE	1	0.31%
HSS	2	0.61%
SCE	2	0.61%
SCI	2	0.61%
UCAC	84	25.77%
TOTAL	210	64.42%
NOT ENROLLED	-116	-35.58%

FALL'13 UCAC PHSE (470)		
COLLEGE	COUNT FALL'14	PERCENT FALL'14
ADSN	1	0.21%
AGRI	1	0.21%
BADM	3	0.64%
ENGR	6	1.28%
HSE	230	48.94%
HSS	15	3.19%
MCOM	1	0.21%
UCAC	115	24.47%
TOTAL	372	79.15%
NOT ENROLLED	-98	-20.85%

FALL'13 UCAC PSCI (334)		
COLLEGE	COUNT FALL'14	PERCENT FALL'14
ADSN	2	0.60%
AGRI	10	2.99%
BADM	3	0.90%
ENGR	7	2.10%
HSE	18	5.39%
HSS	14	4.19%
SCE	2	0.60%
SCI	109	32.63%
UCAC	69	20.66%
TOTAL	234	70.06%
NOT ENROLLED	-100	-29.94%

FALL'13 UCAC MCOM (188)		
COLLEGE	COUNT FALL'14	PERCENT FALL'14
AGRI	2	1.06%
BADM	3	1.60%
HSE	8	4.26%
HSS	36	19.15%
MCOM	69	36.70%
UCAC	44	23.40%
TOTAL	162	86.17%
NOT ENROLLED	-26	-13.83%

HONORS AND ACADEMIC ACTIONS

University College awards certificates to students who meet the honors criteria for Chancellor's Honor Roll and Dean's List, which are compiled each semester.

Chancellor'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.

CENTER FOR FRESHMAN YEAR HONORS

The Center for Freshman Year awarded certificates to students with the honors of Chancellor's Honor Roll and Dean's List.

UCFY	FALL'13	SPR'14	FALL'13	SPR'14
Deans	635	332	8.96%	6.86%
Chancellors	380	191	5.36%	3.95%

CENTER FOR ADVISING & COUNSELING HONORS

The Center for Advising & Counseling awarded certificates to students with the honors of Chancellor's Honor Roll and Dean's List.

UCAC	FALL'13	SPR'14	FALL'13	SPR'14
Deans	122	118	4.24%	4.12%
Chancellors	35	45	1.22%	1.57%

ACADEMIC ACTIONS

The following chart presents students affected by academic actions.

UCFY	FALL'13	SPR'14	FALL'13	SPR'14
Probation	424	256	5.98%	5.29%
Schol. Warning	510	261	7.19%	5.39%
Dropped	60	173	0.85%	3.58%
Good Standing*	6,097	4,148	85.98%	85.74%

*Includes Deans & Chancellors List

UCAC	FALL'13	SPR'14	FALL'13	SPR'14
Probation	269	248	9.35%	8.66%
Schol. Warning	188	151	6.53%	5.27%
Dropped	149	140	5.18%	4.89%
Good Standing*	2,272	2,326	78.94%	81.19%

*Includes Deans & Chancellors List

University College students placed on scholastic warning or probation are identified each semester as an "at-risk" population. These students are required to meet with an UCFY or UCAC counselor in an effort to assist them in meeting their goals: a declaration of major, good academic standing, and admission into a senior college. Academic performance is monitored to evaluate their academic success at LSU.

PHI ETA SIGMA

L.B. LUCKY AWARD

Established in 1959, the L.B. Lucky Award recognizes a Phi Eta Sigma member who achieved the best overall academic performance during the first four semesters of work taken at Louisiana State University. Rachel Anne Rhodes, the 2014 recipient, is a native from Pearland, Texas, majoring in mechanical engineering with a minor in business administration. Since her Fall 2012 enrollment, she has maintained a 4.0 grade point average. Rhodes is a member of the Honors College, as well as a candidate for the Distinguished Communicator Certificate through Communications Across the Curriculum.

"From the very start of my college studies, I have sought to engage in a total experience at LSU that will help prepare me to become a leader within the global workforce," said Rachel Rhodes. Last summer, Rhodes spent five weeks in Germany as part of Encounter Engineering in Europe. She had the unique opportunity to explore and engage in "real time" industrial applications of engineering during tours of significant factories, including BMW, Mercedes, and Kuka Robotics.

Rhodes is also a member of the HEIST project team, a part of the NASA Undergraduate Student Instrumentation Program. This assignment consists of a group of undergraduate students who collaborate to design and construct a bio-aerosol sampling device. The proposal for the project was submitted in spring 2013, and efforts to complete the project have been ongoing throughout the 2013-2104 academic year. The bio-aerosol sampling device will be flown on a DC-8 plane in summer 2014.

Rhodes has accepted an internship with the Dow Chemical Company for summer 2014 at the company's main facility in Freeport, Texas. "I plan to continue to be involved in activities that will stimulate my intellectual skills and enhance my leadership skills so that I can pursue the best career path for me in the future," said Rhodes.

SENIOR AWARD

Established in 1992, the LSU Chapter instituted a Senior Award to recognize a graduating Phi Eta Sigma senior who has maintained the best cumulative grade point average and overall academic record among the membership. Annelise Marie Annstrand, a senior majoring in chemical engineering with a 4.0 grade point average, joined this elite group of scholarship recipients. Annstrand is a member of Delta Zeta Sorority, Tau Beta Pi (engineering honor society), American Institute of Chemical Engineers, Society of Women Engineers, Order of Omega (Greek leadership honor society), and Rho Lambda (Panhellenic leadership honor society).

"It has been an honor to receive LSU scholarships and awards, all of which have allowed me to pay for school," said Annstrand. Throughout her tenure at LSU, Annstrand was awarded the Chevron Texaco Chemical Engineering Scholarship, LSU Alumni Association Top 100 Scholarship, ExxonMobil Teagle Scholarship, LSU Pegues Scholarship, and the Houston Alumni Endowment Scholarship.

In addition to her academic achievements, Annstrand has participated in Habitat for Humanity and volunteered at various schools for children with speech and hearing disorders, including St. Lillian's Academy and Baton Rouge Speech and Hearing.

After graduation, Annstrand will begin employment with ExxonMobil in the Baton Rouge Refinery. She interned with ExxonMobil in the summer of 2013 and had a great experience. "I am very excited for this new opportunity," said Annstrand regarding her employment offer.

Since 1928, the LSU Chapter of Phi Eta Sigma has inducted more than 10,500 students. The goal of the society is to encourage and reward academic excellence among full-time, freshmen students in institutions of higher learning, who have a minimum 3.5 cumulative grade point average. Inductees receive national recognition, membership, and undergraduate and graduate scholarship opportunities of over \$300,000.



The LSU Chapter of Phi Eta Sigma is a national honor society rewarding first-year collegiate students. For the 2013-14 academic year, LSU University College hosted its annual Phi Eta Sigma Initiation Ceremony on Thursday, April 22, 2014, inducting 115 freshmen scholastic achievers and recognizing recipients of the chapter's L. B. Lucky Award and Senior Award. Presiding over the ceremonies was 2013-2015 officers Andrew Mahtook, president; Hannah McLain, vice president; Emily Riley, secretary; and Austin Bordelon, historian.

"Phi Eta Sigma is a well-respected honor society of which I am pleased to be the advisor for the LSU Chapter. This year's induction of 115 students is another means for University College to recognize the academic excellence of our freshmen"

– Paul Ivey, Executive Director

Leaving a Legacy

LSU STUDENT PURSUES PHARMACEUTICAL CAREER LSU GOLD feature

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The great people and the flagship agenda are a few of the many reasons students come to LSU, but for Madeline Briley, she says LSU means so much more. From its rich history, to the beautiful oaks, to the friends she has made and to her experiences in Tiger Stadium, Briley ensures us that she has Tiger pride.

Growing up in Ville Platte, La., Briley said that she knew exactly what she wanted to be when she grew up.

"When growing up, I knew I wanted to major in fashion and become a fashion designer," she said.

However, her degree plan changed thanks to attending a "Pharmacy Friday" event, and her father's viewpoints about pharmacy, fashion and money.

