



2012-2013

— ANNUAL REPORT —

LSU | **University College**

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UNIVERSITY COLLEGE

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ANNUAL REPORT

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LSU University College's Annual Report is published annually in cooperation with the Office of Academic Affairs by Louisiana State University. Mailed from Baton Rouge, LA, under Nonprofit Standard Mail authorization number 733.

As the flagship institution of the state, the vision of Louisiana State University is to be a leading research-intensive 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.



FROM THE EXECUTIVE DIRECTOR
PAUL IVEY

**UNIVERSITY COLLEGE CELEBRATES 80 YEARS
OF SERVICE AND IMPACT TO THE
LSU COMMUNITY**

For the past 80 years, students have come to know LSU's University College under many names: Lower Division, General College, Freshman College, Junior Division, and University College. No matter the name, University College's mission has remained the same – to serve as the entry point for students by providing academic advising and support services that assist first-year and some continuing students in defining their educational goals, pursuing admission to a senior college, and ultimately earning a degree. With two enrollment divisions, University College's Center for Freshman Year (UCFY) enrolled 7,127 students in fall 2012, and the Center for Advising and Counseling (UCAC), enrolled 2,709 students, realizing 28,367 direct one-on-one contact with students in individual advising sessions for the 2012-13 academic year.

Over the years, University College has grown by adding new pith to its programs. One important University College program that was established to help the African-American student population was Summer Scholars, which was part of LSU's resolution to the consent decree on desegregation in the 1980s. Since its inception in 1991, Summer Scholars has impacted more than 900 participants. To expand its reach on behalf of LSU students, University College branched out with new programs that provide a wide range of services, and the college was the birthplace for many well-known University programs. Some programs that got their start or branched out of University College's efforts included Orientation; Parent & Family Programs; Spring Testing; Center for Community, Engagement, Learning, and Leadership (CCELL); Disability Services; Career Services; Athletic Counseling; and the Center for Academic Success.

University College's productivity is exceptional. It continues to leave an imprint on the LSU community, producing several events, programs and workshops designed to aid incoming students in utilizing the wide range of resources available at LSU. University College counts among its staff some of the finest licensed counseling professionals anywhere.

University College provides LSU students the comfort of exploring various disciplines and career paths within their first two years of enrollment, increasing those colleges' retention and graduation rates. In addition to UCFY and UCAC, a variety of retention-specific programs focusing on particular student populations are a significant part of the role and mission of University College, including Ronald E. McNair Research Scholars and Student Support Services. Since the inception of LSU's McNair Research Scholars program, 49 McNair alumni have earned a doctoral degree, and 126 have earned a master's degree; and another 55 are pursuing graduate degrees. LSU's Student Support Services surpassed the program's goal of 52 percent of all new participants served, graduating within six years with an outstanding 68.05% of the fall 2007 cohort.

Through its strong roots and wide, embracing branches, the tree that is University College gives students the opportunity to create their own strong roots and to succeed in reaching the goal of a college degree that will serve them well throughout their lives.

This report provides a detailed account of the 2012-13 academic year.



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 20-25 percent.

	UC TOTAL ENROLLMENT	% OF LSU UNDERGRADUATE POPULATION
FALL '11	9,381	32%
SPRING '12	7,364	27%
SUMMER '12	1,912	21%
FALL'12	9,836	40%
SPRING '13	7,479	33%
SUMMER'13	1,623	26%

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'11	SPR'12	SU'12	FALL'12	SPR'13	SU'13
UCFY	6,544	4,642	664	7,127	4,936	549
UCAC	2,837	2,722	1,248	2,709	2,543	1,074
TOTAL UC	9,381	7,364	1,912	9,836	7,479	1,623
OTHER UNDERGRADUATE STUDENTS	14,599	14,944	4,883	14,795	15,170	4,706
TOTAL UNDERGRADUATE STUDENTS	23,980	22,308	6,795	24,631	22,649	6,329

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 2012-13 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'12	SPR'13	SU'13
ADSN	191	115	5
AGRICULTURE	16	35	5
BADM	1,066	799	108
EDUCATION	740	601	59
ENGINEERING	1,313	739	125
HSS	781	505	45
MASS COMMUNICATIONS	451	301	23
MUSIC & DRAMATIC ARTS	1	5	1
SCE	17	10	2
SCIENCE	1,096	634	52
ALLIED HEALTH	92	60	5
BATON ROUGE COMMUNITY COLLEGE COOP	92	6	9
CONCURRENTLY ENROLLED	442	471	3
MULTI-CAMPUS REGIS. INBOUND	5	1	0
NOT REGULARLY ADMITTED	0	0	0
PRE-DENTAL	5	0	0
PRE-LAW	9	6	0
PRE-MEDICINE	16	9	4
PRE-MED TECH	2	1	0
PRE-NURSING	309	238	21
PRE-PHARMACY	56	40	4
TOTAL UNDECIDED	513	360	42
SUMMER ONLY	N/A	N/A	1
SCHOLASTIC DROP-SUMMER ONLY	N/A	N/A	35
TOTALS	7,127	4,936	549

ENROLLMENT BY CURRICULUM DESIGNATION

UCAC ENROLLMENT BY CURRICULUM DESIGNATION

ENROLLMENT UNIT	FALL'12	SPR'13	SU'13
ACADEMIC PROGRAMS ABROAD-UG	5	7	0
ALLIED HEALTH	40	39	10
AUDIT ONLY	5	3	2
LSU-SOUTHERN COOP	23	35	22
MULTI-CAMPUS REGIS. INBOUND	5	4	0
NATIONAL STUDENT EXCHANGE	1	0	0
NON-MATRICULATED	114	123	56
NOT REGULARLY ADMITTED	21	20	1
PRE-ADSN	0	0	0
PRE-AGRICULTURE	50	44	13
PRE-BADM	761	696	215
PRE-DEGREE	8	2	0
PRE-ENGINEERING	205	188	104
PRE-HSE	388	387	135
PRE-HSS	329	309	104
PRE-MASS COMMUNICATIONS	199	178	34
PRE-MUSIC & DRAMATIC ARTS	1	3	1
PRE-MED TECH	4	3	0
PRE-NURSING	79	83	18
PRE-PHARMACY	44	48	17
PRE-SCE	5	0	0
PRE-SCIENCE	222	196	60
RESTRICTED ADMIT*	196	175	62
STUDENT EXCHANGE PROGRAMS	4	0	0
SCHOLASTIC DROP-SUMMER ONLY	N/A	N/A	72
SUMMER ONLY	N/A	N/A	186
TOTALS	2,709	2,543	1,074

*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.

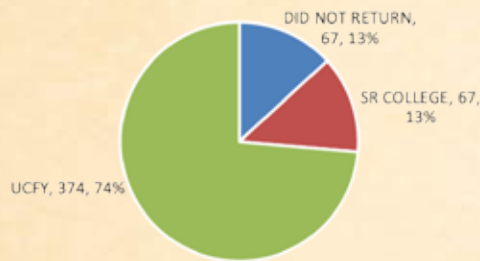
STUDENT MOVEMENT THROUGH ENROLLMENT DATA

University College is designed to advise students to move into their senior colleges. Below are charts showing how students moved within and out of University College in the 2012-13 academic year.

