

ANNUAL REPORT  
2014-15



# DIRECTORY

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## SUMMER SCHOLARS

**Annette L. Yancy**, *Coordinator*

## MISSION

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.

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## ANNUAL REPORT

Jacquelyn Schulz Craddock, Editor & Art Director

Troy Robertson, Data Coordinator

## 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.

## FROM THE EXECUTIVE DIRECTOR

# R. PAUL IVEY

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

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

This annual report provides a snapshot of enrollment and retention data that reflects positively on the efforts to facilitate our students' progress towards a degree. Our 2014-15 story is told through highlights of programs and of the people involved. I am proud of the work we have achieved and am grateful for the staff's commitment to our mission. In addition, we have had the opportunity to acknowledge some of the people across the campus, as well as those in the private sector that support our efforts.

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



## PERFORMANCE INDICATORS

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

# ENROLLMENT DATA

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

## TOTAL UNIVERSITY COLLEGE ENROLLMENT AS PART OF THE COMPOSITE UNDERGRADUATE ENROLLMENT

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

	UC TOTAL ENROLLMENT	% OF LSU UNDERGRADUATE POPULATION
FALL '13	9,969	40%
SPRING '14	7,703	32%
SUMMER '14	1,669	27%
FALL '14	10,286	40%
SPRING '15	7,903	33%
SUMMER '15	1,553	25%

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

ENROLLMENT UNIT	FALL'13	SPR'14	SU'14	FALL'14	SPR'15	SU'15
UCFY	7,091	4,838	500	7,325	5,041	442
UCAC	2,878	2,865	1,169	2,961	2,862	1,111
<b>TOTAL UC</b>	<b>9,969</b>	<b>7,703</b>	<b>1,669</b>	<b>10,286</b>	<b>7,903</b>	<b>1,553</b>
OTHER UG STUDENTS	14,962	15,483	4,506	15,261	15,846	4,746
<b>TOTAL UG STUDENTS</b>	<b>24,931</b>	<b>23,816</b>	<b>6,175</b>	<b>25,547</b>	<b>23,749</b>	<b>6,299</b>

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'14	SPR'15	SU'15
NEW FRESHMAN	5,791	162	123
NEW TRANSFER	142	68	9
CONTINUING	1,347	4,780	300
RE-ENTRY	45	31	10
<b>TOTAL</b>	<b>7,325</b>	<b>5,041</b>	<b>442</b>

#### UCAC ENROLLMENT BY ENTRY STATUS

	FALL'14	SPR'15	SU'15
NEW FRESHMAN	3	0	0
NEW TRANSFER	485	176	94
CONTINUING	2,230	2,509	844
RE-ENTRY	243	177	173
<b>TOTAL</b>	<b>2,961</b>	<b>2,862</b>	<b>1,111</b>

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

	FALL'14	SPR'15	SU'15
UC NEW TRANSFER	627 - 60%	244 - 61%	103 - 79%
SR. COLLEGE NEW TRANSFER	417 - 40%	154 - 39%	28 - 21%
UC RE-ENTRY	288 - 60%	208 - 49%	183 - 79%
SR. COLLEGE RE-ENTRY	193 - 40%	215 - 51%	49 - 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 2014-15 academic year, University College served students in 28,790 face-to-face appointments through both UCFY and UCAC.

	UCFY	UCAC	UC TOTAL
FALL'14	9,110	4,050	13,160
SPRING'15	7,945	4,194	12,139
SUMMER'15	1,386	2,123	3,491
TOTAL AY 2014-15	18,423	10,367	28,790

## STAR STUDENT

"Summer Scholars is, at root, a part of who I am. I would not have excelled in my freshman year at LSU without Summer Scholars. The program prepared me for college, provided all the resources I needed to succeed, introduced me to study centers and career counseling, and most importantly, offered me a family with a counselor that I could go to for anything.