"I attended 'Pharmacy Friday' and listened to the pharmacy graduates explain why they choose pharmacy and what they enjoyed about the discipline," she said. "I could relate to them. My dad and I were talking about college, and I told him that I wanted to be a fashion designer. He said 'You can buy all the fashion you want in pharmacy school.' That's not really why I chose pharmacy, but he made me think about something differently. And with my experience assisting at a little retail pharmacy in town, I've always liked it, but didn't realize it could be a career path for me."

After attending "Pharmacy Friday," Briley said this solidified what she wanted to do. She knew there was no other place for her to attend school in pursuit of this degree than LSU.

"I choose to go to LSU for more than the sporting events," she said. "The campus is gorgeous. It's a feeling you can't describe. LSU is amazing. It's an awesome college with a beautiful campus. After visiting LSU, it created this 'I can't wait to go here' feeling."

With plans to graduate soon, Briley is majoring in kinesiology with a human movement concentration and a

minor in biology sciences. Her future preparations include pharmaceutical school at the University of Louisiana at Monroe's College of Pharmacy.

"Kinesiology is science and human movement," she said. "It's about the human body and the way we move. The program was geared more toward what I wanted to pursue in pharmacy, and all the prerequisites aligned perfectly. I've learned so much in the kinesiology program."

The Academics of Allied Health and Pre-Pharmacy

"It's commonly believed that one can only go into allied health programs with a bachelor's in biology or kinesiology," said Anthony Oster, counselor for LSU University College's Center for Advising & Counseling. "But, in reality, one can major in just about anything he or she desires and still apply for allied health programs."

Requirements for allied health programs vary, with programs averaging 60-70 hours of prerequisite coursework, including biology, chemistry, physics, anatomy and psychology.

"Pharmacy programs like to see students with undergraduate degrees, and GPAs average from 3.4 to 4.0 for competitive admission," Oster said. "It requires that students be very academically minded and studious. You have to work hard to get into allied health programs."

In addition to strong academics, allied health graduate schools emphasize direct patient contacts and hands-on experiences.

"Some students will volunteer or shadow professionals, yet that doesn't have the same advancements as one-on-one patient care," Oster said. "LSU understands this focus. Our academic programs offer fantastic internship opportunities for students to acquire direct patient care while still in school."

The healthcare field is one of the fastest growing and most lucrative industries in the country. Every day, the demand for trained and qualified healthcare professionals increases, which also means the allied health programs are increasing selectivity among candidates.

"Madeline is one of the few students who come through



ALLIED HEALTH • PRE-NURSING

LSU and stay the entire four years,” Oster said. “It’s hard to leave after just the first two years, yet when students commit to the four years, they receive a richer experience that is not like any other.”

LSU Student Health Center Filling Healthcare Needs

Briley served as president of the Pharmacy Society and, through the organization, learned about a paid internship as a pharmacy technician at the LSU Student Health Center. There, her responsibilities consist of filling prescriptions for faculty, staff and students, and advising them on concerns about their health and prescriptions.

The Student Health Center’s pharmacy fills approximately 170 prescriptions per day, and offers a wide range of over-the-counter medications, all at an affordable price. The pharmacy fills prescriptions from the Student Health Center’s practitioners, as well as outside physicians and practitioners. LSU Student Health Center’s pharmacy differs from big-box chain pharmacies, as it doesn’t exist to make a profit.

“We are here to service our LSU community and our student body,” said Carolyn P. Lancon, supervisor of the LSU Student Health Center.

“As pharmacy technicians, LSU students remain focused on their academics,” Lancon said. “Students are able to work on-campus, around their class schedules, in a learning environment, receiving extensive hands-on training and experience working with patients.”

“I truly enjoy helping faculty, staff and students from making sure their prescriptions are correct to advising them on what types of medications and ointments they should use for particular health issues, as well as consulting patients about the effects of these particular medicines,” Briley said.

“I have learned a lot here at LSU, not only about the prescriptions and people skills, but also I have first hand experience that reassures me every day that I have the knowledge and expertise to pursue my future career goals,” Briley said. “This was definitely the best career path, and LSU was instrumental in providing me the foundation to realize it.”

As the flagship university of Louisiana, University College is the place where students interested in the healthcare field begin their career. **For the 2013-2014 academic year, 762 LSU students declared pre-nursing and 547 Allied Health pre-professional programs, for a total of 1,309 enrolled in all pre-professional programs.**

LSU offers a pre-professional nursing program that prepares students to enter the professional nursing curriculum leading to a Bachelor of Science in Nursing at the LSU Health Sciences Center School of Nursing in New Orleans, La. Other pre-professional programs 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 or other medical schools, contingent upon acceptance into their programs.

STUDENT ORGANIZATIONS

The Association of Pre-Physical Therapy Students provides necessary insight into the processes of applying to physical therapy school and orients students to the characteristics of a career in the physical therapy industry.

The Pharmacy Society was established for the express purpose of preparing members for admission into pharmacy school by providing information about the pharmacy school prerequisites, the application process, and the interview process.

The Pre-Nursing Organization (PNO) promotes a broad understanding of various allied health and nursing fields among the students, provides students with opportunities to engage in leadership and character-building activities and allows for direct communication between student members and any outlets that may prove beneficial to the professional development of the members.

MCNAIR RESEARCH SCHOLARS

LSU University College's Ronald E. McNair Research Scholars program promotes a cohort of scholars that more accurately reflects the emergent diversity in life experiences, cultures, and perspectives represented in academia by preparing students who are first generation, low-income, and underrepresented in graduate education for doctoral studies. In 2012, the U.S. Department of Education (ED) TRIO Program awarded LSU a \$1.35 million five-year, federal grant which provides \$270,000 per year in annual funding. McNair scholars conduct research under the mentorship of some of the most distinguished faculty in the country and communicate the results of their work through publications and workshops. We are proud to celebrate 20 years of helping LSU students realize their dream of graduate education.

McNair scholars are actively involved in hands-on research and scholarship on everything from sociological studies of the connection between crime and poverty to nanofabrication to analysis of the BP oil spill. Such in-depth undergraduate research experiences prepare these students for graduate school success and positions them to be competitive for admissions at some of the most prestigious graduate programs around the world. McNair scholars also get the opportunity to do undergraduate research away from LSU. In the past, students have conducted research across Louisiana and the Gulf South and beyond to places like Tokyo and Rome.

“From earning top honors at LSU as Tiger Twelve award winners and Undergraduate Research Conference placeholders, to national recognition as first place research competitors in New York, and receiving tens of thousands of dollars in funding from the National Science Foundation and Fulbright Foundation, our students have proven they are among the most elite undergraduates in the country.”

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JOSEPH GIVENS
director



The program serves approximately 30 students per year, and welcomed the following 13 sophomores and juniors during the 2013-14 academic year.

Christina Bastien

kinesiology | Port-au-Prince, Haiti

Charlston Britton

architecture | New Orleans, La.

Mckenzie Brown

electrical engineering | Opelousas, La.

Jude Bungardner

anthropology | Baton Rouge, La.

Brittany Clark

mass communication | Baton Rouge, La.

CeNe Harris

psychology, social work | Marrero, La.

Matthew Johnson

biological sciences | Cambridge, Ma.

Samantha LeBouef

psychology | Covington, La.

Lauren Leistman

psychology | Elmer, La.

Zackari Murphy

psychology | Shreveport, La.

Victoria Pham

biological sciences | Baton Rouge, La.

LaTerricka Smith

political science | D'Iberville, Miss.

Hayley Theriot

biological sciences | Covington, La.

STATISTICS ON THE 2013-14 ACADEMIC YEAR

- McNair Research Scholars six-year graduation rate of Fall 2013 cohort is 100 percent.
- 27 McNair scholars participated in faculty directed research projects.
- 23 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, 49 McNair alumni have earned a doctoral degree, and 130 have earned a master's degree.
- There are 63 McNair alumni pursuing graduate degrees: 25 pursuing master's degrees, 33 pursuing PhDs, two pursuing MDs, and three pursuing JDs.