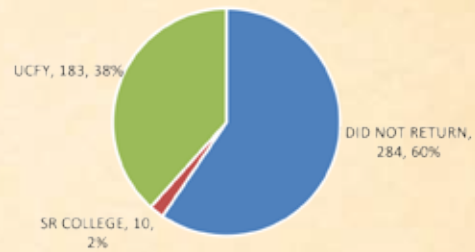
UC ONE TIME ONLY ENROLLMENT STUDENTS MOVEMENT STATUS

MOVEMENT STATUS	FALL '12 TO SPRING '13		SPRING '13 TO FALL '14	
	UCFY	UCAC	UCFY	UCAC
UC ONE TIME ONLY ENROLLMENT	508	315	477	368
DID NOT RETURN TO LSU	67	144	284	167
RETURNED TO LSU	441	171	193	201
GRAD SCHOOL	0	2	0	9
LAW SCHOOL	0	3	0	1
VET MED SCHOOL	0	0	0	2
SR COLLEGE	67	29	10	106
REMAINED IN UC	374	137	183	83

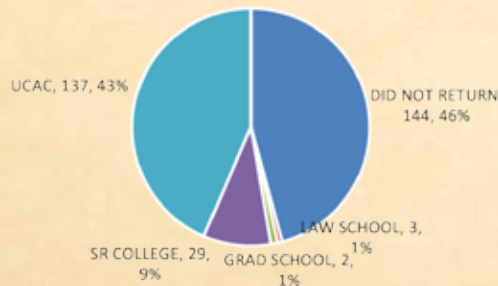
UCFY ONE TIME ENROLLMENT FALL '12 TO SPRING '13



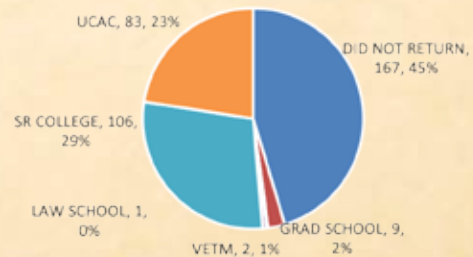
UCFY ONE TIME ENROLLMENT SPRING '13 TO FALL '14



UCAC ONE TIME ENROLLMENT FALL '12 TO SPRING '13



UCAC ONE TIME ENROLLMENT SPRING '13 TO FALL '14

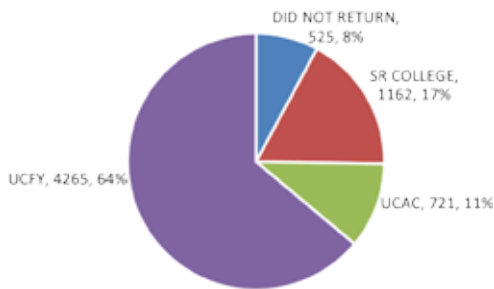


STUDENT MOVEMENT THROUGH ENROLLMENT DATA

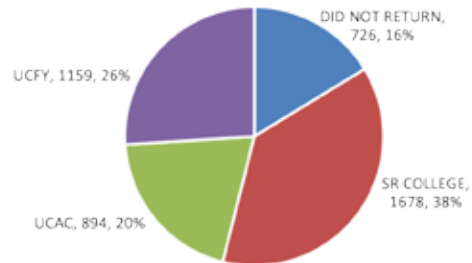
UC REGULARLY ADMITTED STUDENTS MOVEMENT STATUS

MOVEMENT STATUS	FALL'12 TO SPRING'13		SPRING'13 TO FALL'14	
	UCFY	UCAC	UCFY	UCAC
UC REGULARLY ADMITTED STUDENTS	6,673	2,334	4,457	2,176
DID NOT RETURN TO LSU	525	353	726	396
RETURNED TO LSU	6,148	1,981	3,371	1,780
SR COLLEGE	1,162	780	1,678	877
UCAC	721	N/A	894	N/A
REMAINED IN UC	4,265	1,201	1,159	903

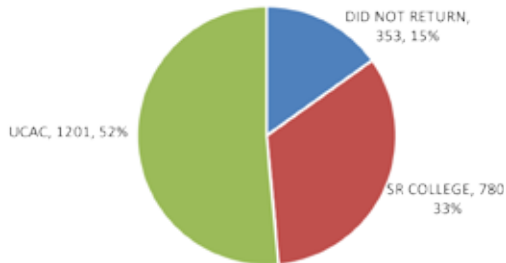
UCFY FALL '12 TO SPRING '13



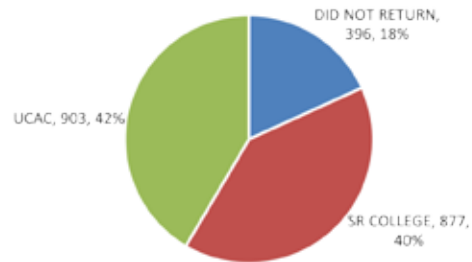
UCFY SPRING '13 TO FALL '14



UCAC FALL '12 TO SPRING '13



UCAC SPRING '13 TO FALL '14



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'12	SPR'13	SU'13
NEW FRESHMAN	5,454	522	140
NEW TRANSFER	119	45	14
CONTINUING	1,503	4,331	387
RE-ENTRY	51	38	8
TOTAL	7,127	4,936	549

UCAC ENROLLMENT BY ENTRY STATUS

	FALL'12	SPR'13	SU'13
NEW FRESHMAN	0	0	1
NEW TRANSFER	417	181	155
CONTINUING	2,112	2,203	736
RE-ENTRY	180	159	182
TOTAL	2,709	2,543	1,074

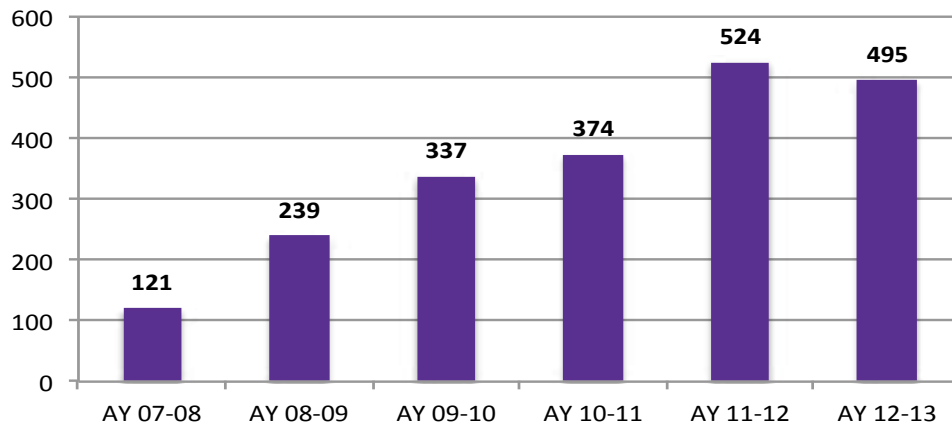
UNIVERSITY COLLEGE TRANSFER AND RE-ENTRY STUDENTS COMPARED TO SENIOR COLLEGES

	FALL'12	SPR'13	SU'13
UC NEW TRANSFER	536 - 58%	226 - 66%	169 - 89%
SR. COLLEGE NEW TRANSFER	395 - 42%	121 - 34%	23 - 11%
UC RE-ENTRY	231 - 50%	197 - 54%	190 - 76%
SR. COLLEGE RE-ENTRY	233 - 50%	173 - 46%	61 - 74%

RESTRICTED ADMIT

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. The graph below shows “Total Students Per Academic Year” with an upward trend over time for this academic designation.

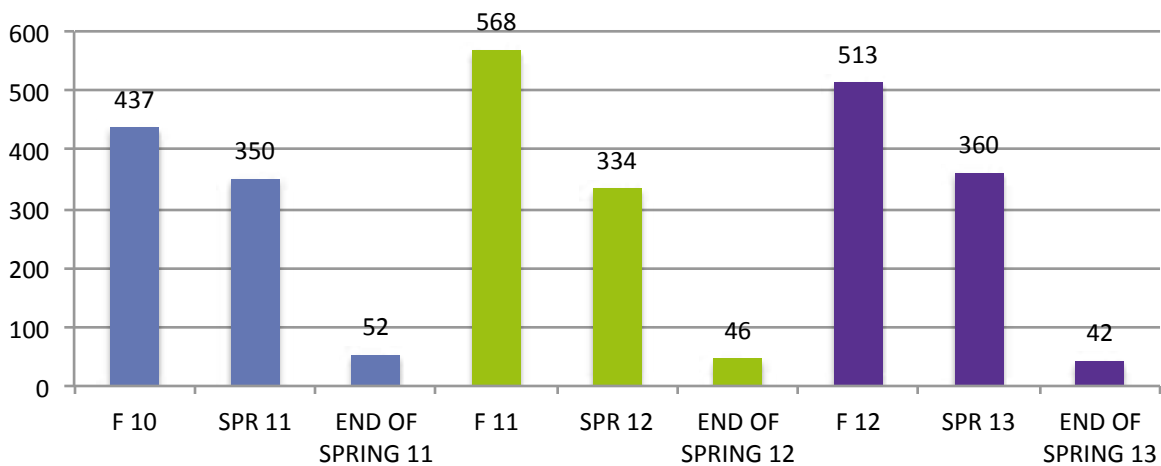
RESTRICTED ADMIT BY ACADEMIC YEAR



UNDECIDED MAJORS IN UCFY

UCFY counselors advise students through several “Undecided” major options. The graph below shows “Total Undecided Majors in UCFY” and indicates the number of students who select a major throughout the academic year and/or move into their senior colleges.