'Once a scholar, always a scholar.' That's true! I'm in a family of scholars—all of us are succeeding and being recognized for our hard work. I'm so happy I came to LSU and participated in Summer Scholars. I'm a better person than when I first came; I've learned and experienced so much at LSU."

—JASMIN L. GOSEY

May 2018, Biological Sciences and Pre-Dental

Summer Scholars 2014

Benson, Gilbert, Smith, Walker Book Award

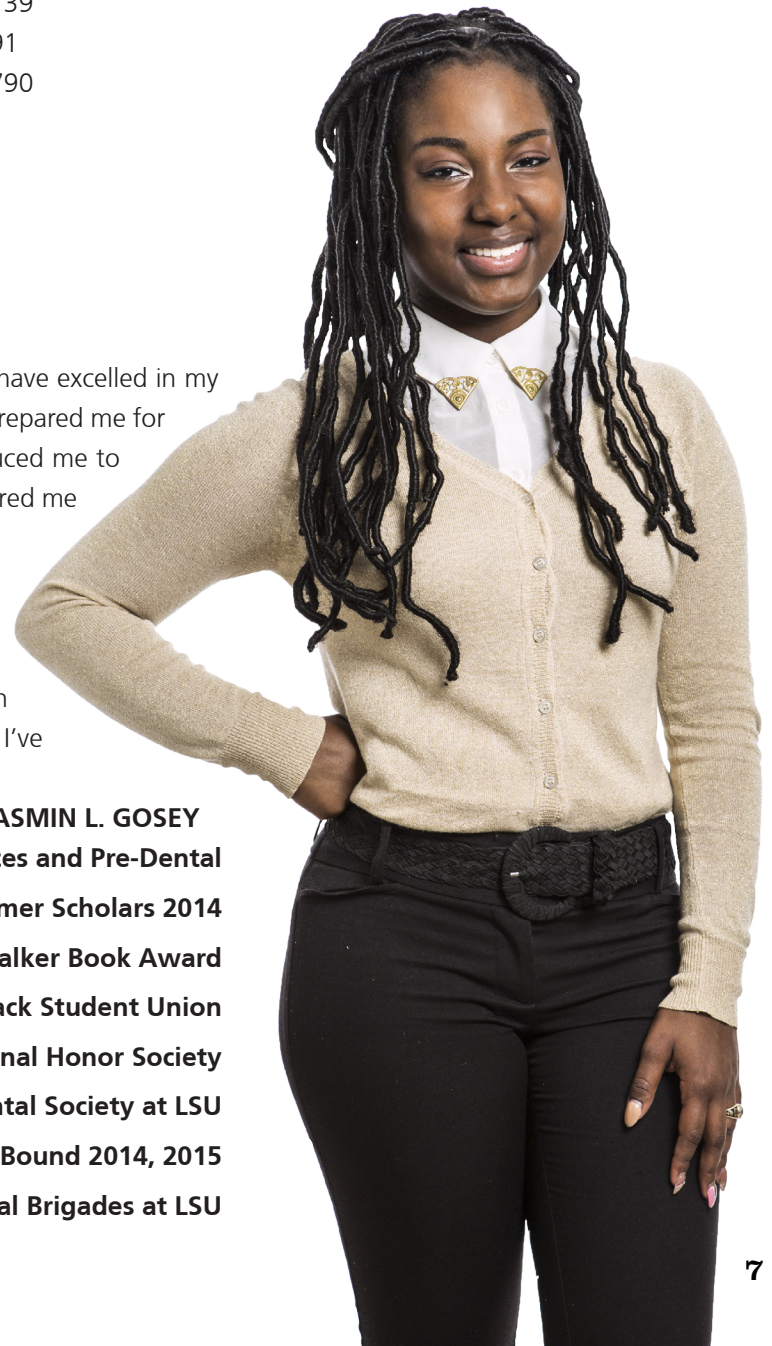
Black Scholars Award; member, LSU Black Student Union