MCNAIR RESEARCH SCHOLARS ENROLLMENT BY ETHNICITY

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
American Indian	1-3%	1-3%	0-0%	0-0%	0-0%
Asian/Pacific Islander	2-7%	3-10%	1-3%	1-3%	1-3.1%
African American	23-76%	19-64%	22-71%	25-76%	26-81%
Latino	2-7%	3-10%	4-13%	3-9%	3-9.3%
White	2-7%	4-13%	4-13%	4-12%	2-6.2%
Total	30-100%	30-100%	31-100%	33-100%	32-100%

MCNAIR RESEARCH SCHOLARS 2013-14 ENROLLMENT BY SOCIOECONOMIC BACKGROUND

Financial Need (150% Poverty Level)	24-75%
First Generation College Bound	23-71%
Both	24-75%

MCNAIR RESEARCH SCHOLARS 2013-14 AWARDS

National Science Foundation Graduate Research Fellowship: Nickholas Grant

Fulbright Fellowship: Edward Lo

LSU Tiger Twelve: DeAndre' Beadle and Arielle Brown

LSU Discover Research Day Presenters: Natasha Lee, Markita Lewis, and Yvonne Thompson

LSU Discover Research Day - First Place Presentation Award: National Black Sociologists Annual Conference, New York; *Post Traumatic Slave Syndrome" (PTSS) and Its Application to African American Undergraduates* – Arielle Brown

LSU Undergraduate Research Conference (October 2014): Features 11 McNair Research Scholars Presenters

First Place: Arielle Brown and Markita Lewis

Second Place: DeAndre' Beadle and Yoel Gebrai

Travel Award: Nickholas Grant

MCNAIR RESEARCH SCHOLARS

LSU GOLD feature

MOMMS IN MUSIC

The world of music is often seen as a direct reflection of life, with stories told of life, death, love, hate, happiness, sorrow and more through song.

Arielle Brown, a senior psychology major from Norco, La., and Cassandra Chaney, associate professor of child and family studies in LSU's School of Social Work, came together through LSU University College's Ronald E. McNair Research Scholars program to delve into the realms of hip-hop and R&B music to research just how the sacred institution of motherhood is presented in song lyrics.

The fruits of their research were presented at the LSU Women's Center, in partnership with the McNair program, in a presentation titled, "Is Black Motherhood a Marker of Oppression or Empowerment? Hip-Hop and R&B Lessons About 'Mama.'"

"We are always looking for creative ways to collaborate with units on campus to help us further our mission," said Summer Steib, director of the LSU Women's Center. "McNair Research Scholars is a great fit in that we share key components of our missions – helping to close achievement gaps. This opportunity is particularly exciting in that it fits perfectly as a kickoff to our 2014 Women's History Month programming."

During their presentation, Brown and Chaney discussed the results of examining 59 hip-hop and R&B songs, some as early as the 1950s, through which they identified four typologies, or themes, relating to black motherhood.

Mother Dearest

Chaney said that prior to this project, she had already been researching the portrayal of black families in mass media. However, as her research moved forward, she found the focus moving more toward the representation of black motherhood in the hip-hop and R&B musical realms.

"In previous research that was recently published, an assistant professor at Xavier University and I looked at typologies surrounding black masculinity and sensitivity, such as songs where black male artists in R&B and rap talk about being sensitive," she said. "I found about 78 songs for that study. From that research, I became interested in black motherhood. So, I started a new research project analyzing lyrics related to black motherhood in R&B and hip-hop."

LSU WOMEN'S CENTER, MCNAIR RESEARCH SCHOLARS PRESENTATION ADDRESSES ROLE OF MOTHERS IN HIP-HOP, R&B MUSIC GENRES



Brown joined Chaney in the project, assisting with content analysis and identifying the typologies. She also helped to conduct a reliability check to make sure the themes they derived were valid.

Chaney said that the duo's research uncovered that hip-hop music tends to lean more toward racial and social issues, while R&B music focuses more on emotion, especially love, and on sensitivity. However, she said, their research in both genres tend to hold mothers in a reverent light.

"I'd say, ultimately, this research brings to light the strength of black mothers," Chaney said. "Whether it's R&B or hip-hop, I definitely think that our theme really

identifies that. Societally, black women are most likely to be heading single-parent households. Of course, there are a lot of challenges associated with that reality. But, at the same time, I think that the song lyrics we analyzed really speaks to the strength of these women, as well as the support that they often times receive in their role as single parents.”

“I’m a psychology major, so most of the methods that we use are quantitative,” she said. “It’s rare that you run across a qualitative experiment or study within psychology, unless it’s morphed with another field. But, working with Dr. Chaney definitely helped me to explore the qualitative analysis in method and research. With Dr. Chaney, we weren’t just writing and doing the study, we were aiming



“The McNair program is absolutely amazing. What it did was make sure I began a new project each semester and that I was linked to a great faculty mentor.”

.....
ARIELLE BROWN
psychology, McNair Research Scholars

for publication. I learned how to create a study and write a manuscript, seeking guidelines from journal editor and making suggested revisions. I really learned a lot.”

Admittedly more of an R&B fan than of hip-hop, Brown said that she also gained more of an understanding of hip-hop music while taking a hip-hop and religion class, and how it is often used as a platform for many blacks to outline racial issues in society. She noted that there are different distinctions in hip-hop music through the decades, each focusing on various aspects of the black community.

“A lot of people see the violence involved [in hip-hop] and believe that it isn’t good content,” she said. “But, it’s surprising that when you peel off the surface and look underneath, you find some great messages these hip-hop artists have to say about their mothers, as well as in R&B. It’s very fascinating.”

In addition to conducting the research, Chaney supervised and submitted a manuscript with Brown on their work, which is currently being peer reviewed through the Journal of Hip-Hop Studies. The two also recently presented their research at the National Association of African American Studies annual joint conference.

Research Ready

“Just being part of McNair and knowing that I’m part of this group of students that love academic research is wonderful. I want to take the time to complete research. This research project motivated me and reminded me of why I love to do this and who I was representing.”

Joseph R. Givens, director of the LSU McNair Research Scholars Program, described Brown as “an exceptional McNair scholar,” adding that he felt her project with Chaney appeals to a broader population.

“This project is unique in the way that it is a project of cross-currents between the sciences and the humanities,” he said. “I’ve watched Arielle explore how her social science research knowledge applies to the spoken word, music and art. If one opens their mind to that kind of experience, it’s an intellectually stimulating experience.”

“This is a phenomenal program,” Brown said of LSU McNair Research Scholars. “The students have a level of seriousness coming into it. They know the expectations are very strict. A student wouldn’t be part of the program if they weren’t willing to meet the demands of the program. I’d most definitely recommend it. I’ve also told my colleagues that they should become McNair faculty mentors.”

Givens stressed the importance of LSU faculty, such as Chaney, who volunteer their time to help undergraduate researchers through the McNair program.

“A cutting-edge program yields cutting-edge students who can compete with the global pool of graduate school applicants,” he said. “Graduate school is tough to get into. It’s our responsibility to make sure our students are prepared, that they know what to expect and that they can compete. One way to do that is to encourage projects like this, which shows a higher level of intellectual rigor. And in events like this presentation, Arielle has a responsibility to represent this program to the whole campus. We chose her because we know she’s capable of doing it, but also because she’s worked hard on this research project.”

STUDENT SUPPORT SERVICES

Since 1978, Student Support Services (SSS), a U.S. Department of Education TRIO program, has been a core retention program in University College, impacting LSU students for 36 years. The vision of SSS has always focused on increasing retention and graduation rates for disadvantaged students as identified in the Higher Education Act of 1965 Revised. LSU University College's SSS was awarded a \$1.7 million, five-year federal grant (2010-15), providing \$340,000 per year in annual funding to serve 265 low-income, first generation, or disabled students who have an academic need for support. However, SSS served 340 students in 2013-14. The eligibility criteria for SSS was established based on research indicating students who meet these criteria are significantly less likely to persist and graduate from college. SSS participants are provided tutoring, academic, as well as personal, career, financial aid and economic literacy advising and counseling, assistance with transition to graduate programs, exposure to cultural activities, and academic programs not typically available to disadvantaged students.

“Student Support Services was the first retention program on LSU’s campus. Serving a diverse student population, I value the legacy that SSS is creating, and strive to assist our students with great advising and service everyday as they excel in their academic and career paths.”

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DEBORAH HOLLIER
director



RICKY RICHARD

May 2015, kinesiology
Summer Scholars 2011
Student Support Services
LSU CHANGE Break, Ecuador 2014
Spain 2013, International Study Abroad
Black Male Leadership Initiative
LSU Ambassadors
resident assistant, LSU Residential Life
The Gates Millennium Scholars Program

“Student Support Services, the academic support and counseling is amazing. They’re always keeping you on the right path, reinforcing the reason of why you are here, and exploring your goals and what life has to offer.