UNDECIDED MAJORS BY ACADEMIC YEAR



RETENTION DATA

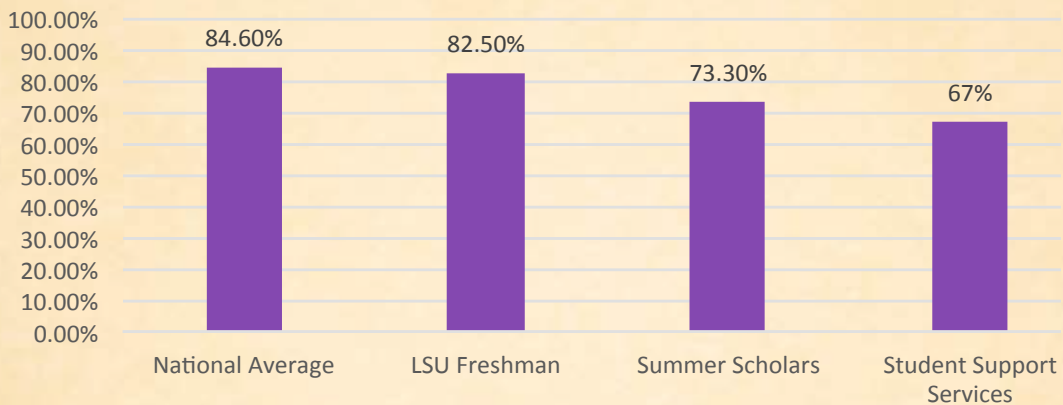
Because University College serves as a portal for advising and counseling at the university, LSU cohort retention and graduation rates greatly depend on the successes of our college. UC also tracks various retention and graduation rates for its internal programs serving minority and/or high risk student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

3rd Semester Retention

2012-13 cohort

National four-year selective doctoral public institutions	84.6%
LSU (fall 2012 first-year cohort)	82.5%
UCFY programs	
Summer Scholars (summer 2011 cohort)	73.3%
Student Support Services (fall 2012 freshmen cohort)	67.0%

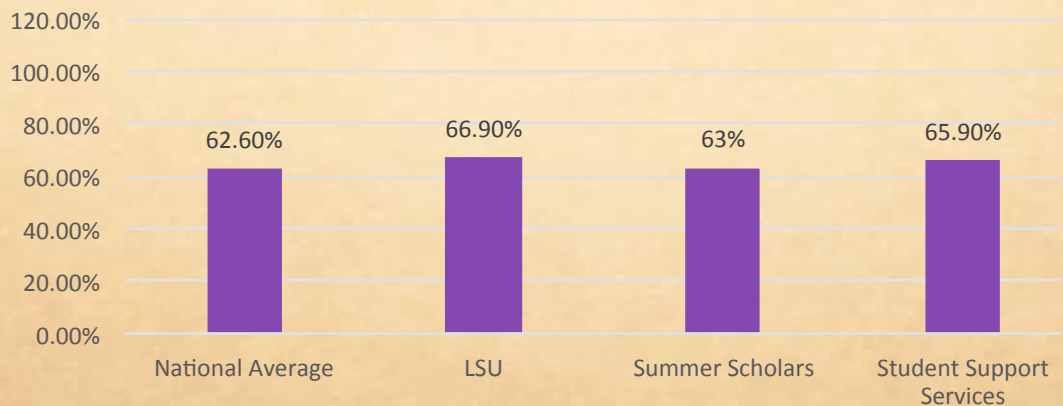
3RD SEMESTER RETENTION COMPARISON, 2012-13 COHORT



Six-year Graduation Rate

National four-year selective doctoral public institutions	62.6%
LSU (fall 2007 first-year cohort)	66.9%
UCFY programs	
Summer Scholars (summer 2007 cohort)	63.0%
Student Support Services (fall 2007 cohort)	65.9%

SIX-YEAR GRADUATION COMPARISON, FALL 2007 COHORT



RETENTION AND ENRICHMENT PROGRAMS

University College offers workshops and programs throughout the academic year providing additional resources to students before their senior college experience.

STEPS TO SUCCESS PROGRAM

Steps to Success is a retention program for re-entry, probation/warning, and restricted admit students. University College also partners with senior colleges to accept college-dropped students in order to aid these students back into their major program for further retention. This program is a requirement for admission into UCAC and focuses on increasing knowledge of quality point calculation, study skills, and life management skills. *Steps to Success* began in fall 2008 and has had more than a 60 percent retention rate since its initiation.

Students are recorded into two groups: Restricted Admit (RADM), students who have previously been enrolled in an LSU senior college, and Re-Entry, students who are returning to LSU and have never been enrolled in a senior college. The results of the students' academic status are divided into four categories. "Success" is measured as students moving from UCAC to their senior colleges. "Progress" is measured as reducing the quality point deficit or increasing the student's GPA without moving into the student's senior college. "Resigned" is measured as the student attending classes but resigning (turning all grades to 'W'), resulting in no GPA change. "Unsuccessful" is measured as students who were scholastically dropped from LSU, increased or maintained their quality point deficit, or did not make a 2.0 semester GPA.

STEPS TO SUCCESS RESULTS

	FALL'12 RADM	FALL'12 RE-ENTRY	SPRING'13 RADM	SPRING'13 RE-ENTRY
NUMBER OF STUDENTS	54	60	54	61
SUCCESSFUL	13 - 24%	15 - 25%	13 - 24%	16 - 26%
MADE PROGRESS	6 - 11%	22 - 37%	6 - 11.0%	22 - 36.0%
RESIGNED	7 - 13%	2 - 3%	7 - 13%	2 - 3%
UNSUCCESSFUL	28 - 52%	21 - 35%	28 - 52.0%	21 - 35.0%

TRUE COLORS: WHAT SHADE IS YOUR MAJOR?

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.

	FALL'12	SPRING'13	AY12-13
TOTAL ENROLLMENT	117	12	129
TOTAL WORKSHOPS	12	12	24
STUDENTS W/NO CHANGES OF MAJOR SINCE WORKSHOP	60	8	68
STUDENTS W/ 1 MAJOR CHANGE SINCE WORKSHOP	42	3	45
STUDENTS W/>1 MAJOR CHANGE SINCE WORKSHOP	15	1	16

RETENTION AND ENRICHMENT PROGRAMS

EXTENDED ORIENTATION/ENGLISH CLASS VISITS

In Fall 2012, UCFY academic counselors visited 111 of 126 sections of English 1001 classes, developed relationships or reconnected with 56 English faculty, and connected with over 2,400 students.

TOPS SCHOLARSHIP INFORMATIONAL MEETINGS

In Fall 2012, 2,529 first-year students attended our annual TOPS Scholarship Information Meetings in nine sessions. Representatives from the Louisiana Office of Student Financial Assistance presented details on the academic requirements needed to maintain the various levels of scholarships offered by this state program.