Phi Eta Sigma National Honor Society

Pre-Dental Society at LSU

team leader, LSU Community Bound 2014, 2015

volunteer, LSU Geaux BIG Baton Rouge; Medical Global Brigades at LSU



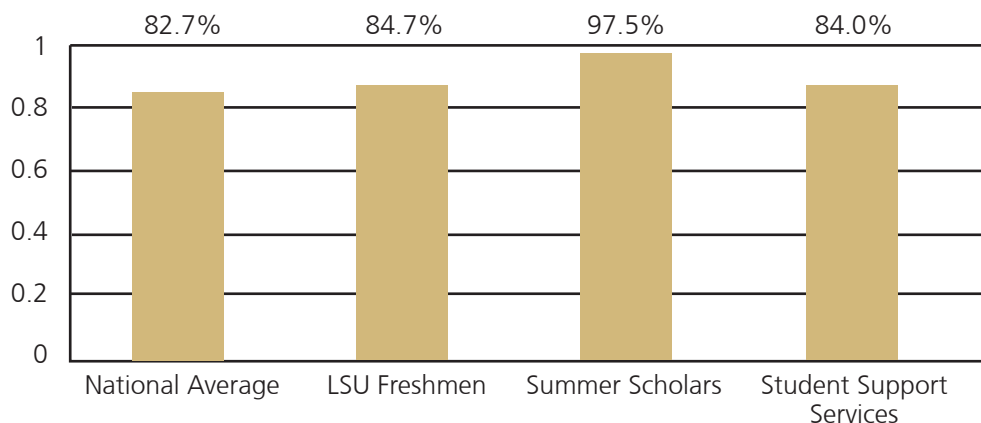
# RETENTION DATA

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	82.7%
LSU (Fall 2014 first-year cohort)	84.7%
UCFY programs	
Summer Scholars (Summer 2014 cohort)	97.5%
Student Support Services (Fall 2014 freshmen cohort)	84.0%

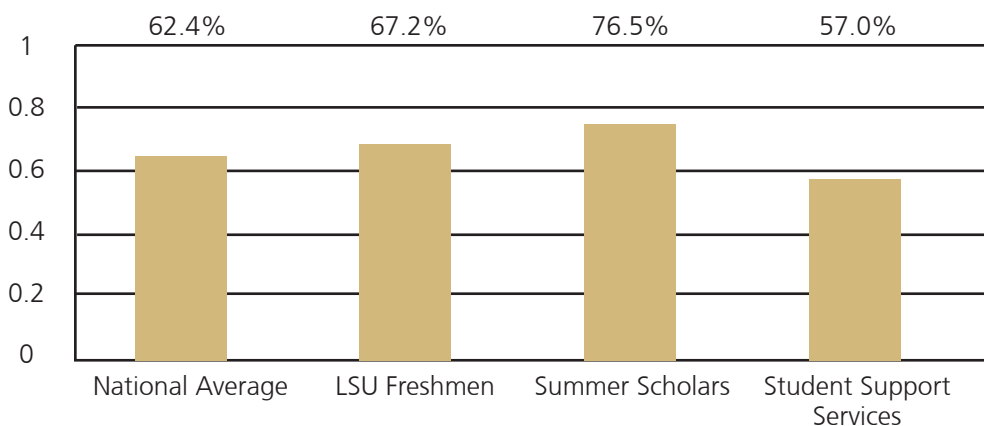
FRESHMAN TO SOPHOMORE RETENTION COMPARISON • 2014-15 COHORT



## SIX-YEAR GRADUATION RATE

National four-year selective doctoral public institutions	62.4%
LSU (Fall 2009 first-year cohort)	67.2%
UCFY programs	
Summer Scholars (Summer 2009 cohort)	76.5%
Student Support Services (Fall 2009 cohort)	57.0%

SIX YEAR GRADUATION COMPARISON • FALL 2009 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 and their enrollment for the 2nd year by college (from Fall 2014 to Fall 2015 retention).