SSS provides a lot of different service projects, and these have helped me network with other LSU students. Giving back to the Baton Rouge community and world is the greatest feeling. It’s been an awesome opportunity.”

MORGAN E. DECUIR

May 2015, elementary education
Summer Scholars 2011
Student Support Services
LSU Ambassadors
executive board, LSU SPRINGFEST 2014

“My first major was bio-chemistry. I wanted to be an oncologist and work at St. Jude. It was my goal since 8th grade.

I attended LSU Kick-Off with my father. I selected education as my second major. We went to an education meeting; my father turned to me and said, ‘You want to be a teacher?’ It wasn’t a question, so much as a statement of truth. After the first week of classes, I knew. I’m an elementary education major and since discovering this, have never been happier. It was always there in the back of my mind and in my heart, it just never really ‘hit’ me until my freshman year at LSU.”



STUDENT SUPPORT SERVICES GRANT OBJECTIVES AND OUTCOMES

As a federally funded TRIO program, SSS outcomes are based on requirements established in the Higher Education Act of 1965, as amended. In addition, the SSS program tracks freshman cohort outcome data in order to compare to the LSU outcomes for each cohort. Objectives for each criteria tracked are listed below. The objectives for each criterion are listed, followed first by the outcomes for federal comparison and second by the outcomes for LSU comparison.

Persistence Objective: 85 percent of all participants served by SSS will persist from one academic year to the beginning of the next academic year.

SSS reported 92.6 percent of all participants served in 2013-14 persisted to 2014-15.

SSS reported 89 percent of new freshmen participants from the 2013-14 cohort persisted to 2014-15.

Good Academic Standing Objective: 85 percent of all enrolled participants served by SSS will meet the performance level required to stay in good academic standing at LSU.

SSS exceeded this goal with 91.4 percent of all enrolled participants rated in good academic standing at the end of the 2013-14 academic year.

SSS reported 89.6 percent of new freshmen participants were in good academic standing at the end of the 2013-14 academic year.

Graduation Rate (four-year institution): 52 percent of all new participants served each year will graduate within six years.

SSS transcended this goal with 77 percent of the fall 2008 cohort graduating within six years.

SSS reported 72.2 percent of the fall 2008 freshmen cohort graduated within six years.

STUDENT SUPPORT SERVICES ENROLLMENT BY ETHNICITY

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
American Indian	0.4%	0.7%	0.9%	0%	0.003%
Asian/Pacific Islander	5.5%	6.2%	4.7%	4.5%	5.7%
African American	52.4%	47.1%	43.9%	46.2%	43.2%
Latino	2.5%	2.5%	2.7%	3.1%	4.3%
More Than One Race	3.6%	4.7%	5.1%	5.2%	5.4%
White	35.6%	38.8%	42.7%	40.9%	40.7%

STUDENT SUPPORT SERVICES ENROLLMENT BY ELIGIBILITY

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Financial Need & 1st Generation	56.4%	54.3%	50.6%	58.4%	64.7%
First Generation	24.7%	23.9%	20.0%	16.8%	8.2%
Financial Need	8.0%	7.2%	10.2%	9.4%	14.9%
Disabled & Financial Need	4.0%	5.8%	8.6%	6.6%	4.6%
Disabled	7.0%	8.7%	9.8%	8.7%	7.6%

SUMMER SCHOLARS

Summer Scholars celebrates its 23rd anniversary with the Class of 2014, and its collective impact on LSU's campus, transforming the lives since its inception of more than 900 scholars and creating a community of under-represented minority scholars like no other.

With a 50 percent four-year graduation rate (versus 39.2 percent and 29.2 percent of all other LSU freshmen and black students, respectively), Summer Scholars participants surpass LSU's Flagship 2020 Agenda diversity goals. Summer Scholars is an eight-week summer bridge program that prepares high-achieving, underrepresented, minority students to make a successful transition from high school to college. This summer experience offers students the opportunity to become adjusted to the academic, personal, and social challenges they may encounter as new freshmen at LSU.

"It gives these students a chance to make that change from high school into the college world before the masses descend onto campus in the fall," said Annette L. Yancy, academic counselor with University College's Center for Freshman Year and coordinator of Summer Scholars. "Since these students are high achieving, but come from underserved communities, they may not necessarily have

the means to attend a summer program like this. We want them to know that their situation may not be ideal, but it doesn't have to hinder their goals."

Summer Scholars Class of 2014 had a rewarding and memorable academic and experiential learning opportunity. With six credit hours of course work, lecture series, "Real Talks," study hall, and Family Meetings, Summer Scholars participants quickly had full schedules. At the conclusion of the program, Summer Scholars were recognized for their participation and outstanding academic achievements, awarding 16 book awards and special recognition honors.

"Summer Scholars Class of 2014 has been another engaging experience for the 41 participants," said Paul Ivey, executive director of LSU University College. "This 23rd cohort has embraced the concepts of this program, and we expect to see each of them flourish in their academic careers at LSU."

BENSON, GILBERT, SMITH, WALKER BOOK AWARD

Diondra Alexander, Baton Rouge, La.
Jasmin Gosey, Marrero, La.
Dominique Ketchens, Pearl River, La.
Daniella Ochoa, Metairie, La.

ANTONIO COUSIN BOOK AWARD

Lorenzo Castro, New Orleans, La.

MELISSA DILLON-DOTSON BOOK AWARD

Leonardo Martinez, Metairie, La.

LEVAR K. JAMES BOOK AWARD

Heather Scoby, Zachary, La.

LEONARD JOHNSON BOOK AWARD

Riad Elkhanoufi, New Iberia, La.

SAUNDRA YANCY MCGUIRE BOOK AWARD

Brea Manuel, Prairieville, La.

ALEX PINES BOOK AWARD

Sydnei Hall, Opelousas, La.

BEAUFORD PINES BOOK AWARD

Justin Guillory, Lake Charles, La.
Mikaela Jarrell, Clinton, La.

PHILIP MICAH THOMAS BOOK AWARD

Nichols Williams, Slidell, La.

SAMANTHA C. WHITE BOOK AWARD

Amber Jarrell, Baton Rouge, La.

SPECIAL PRESENTATION BY CAMPUS FEDERAL CREDIT UNION

Whitney Robertson, Baton Rouge, La.
Brianna Young, Zachary, La.

Summer Scholars Class of 2014

Diondra Alexander, Baton Rouge, La.
Ian Alexander, NY
Peter Brooks, Gretna, La.
Lorenzo Castro, New Orleans, La.
Jerica Cole, Gonzales, La.
Moctar Coll, Harvey, La.
Phillip Cooper, Bossier City, La.
Jalen Davis, Port Allen, La.
Ashley Deville, Pineville, La.
Riad Elkhanoufi, New Iberia, La.
Javisa Eppes, Crewe, VA
Maya Esteves, New Orleans, La.
Jasmin Gosey, Marrero, La.
Ashara Grimes, Hammond, La.
Justin Guillory, Lake Charles, La.
Sydnei Hall, Opelousas, La.
Amber Jarrell, Baton Rouge, La.
Mikaela Jarrell, Clinton, La.
Ariel Johnson, Zachary, La.
Elysia Johnson, Jonesboro, La.
Kenya Johnson, New Orleans, La.
Dominique Ketchens, Pearl River, La.
Joshua Malone, Lake Charles, La.
Brea Manuel, Prairieville, La.
Leonardo Martinez, Metairie, La.
Daniella Ochoa, Metairie, La.
Malcolm Poree II, New Orleans, La.
Chloe Poydras, Prairieville, La.
Rodney Pradier Jr., Lewisville, Tx.
Kristalyn Richard, Opelousas, La.
Whitney Robertson, Baton Rouge, La.
Derricka Royal, Kenner, La.
Heather Scoby, Zachary, La.
TraVal Shanklin, Lake Charles, La.
Jordan Simmons, Prairieville, La.
Mon Christian Tapalla, Denham Springs, La.
John Thompson, Baker, La.
Kameron Williams, Shreveport, La.
Nicholas Williams, Slidell, La.
Brianna Young, Zachary, La.
Nationa Young, Opelousas, La.

GETTING A HEAD START WITH TRANSITIONS TO COLLEGE

"Once a scholar, always a scholar"

"I was overwhelmed with joy at the Summer Scholars Closing Ceremony when my name was called as a Book Award recipient. I feel so blessed and grateful to have received this award.