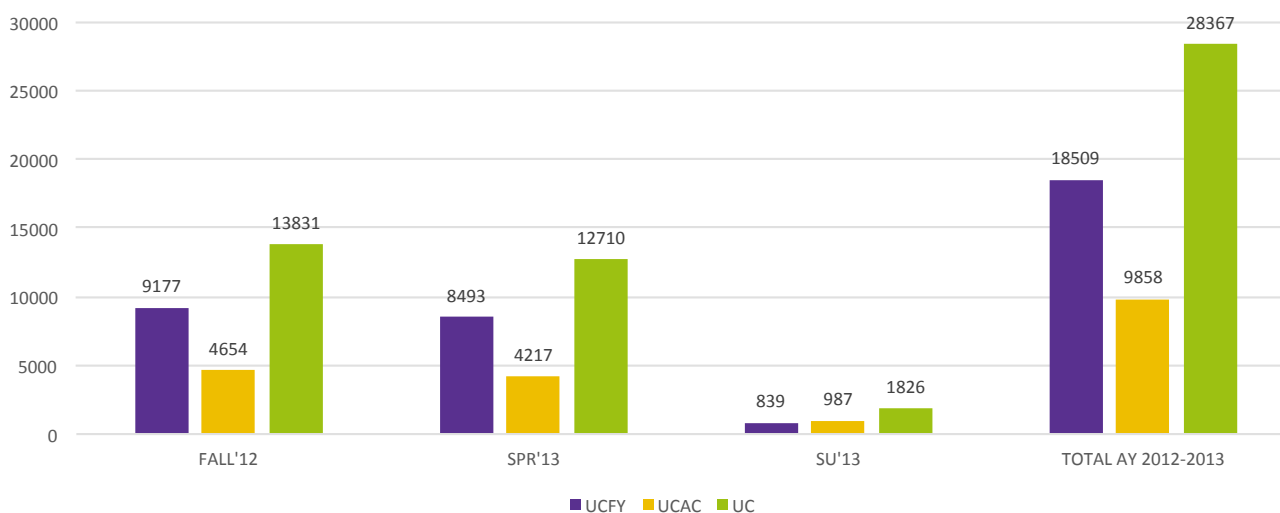
STUDENT CONTACTS

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 2012-13 academic year, University College served students in 28,367 face-to-face appointments through both UCFY and UCAC.

UNIVERSITY COLLEGE STUDENT CONTACTS, AY 2012-13



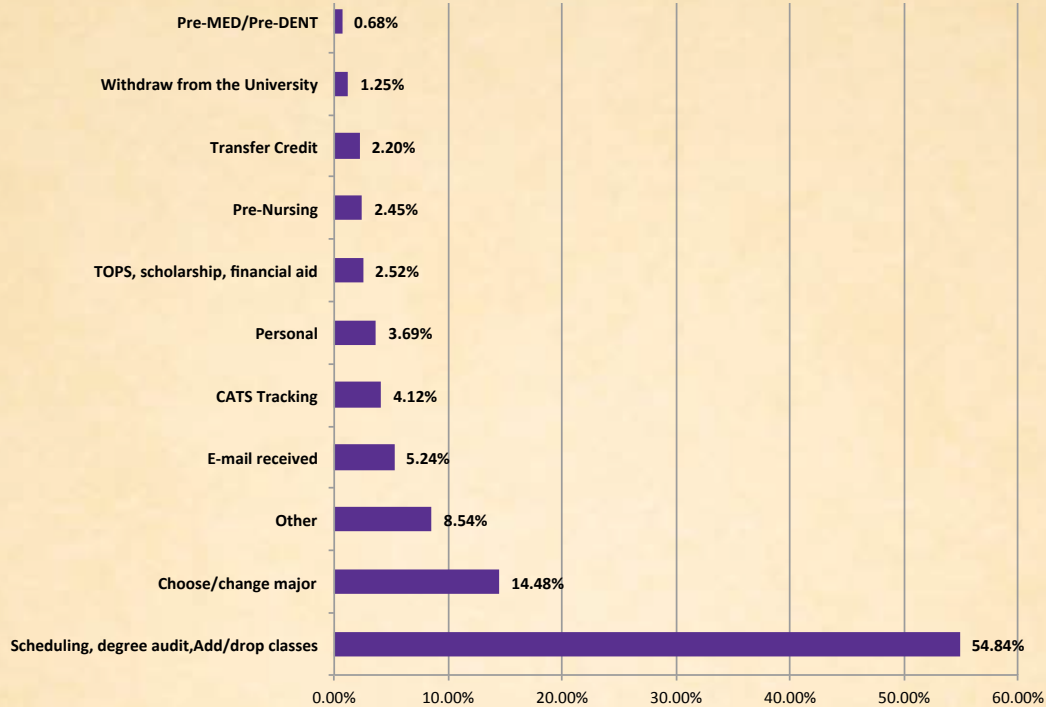
ENROLLMENT UNIT	FALL'12	SPR'13	SU'13	TOTAL AY 2012-13
UCFY	9,177	8,493	839	18,509
UCAC	4,654	4,217	987	9,858
TOTAL UC	13,831	12,710	1,826	28,367

STUDENT CONTACTS, CONTINUED

UNIVERSITY COLLEGE STUDENT CONTACTS BY PURPOSE

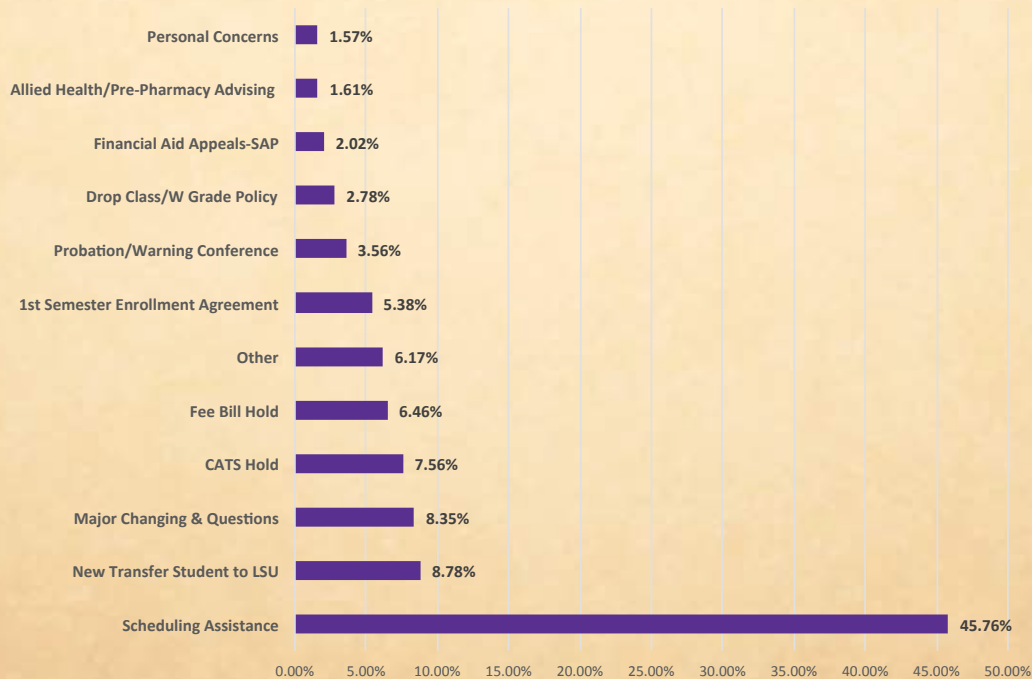
Below is a breakdown of student contact by purpose or reason for both UCFY and UCAC. A majority of UCFY's 18,509 appointments fall within the following categories: "Scheduling, Degree Audit, Add/drop class" (54.84% - 10,151 appointments), "Choose/change major" (14.48% - 2,680 appointments), "Other" (8.54% - 1,580 appointments), "Email received" (5.24% - 969 appointments), "CATS tracking" (4.12% - 762 appointments), and "Personal" (3.69% - 466 appointments).

UCFY AY 2012-13 REASONS FOR VISIT PERCENTAGE



A majority of UCAC's 9,858 appointments fall within the following categories: "Scheduling assistance" (45.76% - 4,511 appointments), "New transfer student to LSU" (8.78% - 866 appointments), "Major change/questions" (8.35% - 823 appointments), "CATS hold" (7.56% - 745 appointments), and "Fee bill hold" (6.46% - 637 appointments).

UCAC AY 2012-13 REASONS FOR VISIT PERCENTAGE



ALLIED HEALTH/PRE-NURSING



Every day the need for trained and qualified healthcare professionals increases. University College is the place where LSU students get their future careers off to a great start. **For the 2012-13 academic year, 748 LSU students declared pre-nursing and 499 Allied Health pre-professional programs, for a total of 1,247 enrolled in all pre-professional programs.** LSU students interested in any Allied Health or Pre-Nursing programs have academic counselors available to them to review their schedule and discuss possible changes in prerequisites and entrance requirements.

LSU offers a pre-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.