I am so excited to start my freshman year; and I am extremely grateful to have had the opportunity to participate in the Summer Scholars program. This program has really opened up so many doors and motivated me to set higher goals and achieve excellence. If I had the chance to do it all over again, I would in a heartbeat. I have nothing but positive thoughts for this program and everyone who takes part in making it so great. My experience was truly invaluable. Thank you for investing in my future, I promise to do amazing things in my future."

DANIELLA OCHOA

May 2018, kinesiology
Summer Scholars 2014

Benson, Gilbert, Smith, Walker Book Award 2014

"I can't thank you enough for your generous gift. Being part of the Summer Scholars program, I have gained so much insight and advice on my future, both in and out of school. Coming from a third world country and having both my parents not completing education, it's a dream come true to attend a university, and people like yourself make that possible! With my parents' help, and of course yours, I must work hard in school in order to achieve my goal. Once again, Mr. Leonard Johnson, thank you for your time, dedication, and commitment to LSU and Summer Scholars.

Summer Scholars helps students pursue their dream of coming to LSU. The program has Tiger Exploration talks where various speakers share with us specifics of their industry and resources to help us in our lives at the university. The program provides me the opportunity to get one step ahead of the game.

My favorite element of LSU is the environment—the campus, the academics, the people, and, of course, football. LSU is my home away from home. GEAUX TIGERS!"

RIAD ELKHANOUFI

May 2018, chemical engineering
president, Summer Scholars 2014
Leonard Johnson Book Award 2014
Metsayer/Riggs Scholarship



(TOP) SUMMER SCHOLARS CLASS OF 2014

Program administered by LSU University College and coordinated by Annette L. Yancy, academic counselor with the Center for Freshman Year.

(MIDDLE) PEER LEADERS

L to R back row: Yue Li, Jordan Hicks, Natalie Derouen, DeQuinten Glenn, Annette L. Yancy, Jasmine Tregre, Anatia Ceasar; L to R front row: Maryssa Offlee, Bianca Clements

(BOTTOM) SUMMER SCHOLARS CLASS OF 2014 OFFICERS

L to R back row: Riad Elkhanoufi, president; Brianna Young, secretary; Heather Scoby, parliamentarian; Moctar Coll, treasurer; Ashara Grimes, historian; Annette L. Yancy, coordinator; L to R front row: Brea Manuel, chaplain; Ashley Deville, vice president

SUMMER SCHOLARS

SUMMER SCHOLARS

CLASS OF	2006	2007	2008	2009	2010	2011	2012	2013	2014
COHORT ENROLLMENT	42	46	40	34	30	29	30	37	41
ACT/SAT COMP MEAN	24.2	24.3	24.1	24.5	24.5	24.9	23.5	25.3	25.0
HS ACADEMIC GPA	3.49	3.51	3.50	3.50	3.44	3.58	3.45	3.56	3.55
HS RANK IN TOP 10% OF CLASS	38.1%	40.9%	35.9%	45.5%	39.3%	57.1%	33.3%	40.5%	N/A
HS RANK IN TOP 25% OF CLASS	76.2%	77.3%	74.4%	84.8%	60.7%	82.1%	70.0%	73.0%	N/A
% OF 1ST GENERATION COLLEGE BOUND	N/A	N/A	42.5%	41.2%	40.0%	34.5%	56.7%	45.9%	37.5%
END OF FIRST-YEAR LSU CUM GPA	2.79	2.67	2.84	2.9	3.07	3.01	2.62	2.98	N/A
% IN LSU GOOD STANDING	81.0%	89.1%	95.0%	97.1%	90.0%	93.1%	86.7%	94.6%	N/A
2ND YEAR RETENTION	81.0%	89.1%	97.5%	94.1%	93.3%	93.1%	73.3%	89.2%	N/A
3RD YEAR RETENTION	81.0%	78.3%	85.0%	85.3%	83.3%	82.8%	63.3%	N/A	N/A
GRADUATED IN 4 YEARS	38.1%	41.3%	55.0%	55.9%	50.0%	N/A	N/A	N/A	N/A
GRADUATED IN 6 YEARS	69.0%	63.0%	77.5%	N/A	N/A	N/A	N/A	N/A	N/A

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

CLASS OF	2006	2007	2008	2009	2010	2011	2012	2013	2014
FALL ENROLLMENT	349	357	423	360	542	572	691	675	643
ACT/SAT COMP MEAN	22.8	23.0	23.1	23.3	23.1	22.8	22.8	22.8	23.0
HS ACADEMIC GPA	3.28	3.26	3.21	3.20	3.24	3.21	3.23	3.29	3.28
HS RANK IN TOP 10% OF CLASS	33.2%	29.3%	27.6%	24.9%	28.4%	28.0%	26.1%	28.0%	N/A
HS RANK IN TOP 25% OF CLASS	61.0%	61.3%	58.1%	53.7%	57.3%	55.3%	56.5%	58.3%	N/A
% OF 1ST GENERATION COLLEGE BOUND	N/A	N/A	39.0%	37.2%	39.7%	40.6%	48.2%	46.5%	50.4%
END OF FIRST-YEAR LSU CUM GPA	2.44	2.46	2.36	2.44	2.46	2.36	2.33	2.51	N/A
% IN LSU GOOD STANDING	71.6%	71.1%	66.7%	70.6%	68.6%	66.6%	63.2%	N/A	N/A
2ND YEAR RETENTION	80.8%	84.3%	80.1%	77.2%	78.0%	76.9%	74.7%	77.0%	N/A
3RD YEAR RETENTION	71.3%	74.2%	68.1%	67.5%	65.7%	64.9%	62.2%	N/A	N/A
GRADUATED IN 4 YEARS	27.2%	29.7%	27.9%	27.8%	29.2%	N/A	N/A	N/A	N/A
GRADUATED IN 6 YEARS	57.6%	58.8%	57.2%	N/A	N/A	N/A	N/A	N/A	N/A

ALL OTHER LSU FIRST-TIME FRESHMEN STUDENTS

CLASS OF	2006	2007	2008	2009	2010	2011	2012	2013	2014
FALL ENROLLMENT	4,503	4,588	5,135	4,779	5,477	5,283	5,717	5,498	5,652
ACT/SAT COMP MEAN	25.2	25.4	25.4	25.5	25.5	25.4	25.3	25.5	25.6
HS ACADEMIC GPA	3.40	3.38	3.36	3.36	3.35	3.35	3.38	3.42	3.43
HS RANK IN TOP 10% OF CLASS	28.0%	26.5%	25.8%	25.3%	23.8%	23.8%	23.6%	24.7%	N/A
HS RANK IN TOP 25% OF CLASS	56.5%	55.1%	53.3%	53.2%	50.9%	51.0%	50.3%	52.1%	N/A
% OF 1ST GENERATION COLLEGE BOUND	N/A	N/A	29.7%	30.4%	30.8%	32.9%	35.5%	35.4%	36.9%
END OF FIRST-YEAR LSU CUM GPA	2.87	2.86	2.81	2.87	2.85	2.83	2.84	2.92	N/A
% IN LSU GOOD STANDING	83.3%	83.1%	81.4%	82.7%	81.6%	81.0%	79.3%	83.0%	N/A
2ND YEAR RETENTION	84.7%	85.4%	83.6%	84.1%	83.8%	83.0%	82.5%	84.6%	N/A
3RD YEAR RETENTION	75.8%	76.5%	74.3%	75.4%	75.1%	73.0%	73.2%	N/A	N/A
GRADUATED IN 4 YEARS	34.0%	37.9%	37.0%	38.1%	39.2%	N/A	N/A	N/A	N/A
GRADUATED IN 6 YEARS	65.0%	66.9%	65.0%	N/A	N/A	N/A	N/A	N/A	N/A

*DATA MADE AVAILABLE BY LSU BUDGET & PLANNING, OCTOBER 2014

FINANCE AND 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

Reflects gifts processed by the LSU Foundation between July 1, 2013 through June 30, 2014.

\$50,000+

JP Morgan Chase

\$40,000+

Lonnie J. and Carol S. Dore

\$15,000+

Credit Bureau of Baton Rouge Foundation

\$10,000+

National Society of Black Engineers

\$4,500+

Mahlon P. Poche, Jr., MD

\$2,000+

Gregory M. Bowser

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\$1,000+

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Craig S. Winchell

University College Service Awards

3 Years: Ashley Granger, Jennifer Ramezan, Jennifer Smith

5 Years: Arno Ferguson, Joseph Givens, Julie Michal

10 Years: Troy Robertson

30 Years: Tim Fields

LSU Service Awards

20 Years: Andrea Jones

25 Years: Keuren Pinkney

30 Years: Tim Fields

SCHOLARSHIPS

IN THE 2013-14 ACADEMIC YEAR,
UNIVERSITY COLLEGE
AWARDED \$55,000 THROUGH 55
UNDERGRADUATE SCHOLARSHIPS.

The scholarship recipients were chosen by the University College's Scholarship Selection Committee, comprised of Norman Deumite, Chair; Robert D. Bond; Marvin Borgmeyer; Mimi Close; J. Charles Dabadie; John L. Daniel; Lonnie J. Dore; Anthony Oster; Missy Rockenbaugh; Jennifer Causey Smith; and Paul Tweedy.

"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 R. 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."

KING-SOLLBERGER ENDOWED SCHOLARSHIP

Rachel McCarthy, New Orleans, La.

ANTHONY J. LOSAVIO SCHOLARSHIP

Nicholas Buttitta, Monroe, La.
Catherine Roppolo, Caddo Parish, La.

JOSEPHINE R. LOSAVIO SCHOLARSHIP

Annie Broussard, Lafayette, La.

LONNIE J. AND CAROL S. DORE FAMILY SCHOLARSHIP

Julian Sims, Spring, Tx.

DR. GERALD L. & GAYLE W. FORET SCHOLARSHIP

Alicia Claros, Covington, La.
Alexas Gaudet, Baton Rouge, La.
Grace Kovach, Metairie, La.

ELAYN HUNT MEMORIAL SCHOLARSHIP

Emma Castay, La Place, La.

LIUZZA FAMILY SCHOLARSHIP

Margaret Farrar, New Orleans, La.

DR. MAHLON P. POCHE, JR. SCHOLARSHIP

Haley Deshotels, Marietta Ga.
Jonathan Melancon, Prairieville, La.

DON REDDEN SOPHOMORE SCHOLARSHIP

Kirsten Maki, Racine, Wis.

RYAN PAUL SHANNON MEMORIAL SCHOLARSHIP

Bree Bergeron, Marrero, La.
Meredith Lambert, New Orleans, La.

GLENDA W. STREVA ALLIED HEALTH SCHOLARSHIP

Katelyn Freyou, New Iberia, La.
Kadie Zirlott, Franklin, La.

TIGER ATHLETIC FOUNDATION UNIVERSITY COLLEGE SOPHOMORE AWARD

William Smith, Ruston, La.

TIGER ATHLETIC FOUNDATION SCHOLARSHIP

Matthew Adler, Baton Rouge, La.
Devin Aguillard, New Orleans, La.
Christina Allain, Port Allen, La.
Emily Bender, Keithville, La.
Jacob Bordelon, Ville Platte, La.
Ansley Burlison, Shreveport, La.
Paige Cotton, Harahan, La.
Rachel Crowder, Denham Springs, La.
James Dotson, Mandeville, La.
Alexandra Eschete, Madisonville, La.
Jamie Fernandez-Zmolik, Sunnysvale, Tx.
Brandon Foto, Mandeville, La.
Catherine Hagan, Shreveport, La.
Amelie Hardy, Alexandria, La.
Sarah Hassien, Sulphur, La.
Kyle Hymel, Metairie, La.
Alexander Inabnet, Shreveport, La.
Alex Johnston, Daphne, Al.
Brandon Lacour, Metairie, La.
ChristieLee LaFever, Lyons, Co.
Miranda Lee, New Orleans, La.
Meghan Martin, Sugar Land, Tx.
Kayla Miller, Madisonville, La.
Grace Monger, Monroe, La.
Tyler Overton, Baton Rouge, La.
Catherine Pettus, Kenner, La.
Calia Schexnayder, Vacherie, La.
Alyssa Scurria, New Orleans, La.
Sanjana Shashidhar, Baton Rouge, La.
Davis Wascom, Denham Springs, La.
Katherine Whittington, Baton Rouge, La.
Alysee Wiggins, Baton Rouge, La.

SUE TWEEDY MEMORIAL SCHOLARSHIP

Matthew Corey, Baton Rouge, La.

UNIVERSITY COLLEGE ATHLETIC DEPARTMENT ENDOWED SCHOLARSHIP

Christophe Garon, Gramercy, La.
Reese Gassie, Baton Rouge, La.
Ashley Pou, New Orleans, La.
Emily Ramirez, Baton Rouge, La.

TEACHING AWARDS



“More than the subject matter I love my students...It is an honor and a pleasure for me to get to know them in their uniqueness. That’s what makes everyday worthwhile. I feel ridiculously grateful that I have the privilege of teaching at LSU.”

ANN H. MARTIN, PhD

professor

LSU Department of English

George H. Deer Distinguished Teaching Award 2014

University College Tiger Athletic Foundation

Teaching Award 2012

Alpha Lambda Delta Teaching Award 2001-2014

Gulf-South Service-Learning Award 2012

In the 2013-14 academic year, University College presented \$10,000 through ten LSU faculty teaching awards. Faculty awards were chosen by a University College’s Teaching Awards Selection Committee, comprised of Marybeth Lima, PhD, Chair; Marvin Borgmeyer; Norman Deumite, Joseph Givens, and Andrew Mahtook.

GEORGE H. DEER

DISTINGUISHED TEACHING AWARD

Ann H. Martin, PhD • English

ALUMNI ASSOCIATION

TEACHING ASSISTANT AWARD

David Riche • English

LSU ADVISOR OF THE YEAR

Robby Bowen • College of Science

TIGER ATHLETIC FOUNDATION

TEACHING AWARD

Dydia DeLyser, PhD • Geography

Christopher Denstel, MS, CPA • Accounting

G. Martin Forrest • Mathematics

Pamela Garretson • Biology

Aaron J. Grocholski, PhD • Astronomy

Ambar N. Sengupta, PhD • Mathematics

Andy Shaw, MFA • Art

George G. Stanley, PhD • Chemistry

NEWS IN BRIEF

UNIVERSITY COLLEGE ADVISORS RECEIVE NATIONAL AWARD

The **NACADA Outstanding Advising Award** is presented to individuals who have demonstrated qualities associated with outstanding academic advising of students or outstanding academic advising administration, whose primary role at the institution is the direct delivery of advising services to students. These counselors were selected from a competitive pool of national and international candidates.

Since 1983, NACADA has honored individuals and institutions making significant contributions to the improvement of academic advising. The goal of NACADA is to promote quality academic advising and professional development of its membership to enhance the educational development of students. NACADA's membership has grown to over 10,000 faculty, professional advisors, administrators, counselors, and others in academic and student affairs concerned with the intellectual, personal, and vocational needs of students. In addition, NACADA is the representative and advocate of academic advising and those providing that service to higher education.

LSU has a strong history of producing nationally recognized academic counselors with the Outstanding Advising Award from the National Academic Advising Association (NACADA). University College, proudly in our 81 years of service and impact, maintains a high level of academic advising and support services. It is with this Tiger pride that University College recognizes our counselors who have received this prestigious national honor.



"LSU has been my home since 1995, and I am overjoyed to be a part of University College, a counseling unit that enables students, once like myself, to accomplish their academic and personal goals. My personal mission has always been providing students with the education and resources needed to become successful LSU students with the goal for them to become successful LSU alumni."

ASHLEY GRANGER, MSW, LCSW

academic counselor
Center for Freshman Year, University College
NACADA Outstanding New Advising Award 2014
LSU Advisor of the Year 2013



"For the past 20 years, I have been given the good fortune to help students strive to reach their academic goals. Every day, I am given the opportunity to be in my student's corner and guide them through their college education. Helping students is my passion, and I am blessed to work in the field that I love."

ANDREA L. JONES

assistant director
Center for Advising and Counseling, University College
NACADA Outstanding New Advising Award 2013



"My passion to serve students to the best of my ability is fulfilled daily at LSU University College. It is not my job, but my pleasure to serve each student efficiently with a generous side of compassion."