"I am a first year nursing student in the Bachelor of Science in Nursing program at LSU Health Sciences Center in New Orleans (LSUHSC). Three years ago, I began my education at LSU. In addition to completing the 34 hours of prerequisite courses required for the nursing program, I enrolled in Human Anatomy and Abnormal Psychology classes to familiarize myself with the curriculum.

"The Bachelors of Science in Nursing program aims to educate and prepare students with the knowledge and ability to effectively provide direct patient care. LSUHSC instills the core values of caring, professionalism, respect, integrity, diversity and excellence from the classroom to the hospital floor. As a LSUHSC student, I have a plethora of resources available to me, including cadaver labs providing hands-on training. After the first semester, nursing students enter the clinical setting to learn the importance of human health and healing within a caring environment. During clinical training, students gain experience in specialty fields, such as child health, critical care, women's health, mental health and more. Upon graduation, students must pass the National Council Licensure Examination (NCLEX-RN), which permits he or she to practice nursing.

"Since childhood, I have always looked forward to the day I would walk under the stately oaks and broad magnolias as a student at LSU. From Saturday nights in Death Valley to a spring day in the Quad, my time at LSU exceeded all of my expectations. As I begin this next chapter in my life, I anticipate the many opportunities and experiences that await me at LSUHSC."

—Christina Grishman
Nursing, LSU



MCNAIR RESEARCH SCHOLARS

“McNair Research Scholars is helping students reach their potential. We provide opportunity and education, and the students realize their success through hard work and determination.”

—Joseph Givens
Director



It has been more than 25 years since tragedy struck the United States space program when seven crew members were killed in the space shuttle Challenger explosion on January 28, 1986. One of those aboard the Challenger was physicist Ronald Erwin McNair, America's second African-American astronaut. To commemorate his lifetime of accomplishments, the U.S. Department of Education established the Ronald E. McNair Post-Baccalaureate Achievement Program to encourage minority and low-income, first-generation college students to enroll in graduate studies and acquire a doctorate degree.

LSU University College's McNair Research 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. The program serves approximately 30 students per year, and inducted the following 13 sophomores during the 2012-13 academic year.

Jean-Marc Bastien, civil engineering major from Baldwin, N.Y.

Kristian Marquis Black, biochemistry major from Shreveport, La.

Bryce Anthony Bourgeois, information systems and decision sciences major from Belle Rose, La.

Christa Lynn Cook, civil engineering major from Mesquite, Texas

Casey Lynn Duvall, biological sciences major from Gretna, La.

Yoel Afeworki Gebrai, petroleum and civil engineering major from Snellville, Ga.

Vilien Cordell Gomez, computer engineering major from White Castle, La.

Franshetta Shawan Hibbler, computer science major from Itta Bena, Miss.

Sierra Jackson, chemistry and biological sciences major from New Orleans, La.

Giovoni S. King, electrical engineering major from Ashland, Va.

Natasha Marie Lee, psychology major from New Orleans, La.

Nayyir Ransome, English creative writing major from Baton Rouge, La.

Yvonne Lynette Thompson, psychology major from Lawrenceville, Ga.

“The McNair Research Scholars program will afford me the opportunity to make new connections, to work with research and development, and to inform me on future opportunities to better myself, my education, and others,” says Natasha Lee.

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 prepares 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.

MCNAIR RESEACH SCHOLARS, CONTINUED

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

"University College and LSU are truly fortunate to have received this five-year grant in 2012 to continue the 20 plus year history of the McNair Research Scholars Program on this campus," said Paul Ivey, executive director of LSU University College. "This renewal by the U.S. Department of Education is a testimony to the success of this program at LSU over the years. Joseph Givens and the McNair Research Scholars staff will continue their dedicated efforts to prepare our first-generation and underrepresented students for eventual doctoral studies."

STATISTICS ON THE 2012-13 ACADEMIC YEAR:

- McNair Research Scholars six-year graduation rate of Fall 2012 cohort is 100 percent.
- 25 McNair scholars participated in faculty directed research projects.
- 24 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 126 have earned a master's degree.
- There are 55 McNair alumni pursuing graduate degrees: 22 pursuing master's degrees, 28 pursuing PhDs, two pursuing MDs, and three pursuing JDs.
- During the 2012-13 academic year alone, McNair scholars spent a combined 3,456 hours on undergraduate research projects.
- McNair Research Scholars staff have advised, mentored, and counseled students for more than a combined total of 486 hours.

MCNAIR RESEARCH SCHOLARS ENROLLMENT BY ETHNICITY

ETHNICITY	2009-2010	2010-2011	2011-2012	2012-2013
AMERICAN INDIAN	1 - 3%	1 - 3%	0 - 0%	0 - 0%
ASIAN/PACIFIC ISLANDER	2 - 7%	3 - 10%	1 - 3%	1 - 3%
AFRICAN AMERICAN	23 - 76%	19 - 64%	22 - 71%	25 - 76%
LATINO	2 - 7%	3 - 10%	4 - 13%	3 - 9%
WHITE	2 - 7%	4 - 13%	4 - 13%	4 - 12%
TOTAL	30 - 100%	30 - 100%	31 - 100%	33 - 100%

MCNAIR RESEARCH SCHOLARS 2012-13 ENROLLMENT BY SOCIOECONOMIC BACKGROUND

FINANCIAL NEED (150% POVERTY LEVEL)	29 - 84%
FIRST GENERATION COLLEGE BOUND	26 - 73%
BOTH	26 - 73%

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 35 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 280 low-income, first generation, or disabled students who have an academic need for support.** 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.”

—Deborah Hollier
Director

STUDENT SUPPORT SERVICES GRANT OBJECTIVES AND OUTCOMES:

Persistence Rate: 85 percent of all participants served by SSS will persist from one academic year to the beginning of the next academic year. *SSS reported 88.07 percent of all participants served in 2012-13 persisted to 2013-14.*

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

SSS exceeded this goal with 86.44 percent of all enrolled participants rated in good academic standing.

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

SSS transcended this goal with 68.05 percent of the fall 2007 cohort graduating within six years (end of the 2012-13 academic year).

STUDENT SUPPORT SERVICES ENROLLMENT BY ETHNICITY

ETHNICITY	2009-2010	2010-2011	2011-2012	2012-2013
ASIAN/PACIFIC ISLANDER	5.5%	6.2%	4.7%	13 - 4.5%
AFRICAN AMERICAN	52.4%	47.1%	43.9%	132 - 46.2%
LATINO	2.5%	2.5%	2.7%	9 - 3.1%
MORE THAN ONE RACE	3.6%	4.7%	5.1%	15 - 5.2%
WHITE	35.6%	38.8%	42.7%	117 - 40.9%

STUDENT SUPPORT SERVICES ENROLLMENT BY ELIGIBILITY

CLASSIFICATION	2009-2010	2010-2011	2011-2012	2012-2013
FIRST GENERATION	24.7%	23.9%	20.0%	48 - 16.8%
FINANCIAL NEED	8.0%	7.2%	10.2%	27 - 9.4%
DISABLED AND FINANCIAL NEED	4.0%	5.8%	8.6%	19 - 6.6%
DISABLED	7.0%	8.7%	9.8%	25 - 8.7%

STUDENT SUPPORT SERVICES, CONTINUED



Student Support Services provides intensive academic, personal and career counseling to help students reach their goals. “When students get to LSU, they really don’t think they need the extra support that we offer,” said Craig Winchell, assistant director of Student Support Services. “But that first semester is an eye opener, so usually during the second semester or second year, we start seeing students.

“I have a conference table outside of my office I open up for studying or just hanging out,” said Winchell. “I make coffee every morning to get students in. Usually one or two days a week, I make brownies or cookies. I’ve done pancake breakfasts; sometimes we’ll do it as a community fundraiser.”

“We can work with LSU students from orientation to graduation. Even when they get into their senior colleges, SSS can still assist and advise them.

“There isn’t a negative aspect of being in our program. I would love to see all LSU students that fit the requirements for SSS to come by my office and apply.”

—Craig Winchell
Assistant Director

over Europe in places such as Austria, Germany, Prague, London, Croatia, and Turkey. My time at LSU has really been incredible.