ANNETTE L. YANCY

academic counselor and coordinator, Summer Scholars
Center for Freshman Year, University College
NACADA Outstanding New Advising Award 2012



"Having the opportunity to positively impact the lives of college students as they seek and pursue this next chapter of their lives is a privilege. Seeking to guide them as they make decisions that will benefit them now and in their life journey is a humbling and gratifying challenge."

JOYCE WAKEFIELD

academic counselor
Center for Freshman Year, University College
NACADA Outstanding New Advising Award 2009



"College counselors must always remember that we have *this moment, this opportunity* to make meaningful change with our students in our settings every day. We are all mindful to remember that we can plant seeds of greatness in these student's lives."

TIM FIELDS

academic counselor
Center for Freshman Year, University College
NACADA Outstanding New Advising Award 2008

“No matter which department I worked for at LSU, my personal mission has always been providing students with the education and resources needed to become successful LSU students with the hope for them to become successful LSU alumni.”

ASHLEY GRANGER

NACADA Outstanding New Advising Award 2014



Ashley Granger, academic counselor for LSU University College’s Center for Freshman Year, has been awarded the 2014 NACADA Outstanding New Advising Award – Primary Advising Role Certificate of Merit. Granger was honored and presented this award at the National Academic Advising Association’s national conference in Minneapolis in October 2014.

“LSU has been my home since 1995, and I am overjoyed to be a part of University College, a counseling unit that enables students once like myself accomplish their academic and personal goals,” said Granger.

The award is presented to individuals who have demonstrated qualities associated with outstanding academic advising of students or outstanding academic advising administration, whose primary role at the institution is the direct delivery of advising services to students. Granger was selected from a competitive pool of national and international candidates.

“Ashley has made a tremendous impact on our Center for Freshman Year and for the students who are enrolled in our division,” said R. Paul Ivey, executive director of LSU University College. “Her enthusiasm and energy makes her an attractive campus ‘celebrity’ and this has made a profound positive impact on the general perceptions of University College. She has assumed the responsibility of faculty advisor for the UCFY Student Council and has made significant efforts to bring typically weak council to a level of performance and respect among the college councils on our campus.”

“Ashley is an outstanding role model, mentor, and advocate for students,” said Missy Korduner, assistant director of LSU First Year Experience. “She truly goes above and beyond to ensure each student has the support they need to be successful and confident in themselves and their ability to achieve. She not only supports them in their times of struggle, but celebrates them in their successes as well.”

Granger’s interactions with students can best be described with the following student comments. “For the first time, Mrs. Granger made me feel like someone had

actually listened and made an effort to understand my feelings. She provided me with additional resources, and even checked in with me a week later to see how I was doing. I needed help, and she made a difference in my life here at LSU.”

“She is very nice and treats you well. She recognized me outside of her office in the parking lot a week later and remembered me by my name and asked how things were going, and even then gave me advise and was extremely helpful.”

“Ashley’s interest in public health, especially her skills in the areas of mental health, violence prevention, healthy relationships and education, proves that she is a great asset to the campus community,” said Racheal Hebert, executive director of Sexual Trauma Awareness and Response Center.

Granger is a licensed clinical social worker, and a double graduate of LSU with her Master of Social Work in 2005, and Bachelor of General Studies in 1999. She joined LSU University College’s Center for Freshmen Year in 2011, with the prior six years with LSU Student Health Center (SHC) as the health promotion coordinator. During her tenure with SHC, she co-coordinated the Sexual Assault Victim’s Advocacy (now called Lighthouse) and Sexual Assault Nurse Examiner programs. She has also provided hundreds of presentations to the LSU student body on the topics health and wellness.

Granger is the faculty advisor for UCFY College Council and the Alpha Epsilon Chapter of Alpha Phi Omega National Service Fraternity at LSU. She was awarded Distinguished Chapter Advisor for Section 45 in recognition of her distinguished performance. Granger was a cast member of 2012 and 2013 productions of Eve Ensler’s *The Vagina Monologues* for V-Day Baton Rouge, with proceeds benefiting Baton Rouge’s Sexual Trauma Awareness and Response Center (STAR). She also serves as the volunteer service unit coordinator for Girls Scouts Louisiana East and troop leader.



Coming Home

A Familiar Place Called 'Home' Brings the Dorés Back to Louisiana to Give Back to LSU Students

After working for Kellogg's, for 34 years, Lonnie Doré and his wife, Carol reflect on the many changes they see with LSU, but one thing that hasn't changed is their love for the university and their desire to invest in students that were once like themselves.

As a 1976 graduate of General College, Lonnie Doré began his career at Kellogg's as a Retail Sales Representative with great accomplishments managing international sales in Denmark, Sweden, Norway, and Finland. Doré held many notable positions with Kellogg's, including Vice President of Sales and Vice President of Information Technology, and oversaw a USA retail team of 325 professionals.

"As soon as I graduated from LSU, I interviewed with Kellogg's," Doré said. "They told me the only open position was in sales in Amarillo, Texas. I said, 'I'll take it.' I started my career with Kellogg's as a retail sales

representative calling on grocery stores, and making \$10,000 per year."

"My LSU degree gave me the opportunity to get my foot in the door," Doré said. "Then it's all left up to you in regards to what you do with it. The harder you work, the luckier you get. Working in Sales, to advance in the company, you had to relocate and take on greater roles and responsibilities.

Not even one year into Doré's career, he returned and married Carol Simpson, his college sweetheart and 1977 graduate of General College, in a little church in Plaquemine, Louisiana. She joined Doré in Texas, and six months later, they moved to Alabama for a position with greater responsibility. Relocating every few years became a logistical enterprise Carol mastered quickly.

"Our family never would have been successful without Carol's support," Doré said. "She's my best friend, a fantastic wife of 37 years, and a wonderful mother to our two daughters.

After a pinnacle corporate career with Kellogg's, Doré was ready to return home to Southeast Louisiana. Currently, Doré is contracted with Louisiana Rice Mill helping to distribute and sell Supreme Rice in grocery stores.

The calling to return home, also brought Lonnie and Carol Doré back to LSU.

"The infrastructure has changed a lot which is great," Doré said. "The investment in the university is visible, which brings high-quality talent into LSU. If you don't have the infrastructure, you're never going to get the top-talent to come here."

"At the same time though, there is also a lot that hasn't changed," Doré said.

"The passion, the love for LSU. People still have that. There's a lot of the history that continues to be baked into the university. It still thrives everyday."

People still do have the love for LSU. The Doré's desired to invest their passion in an endowed scholarship, the Lonnie J. and Carol S. Doré Family Scholarship awarded to a full-time freshman student enrolled in University College.

"Saving, saving, saving allowed us to be able to give back," Carol said. "We are so blessed that we can give back, and we feel honored that we can do this. But it took a lot of hard work and saving to be able to make this investment. So we don't take anything for granted, and we continue to work hard for other future investments."

The first scholarship recipient of the Doré's investment is Julian Sims, a freshman in the College of Humanities & Social Sciences with a 3.75 GPA, from Spring, Texas.

"My brother is a junior at LSU right now," Sims said. "When deciding on where I would like to attend college, I visited him here, and we toured the campus. That's when I received my LSU experience. From then, I knew I wanted to go to school here. I was set on LSU without a doubt. To have my brother on campus with me, that makes it an extra special LSU experience for me."

"My advice for your four years at LSU, take advantage of everything you can get your hands on," Doré said. "Work hard, and come out with good grades and high achievements. If you do that, there will be amazing opportunities ahead for you."

"I just want to say," said Sims. "Thank you so much for what you're doing for not only me, but for everyone that you're giving scholarships to. It's going to mean so much to everybody, and it's a great thing that the two of you are not only from here, but you're *coming home* to give back. I think that's *amazing*."

UNIVERSITY COLLEGE SPRING AWARDS RECEPTION 2014 CELEBRATION OF EXCELLENCE



(TOP) ELAYN HUNT MEMORIAL SCHOLARSHIP
L to R: Emma Castay and Meredith Eicher, daughter of Elayn Hunt

(MIDDLE) DON REDDEN SOPHOMORE ENDOWED SCHOLARSHIP

L to R: Levy Redden, Kirsten Maki, and Glenda Redden, parents of the late Don Redden, LSU '86, captain of the LSU Basketball Team that reached the 1986 Final Four

(BOTTOM) SUE TWEEDY MEMORIAL SCHOLARSHIP

L to R: Matthew Corey and Paul Tweedy, President and CEO of the Bank of Jena and LSU University College Advisory Board member, representing on behalf of the Tweedy family

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Former Associate Vice Chancellor and Dean Emeritus

LSU University College



“LSU gave me the necessary tools to have a rewarding career in law and the passion to give back to LSU and the Greater Baton Rouge community as a volunteer.”