“At LSU, I have met some of the most amazing people—students, counselors, professors, and professionals. My network has been strengthened. Most importantly, I thank God for Student Support Services at LSU because they have provided me with the tools, support, and resources to succeed, not only at LSU but in graduate school as well. They provided me with free tutoring, one-on-one personal advising about graduate school, free GRE prep, résumé workshops, professional etiquette skills for business meetings, and much more. SSS counselors are eager to assist me in preparing and planning to take the next step in my life.

“Wherever I go, I am proud to say that I am a student of Louisiana State University!”

—Erineka Mulligan

Management & Entrepreneurship 2015, E. J. Ourso College of Business

STAR STUDENT

“I’m very happy I chose LSU. I wanted to attend a university that was very diversified with people from all over the world, while obtaining an excellent education that would prepare me for career success. LSU has been everything I had imagined and more. My college experience has really been life changing, eye opening, and absolutely phenomenal.

“One of my favorite things about LSU is that it has so much to offer! Joining an organization or participating in a program with others who share the same interests as you renders a feeling of belonging on such a large campus. In each of my programs and organizations, I’ve met numerous, awesome individuals who are full of passion. Also, I was blessed with the opportunity to study abroad all



SUMMER SCHOLARS



GETTING A HEAD START WITH TRANSITIONS TO COLLEGE 'ONCE A SCHOLAR, ALWAYS A SCHOLAR'

Summer Scholars celebrates its 22nd anniversary with the Class of 2013, and its collective impact on LSU's campus, transforming the lives of more than 900 scholars and creating a community of under-represented minority scholars like no other. With a 55.9 percent four-year graduation rate (versus 38.1 percent and 27.8 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. Summer Scholars cohorts excel academically, noting the significant differences among "End of First-Year LSU Cum GPA," "2nd Year Retention," and "3rd Year Retention."

"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 Advising and Counseling 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 2013 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 \$3,000 through 12 book awards.

Benson, Walker, Smith Book Award

Erika Brown, Violet, La.
Kelleigh Berryhill, Marrero, La.

Campus Federal Credit Union Book Award

Natalie Dupuy, Zachary, La.
Zaida Salame, Kenner, La.

Antonio Cousin Book Award

Alex James, Baton Rouge, La.

Dillon-Dotson Book Award

LaJae Coleman, Baton Rouge, La.
Courtney Ellis, St. Francisville, La.
Isis Landry, Sorrento, La.
Bryanna West, Youngsville, La.

Shagari Jackson Book Award

Paige Vaughn, Fardoche, La.

Sandra Yancy McGuire Book Award

Ashunti Chase, West Monroe, La.

Philip Micah Thomas Book Award

William Underwood IV, Zachary, La.

SUMMER SCHOLARS, CONTINUED

SUMMER SCHOLARS

CLASS OF	2006	2007	2008	2009	2010	2011	2012	2013
COHORT ENROLLMENT	42	46	40	34	30	29	30	37
ACT/SAT COMP MEAN	24.2	24.3	24.1	24.5	24.5	24.9	23.5	25.3
HS ACADEMIC GPA	3.49	3.51	3.50	3.50	3.44	3.58	3.45	3.56
HS RANK IN TOP 10% OF CLASS	38.1%	40.9%	35.9%	45.5%	39.3%	57.1%	34.5%	41.7%
HS RANK IN TOP 25% OF CLASS	76.2%	77.3%	74.4%	84.8%	60.7%	82.1%	72.4%	72.2%
% OF 1ST GENERATION COLLEGE BOUND	N/A	N/A	42.5%	44.1%	36.7%	44.8%	63.3%	43.2%
END OF FIRST-YEAR LSU CUM GPA	2.79	2.67	2.84	2.9	3.07	3.01	2.62	N/A
% IN LSU GOOD STANDING	81.0%	78.3%	92.5%	97.1%	86.7%	89.7%	73.3%	N/A
2ND YEAR RETENTION	81.0%	89.1%	97.5%	94.1%	93.3%	93.1%	73.3%	N/A
3RD YEAR RETENTION	81.0%	78.3%	85.0%	85.3%	83.3%	82.8%	N/A	N/A
GRADUATED IN 4 YEARS	38.1%	41.3%	55.0%	55.9%	N/A	N/A	N/A	N/A
GRADUATED IN 6 YEARS	69.0%	63.0%	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
FALL ENROLLMENT	349	357	423	360	542	572	691	675
ACT/SAT COMP MEAN	22.8	23.0	23.1	23.3	23.1	22.8	22.8	22.8
HS ACADEMIC GPA	3.28	3.26	3.21	3.20	3.24	3.21	3.23	3.29
HS RANK IN TOP 10% OF CLASS	33.2%	29.3%	27.6%	24.9%	28.4%	28.1%	26.2%	25.0%
HS RANK IN TOP 25% OF CLASS	61.0%	61.3%	58.1%	53.7%	57.3%	55.4%	56.6%	35.0%
% OF 1ST GENERATION COLLEGE BOUND	N/A	N/A	39.7%	38.9%	41.5%	43.2%	52.5%	47.3%
END OF FIRST-YEAR LSU CUM GPA	2.44	2.46	2.36	2.44	2.46	2.36	2.33	N/A
% IN LSU GOOD STANDING	71.6%	71.1%	66.7%	70.6%	68.6%	66.6%	63.2%	N/A
2ND YEAR RETENTION	80.8%	84.3%	80.1%	77.2%	78.0%	76.9%	74.7%	N/A
3RD YEAR RETENTION	71.3%	74.2%	68.1%	67.5%	65.7%	64.9%	N/A	N/A
GRADUATED IN 4 YEARS	27.2%	29.7%	27.9%	27.8%	N/A	N/A	N/A	N/A
GRADUATED IN 6 YEARS	57.6%	58.8%	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
FALL ENROLLMENT	4,503	4,588	5,130	4,772	5,475	5,278	5,725	5,498
ACT/SAT COMP MEAN	25.2	25.4	25.4	25.5	25.5	25.4	25.3	25.5
HS ACADEMIC GPA	3.40	3.38	3.36	3.36	3.35	3.35	3.38	3.42
HS RANK IN TOP 10% OF CLASS	28.0%	26.5%	25.8%	25.3%	23.8%	23.8%	23.6%	24.7%
HS RANK IN TOP 25% OF CLASS	56.5%	55.1%	53.3%	53.2%	50.9%	51.0%	50.3%	52.4%
% OF 1ST GENERATION COLLEGE BOUND	N/A	N/A	29.9%	30.8%	31.2%	33.7%	36.5%	35.8%
END OF FIRST-YEAR LSU CUM GPA	2.87	2.86	2.81	2.87	2.85	2.83	2.84	N/A
% IN LSU GOOD STANDING	83.3%	83.1%	81.4%	82.7%	81.6%	81.0%	79.3%	N/A
2ND YEAR RETENTION	84.7%	85.4%	83.6%	84.1%	83.8%	83.0%	82.5%	N/A
3RD YEAR RETENTION	75.8%	76.5%	74.3%	75.4%	75.1%	73.0%	N/A	N/A
GRADUATED IN 4 YEARS	34.0%	37.9%	37.0%	38.1%	N/A	N/A	N/A	N/A
GRADUATED IN 6 YEARS	65.0%	66.9%	N/A	N/A	N/A	N/A	N/A	N/A

*DATA MADE AVAILABLE BY LSU BUDGET & PLANNING.

PHI ETA SIGMA

The LSU Chapter of Phi Eta Sigma is a national honor society rewarding first-year collegiate students. For the 2012-13 academic year, LSU University College hosted its annual Phi Eta Sigma Initiation Ceremony on Thursday, April 18, 2013, inducting 255 freshmen scholastic achievers and recognizing recipients of the chapter's L. B. Lucky Award and Senior Award. Presiding over the ceremonies was Margaret Hindman, 2011-2013 chapter president. Assisting Hindman was Carmen Welch, vice president; Nicole Brooks, secretary; and Hunter Starring, historian.

"Phi Eta Sigma is a well-respected honor society of which I am pleased to be the advisor for the LSU Chapter," says Ivey. "This year's induction of 255 students is one of our largest and is another means for University College to recognize the academic excellence of our freshmen."

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. Jesse Clifton, the 2013 recipient, is a second year student from Baton Rouge, La., majoring in political science. Since his Fall 2011 enrollment, he has amassed 123 hours of college credit and has maintained a 4.0 grade point average. He has aspirations to be involved in policy research as an academician. Clifton is currently president of the LSU International Relations Club.

"Jesse is a remarkable young man who has demonstrated a superior level of academic achievement that warrants his recognition as the outstanding sophomore member of our LSU Chapter of Phi Eta Sigma," says Ivey.

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. Daniel Case, a senior majoring in physics, mathematics, and economics with a 4.0 grade point average, joined this elite group of scholarship recipients. Case has been a research assistant in LSU Department of Biological Sciences, a physics tutor, and supplemental instructor for the introductory macroeconomics course. During the summer of 2012, he received a Harvard Origins of Life Initiative Undergraduate Research Fellowship, allowing him to conduct basic research alongside Senior Research Fellow, Dr. Juan Perez-Mercader at Harvard University. This research consisted of building a chemically operated Turing Machine, which is a device capable of performing complex computations. Upon returning to LSU for Fall 2012, he began assisting Dr. Michal Brylinski, assistant professor of LSU biological sciences, doing research on computational biology investigating how small molecules bind to proteins. Upon his graduation, Case enrolled in graduate studies at Northwestern University in pursuit of a PhD in physics.



"Daniel's impressive research experiences and his outstanding academic performance are sound reasons for Phi Eta Sigma to recognize him as our 2013 Outstanding Graduating Senior," states Ivey. "University College, through our sponsorship of this honor society, is proud to support this type of achievement among our LSU graduates."

Since 1928, the LSU Chapter of Phi Eta Sigma has inducted more than 10,400 students; and since 1948, some 27 chapter members have received national Phi Eta Sigma scholarships. The most recent LSU recipient was Sophie Martin, a former president of the chapter, who received a \$6,000 Distinguished Member Scholarship in 2011. An election was held in late Spring 2013 to select the newest officers for the chapter. Serving two-year terms in office for 2013-2015 are the following LSU Chapter officers: Andrew Mahtook, president; Hannah McLain, vice president; Emily Riley, secretary; and Austin Bordelon, historian.

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.

IMPACT COMMUNITY

The Credit Bureau of Baton Rouge Foundation gifted \$20,000 to Summer Scholars, underwriting five in-state program scholarships for the 2013 cohort. Scholarships cover LSU summer tuition and required fees, meal plans, and housing for participants.

"Our foundation takes an invested interest in education," said CBBR Foundation President Layne R. McDaniel. "We do a lot with K-12th grade education, but Summer Scholars allows us to assist kids who get out of high school and don't know what to expect when they get to college. We can bridge that gap from high school to freshman year, and aid students in creating a clear path to success."

Robert Schneckenburger of CBBR Foundation noted, "When you see the statistics...and measure the program's successes, it's pretty amazing. You fund things that work, and this works."

"LSU is never going to be the LSU we want it to be without this kind of support," added Paul Ivey, executive director of LSU University College.



Paul Ivey, J. Terrell Brown, Layne R. McDaniel, Robert Schneckenburger, Annette L. Yancy, W.J. "Dub" Noel Jr., and Stephen M. Lousteau

UNIVERSITY COLLEGE DONORS

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REFLECTING ON THE PAST, INVESTING IN THE FUTURE

Dr. Gerald L. Foret fondly remembers his time at LSU. Dr. Foret (1957 BACH College of Arts & Sciences, 1961 DRS Medicine-New Orleans) and his wife, Gayle W. (1951 BACH College of Education) attended LSU University College's Spring Awards 2013 reception to meet current recipients of the Dr. Gerald L. and Gayle W. Foret Scholarship. Gerald said he and Gayle established the scholarship to help students, specifically because college is much more expensive than when they attended LSU.

"Some of them might have a hard time going to school, and this makes it a little bit easier," said Gerald. "Both Gayle and I are extremely grateful to LSU for who we are and what we have, and for letting us afford to go to school. We owe who we are to LSU."

The endowed scholarship is awarded to full-time students enrolled in University College, who have an overall GPA of 3.0 or higher. Scholarship recipients above are Jakayla Broussard, a freshman majoring in Science & Engineering with a 3.7 GPA; Maria Palmero, a freshman majoring in Science & Engineering with a 4.0 GPA; and George Waguespack, a freshman majoring in Social Sciences with a 3.6 GPA.

"I am honored to be one of the recipients of the Dr. Gerald L. and Gayle W. Foret Scholarship. Thanks to your generous support I am the first in my family to attend college," said Broussard. "Growing up in a less privileged community has not only offered financial and academic challenges, but it has more importantly made me realize the value of a college education. Personally, I thank you for this opportunity."

"It is truly a blessing, honor, and incredible gift to receive this award," said Palmero. "I aspire to achieve greatness as I continue to study nursing, and this award provides me with the opportunity to continue my education in a field I have immense passion for. Thank you for your generosity and support. I will always remember it!"

"Thank you for your commitment to LSU, and to students like me," said Waguespack.

SCHOLARSHIPS

In the 2012-13 academic year, University College awarded \$49,250 through 54 undergraduate scholarships. The scholarship recipients were chosen by the University College Selection Committee, comprised of Marvin Borgmeyer, Robert D. Bond, Greg Bowser, Mimi Close, Carolyn C. Collins, Lonnie J. Dore, Gary Huntley, Clint Odom, Missy and Rock Rockenbaugh, Gwendolyn Snearl, and Ashley Statham.

Dr. Gerald L. & Gayle W. Foret Scholarship

Jakayla Broussard, Kaplan, La.
Maria Palmero, Baton Rouge, La.
George Waguespack, Lafayette, La.

Sue Tweedy Memorial Scholarship

Nicholas Martemucci, Mandeville, La.

Don Redden Scholarship

Jeanine Ismail, Baton Rouge, La.

Ryan Paul Shannon Scholarship

Elizabeth Dauer, New Orleans, La.

Glenda W. Strevia

Allied Health Scholarship

Cha' Morris Charles, New Iberia, La.
Allison Talley, New Iberia, La.

Liuzza Family Scholarship

Alexis Breaux, Metairie, La.

University College Athletic Endowed Scholarship

Summer Scholars

Jarvis Flowers, Brusly, La.
Jordan Hicks, Lebeau, La.
Yue Li, Zachary, La.

TAF UC Sophomore Award

Macy Esneault, Donaldsonville, La.

Tiger Athletic Foundation Scholarship

Trent Andre, Pointe Coupee, La.
Jenna Angelo, Mandeville, La.
Lexi Blanchard, Lafourche, La.
Grant Breeland, Baton Rouge, La.
Mary Bourgeois, Baton Rouge, La.
Jessica Boylan, New Orleans, La.
Jessica Cedotal, Thibodaux, La.
Ashley Doucet, Bossier City, La.
Caroline Enright, New Orleans, La.
Mollie Garrett, Baton Rouge, La.
Kelly Gravois, Baton Rouge, La.
Michael Guste, New Orleans, La.

Kelley Henican, New Orleans, La.
Ritchie Hofmann, Gonzales, La.
Sara Howington, New Orleans, La.
Zachary Jackson, Monroe, La.
Kayla Kendrick, Ruston, La.
Allyn Lacombe, Eunice, La.
Sydney Lahasky, Baton Rouge, La.
Taylor Lambert, New Orleans, La.
Layne Lockwood, New Orleans, La.
Clarissa Peterson, Baton Rouge, La.
Alicia Ryan, Destrehan, La.
Emma Schulz, Mandeville, La.
Elizabeth Scott, Covington, La.
Kristen Shaw, Monroe, La.
Lauren Stanley, Baton Rouge, La.
Kristina Stein, Eunice, La.
Sydney Strecker, Shreveport, La.
Ashley Vicari, Covington, La.
Shanne Vignaud, New Orleans, La.
William Waltman, Marrero, La.
Seth Ward, Houma, La.
Erik Wientjes, New Orleans, La.

TEACHING AWARDS

In the 2012-13 academic year, University College presented \$9,500 through nine LSU faculty teaching awards. Faculty awards were chosen by a University College Selection Committee, comprised of Aubrey Exnicois, Margaret Hindman, Christopher King, Frances Lawrence, and Krisanna Machtmes.