STEPHEN C. CARLETON

partner

Carleton, Loras & Hebert LLC

Stephen C. Carleton, partner of Carleton, Loras & Hebert LLC, has been appointed to LSU University College’s Advisory Board.

“I was fortunate to attend LSU both as an undergraduate liberal arts major and as a law student,” said Carleton. “LSU gave me the necessary tools to have a rewarding career in law and the passion to give back to LSU and the Greater Baton Rouge community as a volunteer.”

“University College is dedicated to serving the students of LSU in providing them the most exemplary educational opportunities available in a challenging yet supportive environment,” said Carleton. “I’m pleased to be able to join the Advisory Board and assist the university.”

“It is very gratifying to have Stephen C. Carleton included in our advisory board membership,” said R. Paul Ivey, executive director of LSU University College. “Bringing on new members affords University College the opportunity to share our message to a broader audience and to enjoy a mutual interest of serving LSU and our students. Stephen is a great ambassador. I look forward to working together to advance University College’s efforts.”

Stephen C. Carleton, a Lake Charles native, is a 1981 graduate of Louisiana State University with a Bachelor of Arts in History, and is a 1984 graduate of the LSU Paul M. Hebert Law Center.

Carleton, partner of Carleton, Loras & Hebert LLC, practices primarily in the areas of product liability, labor and employment law, construction, and insurance defense claims, including environmental litigation. He has successfully defended manufacturers and sellers in numerous products liability cases. His labor and employment experience includes the successful defense of clients involved in claims of discrimination and harassment, as well as retaliatory discharge litigation.

Carleton is admitted to practice in all Louisiana state and federal courts and the United States Supreme Court. He is rated AV by Martindale-Hubbell Peer Review rating, the highest rating award, in recognition of his highly regarded legal skills and professional ethics.

Carleton is a member of the Baton Rouge Bar Association, Louisiana State Bar Association, and Louisiana Association of Defense Counsel.

He maintains strong civic and philanthropic connections, including past president and member of the Baton Rouge Kiwanis Club, member and past administrative board member of First United Methodist Church, volunteer legal counsel and patient visitor for Baton Rouge Hospice, volunteer and past board member for Kairos of Louisiana Prison Ministry, Baton Rouge Bar Association Youth Education Committee member and past chairman, member of Inter-Civic Council of Baton Rouge, and alumnus of BRAC’s Baton Rouge Leadership, Class of 2011.

“To have this opportunity to be engaged with college students and speak into their lives at this critical time is something I’m really excited about. The decisions they make will determine their future.”

GREGORY D. INMAN

**senior vice president of retail operations
Neighbors Federal Credit Union**



Gregory D. Inman, senior vice president of retail operations for Neighbors Federal Credit Union, has been appointed to LSU University College’s Advisory Board.

“From a young age my parents emphasized the long term benefits of a commitment to academic excellence and the impact it would have on my future,” said Inman. “As a scholarship recipient, I know the value that earning a college degree provided me, and I’m thankful that going to college was not optional. Taking advantage of the opportunity to get a higher education is one of the greatest foundations a person can achieve, as it opens doors that otherwise may not exist.”

“I am pleased that Gregory D. Inman has agreed to join the ranks of our University College Advisory Board,” said R. Paul Ivey, executive director of University College. “His involvement will offer a new perspective for this group, as we work in a cooperative effort to promote University College and to positively impact our students.”

“To be involved with University College and the guidance and direction they provide students regarding their educational plans and life goals is quite an honor,” said Inman. “To have this opportunity to be engaged with college students and speak into their lives at this critical time is something I’m really excited about. The decisions they make today will determine their future.”

Greg Inman serves as senior vice president of retail operations for Neighbors Federal Credit Union, the community’s largest credit union. Inman is responsible for providing strategic direction regarding sales and service for their network of 14 branches and member contact centers.

He is a graduate of Southeastern Louisiana University in management and an honor graduate of Southwest CUNA Management School. Inman earned his Certified Credit Union Executive and Certified Lending Professional designation with CUNA through their Certified Executive Program. He was a multiple recipient of the President’s Council Award with CUNA Mutual Group, which was the highest honor recognizing leadership and superior execution.

Inman has been working in the financial services industry for more than 20 years. He is an active member of the CUNA Operations Sales and Service Council, serving as vice chair on the Executive Committee, chair of the Conference Committee, Member Resources Committee, Excellence in OpSS Award, and Professional of the Year Selection Committee. Additionally, he serves as council representative on the CUNA Councils Forum with other leaders nationally from the six CUNA Councils.

Inman volunteers as a coach for youth sports, and serves on the Advisory Council for Abundant Life Church in Denham Springs, where he has been a member for the past 20 years. He was recently appointed to the Board of Directors for Baton Rouge Green, a local non-profit organization.

Inman celebrates 22 years of marriage to his high school sweetheart, Tonya, and is the proud father of 3 sons. He remains passionate about leadership development, team building and motivating persons to reach their full potential.



“University College serves students at one of their most critical junctures by providing counseling, guidance and support with a focus towards academic preparation and lifelong success and prosperity.”

BEVERLY BROOKS THOMPSON, CFRE
chief development officer
Woman’s Hospital Foundation

“It is a pleasure to have Beverly Brooks Thompson join our board,” said Paul Ivey, executive director of LSU University College. “Her LSU institutional knowledge, as well as her professional standing within the local community and beyond are quality reasons to have her involved with University College in this capacity. She has always been a champion of our programs, as well as the purpose of our existence on campus, and this offers us an opportunity to build on this relationship.”

“I am extraordinarily honored to serve on the University College Advisory Board,” Thompson said. “University College serves students at one of their most critical junctures by providing counseling, guidance and support with a focus towards academic preparation and lifelong success and prosperity. I have personally benefited from this service as a student and look forward to contributing to the individual and collective success of University College and those it serves.”

Beverly Brooks Thompson, chief development officer at Woman’s Hospital Foundation, has been appointed to LSU University College’s Advisory Board. In her role as chief development officer at Woman’s Hospital Foundation, Thompson oversees Woman’s Hospital Foundation’s major gifts program, planned giving program, annual giving program, grants funding, endowment development, donor relations and special events.

Prior to Woman’s, Thompson served as vice president and executive counsel for Pursuant Ketchum. In that role, Thompson was a national consultant working with some of the most prestigious non-profit organizations and

boards in the country where she brought experience in campaign development, implementation and management for programs that exceed goals of \$500 million to the Pursuant Ketchum team.

Prior to joining Pursuant Ketchum, Thompson successfully served as the director for Forever LSU: The Campaign for Louisiana State University, supporting the three adjoining campuses of LSU. Raising more than \$798 million toward a \$750 million goal, the Forever LSU campaign has stood out as a paradigm for success in higher education campaigns. Prior to working on the campaign, Thompson served as the director of external affairs for the Division of Student Life and Academic Services, the largest division on LSU’s campus.

Thompson has been nominated for various awards at LSU and within the community. Programs under her direction have received statewide and national awards and recognition. Thompson is licensed as a Certified Fundraising Executive. She is an active member of the Association of Fundraising Professionals, Omicron Delta Kappa Honor Society, Baton Rouge Rotary, has been conferred an official State of Kentucky Colonel, and received the honor of being named one of Louisiana’s Top 40 Under 40 by the Baton Rouge Business Report.

A two-time alumna of LSU, Thompson is currently pursuing her Ph.D. at LSU in Human Resource Development specializing in Organizational Leadership. This Texas native and her husband Corky Thompson have a combined family of three sons and a daughter who are proud to call Louisiana home.

LSU University College is dedicated to students achieving excellence at LSU. Academic and personal success is the hallmark of a well-rounded student, and University College provides a foundation of support services for students beginning their academic careers at LSU. Our two enrollment divisions are the Center for Freshman Year and the Center for Advising & Counseling. In addition, a variety of retention-specific programs, targeting particular student populations, play a significant role in accomplishing our mission. These programs include McNair Research Scholars, Student Support Services, and Summer Scholars.

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LOVE PURPLE
LIVE GOLD