George H. Deer Distinguished Teaching Award

Jean Rohloff, English

Alumni Association Teaching Assistant Award

Laura Marks, English and Women's & Gender Studies

Tiger Athletic Foundation Teaching Award

Patrick Kolniak, Chemistry
Ann H. Martin, English
Steven Pomarico, Biology
Amy Potter, Geography
Kerry Sauley, Business Management
Dottie Vaughn, Mathematics
E. William Wischusen, Biology





BRINGING 'SUNSHINE' TO LSU STUDENTS

With seven degrees in his family, Carl Strevia (1957 BACH College of Engineering) has strong ties to LSU. Carl and his late wife, Glenda, wanted to give back to the university that gave their family so much. In 1998, the Strevia family made gifts to establish the Carl J. Strevia Engineering Scholarship and the Glenda W. Strevia Allied Health Scholarship. After Glenda passed away, Carl endowed the pre-nursing scholarship to ensure her name lives on.

Since establishment, 15 deserving LSU students have been impacted by the Strevia's family scholarships. "LSU University College is pleased to be the beneficiary of this Strevia family gift," said Paul Ivey, executive director of University College. "The Allied Health scholarship named in honor of Glenda Strevia has been a valuable asset for us to reward some of our excellent pre-professional students for their academic performance."

The Glenda W. Strevia Allied Health Scholarship is awarded to a full-time pre-nursing student from St. Mary, St. Martin or Iberia Parishes, the Strevia's homestead. "That was our area," Carl said. "We wanted to tell these people 'Thanks.'"

Allison Talley, one of the two 2013 recipients, said she was excited to receive the scholarship, "It is an honor and a blessing to have been chosen for this award. I am proud to be from such a generous area of South Louisiana." Fellow recipient Cha' Morris Charles mirrored Talley's enthusiasm, adding "It shows that all my hard work has paid off." Talley and Charles, both from New Iberia, La., said they chose pre-nursing because they wanted to help people. "I always wanted to do something medical," Talley said. "I feel that's my role."

Nursing was Glenda's role, as well. Glenda, whose patients nicknamed her "Sunshine," was reserved and level-headed, but well-liked by her patients, Carl shared.

Carl said he and his family are proud to continue Glenda's scholarship and help students. "The state's job is to provide bricks and mortar," he said. "Individuals should help students and enable students to pay for the costs of education."

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HONORARY MEMBERS

Marvin E. Borgmeyer, retired
ExxonMobil

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

J. CHARLES DABADIE

"Charles Dabadie's professional career and his connection to LSU as an alumnus and parent will be perfect perspectives for his involvement with our Advisory Board," said R. Paul Ivey, executive director of LSU University College. "I look forward to working with him, and am delighted to have him join our Advisory Board."

Charles Dabadie, a Baton Rouge native, is a graduate of Catholic High School and a 1987 graduate of Louisiana State University with a Bachelor of Science in Mechanical Engineering.

Dabadie began his industrious 26-year career with Ethyl Corporation (Orangeburg, South Carolina) as a Maintenance Engineer in 1987. He joined ExxonMobil in 1989, holding various engineering and supervisory assignments. In 1998, Dabadie became Start-Up Manager for ExxonMobil's Baton Rouge Polyolefins PolyPropylene Line 1, and in 2000 was appointed Polypropylene Operations Manager. From 2002 to 2004, Dabadie served as Global Polyethylene Blow Molding Product Technology Manager; then in 2004, BRPO's Site Operations Manager.

In 2009, Dabadie transferred to ExxonMobil's Baton Rouge Chemical Plant as the Mechanical Department Head, and in 2012 was appointed Security, Safety, Health & Environmental Manager. On August 1, 2013, Dabadie transferred to the Baton Rouge Plastics Plant as Plant Manager.

Since 2007, Dabadie has served on the Baton Rouge Green Board, and is a past member of the American Society of Mechanical Engineers (ASME) and Society of Plastic Engineers.

Dabadie is married to Rachel and they have four daughters: Lauren (18), Maggie (15), Suzanna (13) and Mary (11). He enjoys jogging and an infrequent round of golf.



NEWS IN BRIEF

ANDREA L. JONES NACADA ADVISOR OF THE YEAR 2013



Andrea L. Jones, assistant director of LSU University College's Center for Advising and Counseling (UCAC), has been selected as the Outstanding Advising Award Winner from the National Academic Advising Association (NACADA), as part of the 2013 Annual Awards Program for Academic Advising. Jones was honored and presented this award in Salt Lake City during the association's annual conference in October 2013.

"I am truly honored to receive this national award from NACADA," Jones said. "For the past 19 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."

This 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. Jones was selected from a competitive pool of national and international candidates.

"University College is delighted to have Andrea receive this national recognition," said Paul Ivey, executive director of LSU University College. "Her institutional knowledge of LSU and the familiarity with academic advising across the disciplines on this campus are key attributes that make her a great academic counselor and leader for our Center for Advising and Counseling," said Paul Ivey, executive director of LSU University College.

Jones' counseling style can best be described with the following comments from students.

"Thank you for all that you have done for me over the past four years. It was comforting to know that I had someone to turn to throughout my college experience whenever I felt lost or confused."

"Knowing Mrs. Jones has made a huge impact on my life professionally and personally. She has been the inspiration that led me to the counseling field. She helped lead me to the counseling profession and supported me 100 percent..."

"I sincerely express my deep gratitude and utmost thanks to you and your advice and words of encouragement. Those words gave me the courage I needed to persevere and never give up. I am now graduating, and will never forget your kindness and help. Thank you for supporting me! Geaux Tigers!"

Jones, with more than 19 years of experience working with the college student populations, brings a wealth of expertise and leadership to LSU and UCAC. Jones provides oversight of UCAC's student programming; administers, reviews and adjudicates students' appeal processes; assists in recruitment, orientation, pre-registration and registration programs; and serves as academic, career, and personal counselor including the utilization of professional counseling to address the various psychological and mental health issues that may arise when addressing students' academic concerns.

Jones received her education specialist certification in counseling from LSU, a master of education in guidance and counseling and a bachelor of arts in criminal justice from Southeastern Louisiana University. She is a licensed professional counselor by the state of Louisiana.

Throughout her professional career, Jones was bestowed many notable achievements and awards, including LSU Advisor of the Year 2012, Louisiana Counseling Association Award (LCA), and Chi Sigma Iota Member of the Year Award and President's Award. Her dedication to Louisiana Counseling Association includes many leadership roles, including co-chair of the LCA Annual Conference, strategic planning chair and executive council member-at-large.

UNIVERSITY COLLEGE SERVICE AWARDS

5 YEARS: MARY ANN BROWN

15 YEARS: DEBORAH HOLLIER

20 YEARS: DEBRA BLACHER, ALZINA DUNCAN, CRAIG WINCHELL

LSU SERVICE AWARDS

10 YEARS AT LSU: MARY ANN BROWN

20 YEARS AT LSU: CAROL B. THOMAS

ASHLEY GRANGER LSU ADVISOR OF THE YEAR 2013

Each year, LSU University College awards an advisor of the year. This award recognizes an individual who is making significant contributions to the improvement of and have demonstrated qualities associated with outstanding academic advising of students at LSU.

Ashley Granger, LSU University College's Center for Freshmen Year academic counselor, has been selected as LSU Advisor of the Year 2013. Her support and involvement with the LSU S.T.R.I.P.E.S., a transition program for incoming first year students, provided Granger with greater opportunities to interact with students individually, as well as to present sessions on academic success.

"Ashley has made a tremendous impact on our Center for Freshman Year and for the students who are enrolled in our division," says 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."


"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," says Granger.

Granger's interactions with students can best be described with the following student comment. "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."

Granger is a licensed clinical social worker, and a double graduate of LSU. 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 coordinated the Sexual Assault Victim's Advocacy and Sexual Assault Nurse Examiner programs. She has also provided hundreds of presentations to the LSU student body on the topics of 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. For the past two years she has been a cast member of Eve Ensler's The Vagina Monologues for V-Day Baton Rouge, with proceeds benefiting the Baton Rouge Sexual Trauma Awareness and Response Center (STAR).



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 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, including **McNair Research Scholars**, **Student Support Services**, and **Summer Scholars**.

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