### CENTER FOR FRESHMAN YEAR - UNDECIDED COHORTS

#### FALL'14 UCFY UNAH COHORT (83)

COLLEGE	Count	Percent
ADSN	5	6.02%
AGRI	8	9.64%
ENGR	3	3.61%
HSE	4	4.82%
HSS	13	15.66%
MDA	3	3.61%
UCAC	7	8.43%
UCFY	25	30.12%
TOTAL	68	81.93%
Not Enrolled	15	18.07%

#### FALL'14 UCFY UNSE COHORT (276)

COLLEGE	Count	Percent
ADSN	1	0.36%
AGRI	4	1.45%
BADM	3	1.09%
ENGR	9	3.26%
HSE	8	2.90%
HSS	13	4.71%
SCI	10	3.62%
UCAC	61	22.10%
UCFY	101	36.59%
TOTAL	210	76.09%
Not Enrolled	66	23.91%

#### FALL'14 UCFY UNSS COHORT (63)

COLLEGE	Count	Percent
AGRI	2	3.17%
BADM	1	1.59%
ENGR	2	3.17%
HSE	7	11.11%
HSS	13	20.63%
MCOM	2	3.17%
UCAC	5	7.94%
UCFY	21	33.33%
TOTAL	53	84.13%
Not Enrolled	10	15.87%

## STAR STUDENT

"Joining Phi Eta Sigma has truly been a rewarding experience. This honor society is a merit-based program that rewards students for their very high achieving academics. It's wonderful to know that all of my hard work is noticed by this prestigious honor society at LSU.

As an officer, I had the privilege to attend and to represent LSU at the 2014 National Convention. It was a remarkable opportunity to meet other students from various chapters around the country. Our impact collectively, yet my responsibilities individually as a leader and decision maker in shaping the future of Phi Eta Sigma, means a great deal to me."

—EMILY RILEY

May 2016, Biochemistry

secretary, Phi Eta Sigma 2013-2015

National Society of Leadership and Success

Tiger Excellence Nonresident Award

S-STEM Scholars Award

Phi Kappa Phi



**CENTER FOR FRESHMAN YEAR****FALL'14 UCFY BADM COHORT (752)**

COLLEGE	Count	Percent
ADSN	4	0.53%
AGRI	7	0.93%
BADM	175	23.27%
ENGR	9	1.20%
HSE	10	1.33%
HSS	26	3.46%
MCOM	1	0.13%
MDA	2	0.27%
SCE	2	0.27%
SCI	1	0.13%
UCAC	205	27.26%
UCFY	207	27.53%
TOTAL	649	86.30%
Not Enrolled	103	13.70%

**FALL'14 UCFY CES COHORT (32)**

COLLEGE	Count	Percent
AGRI	2	6.25%
ENGR	1	3.13%
HSE	1	3.13%
HSS	1	3.13%
SCE	17	53.13%
UCAC	2	6.25%
UCFY	3	9.38%
TOTAL	27	84.38%
Not Enrolled	5	15.63%

**FALL'14 UCFY ENGR COHORT (1511)**

COLLEGE	Count	Percent
ADSN	9	0.60%
AGRI	8	0.53%
BADM	5	0.33%
ENGR	892	59.03%
HSE	8	0.53%
HSS	12	0.79%
MCOM	1	0.07%
MDA	1	0.07%
SCE	3	0.20%
SCI	29	1.92%
UCAC	123	8.14%
UCFY	204	13.50%
TOTAL	1295	85.70%
Not Enrolled	216	14.30%

**FALL'14 UCFY HSE COHORT (419)**

COLLEGE	Count	Percent
ADSN	5	1.19%
AGRI	6	1.43%
ENGR	5	1.19%
HSE	141	33.65%
HSS	19	4.53%
SCI	2	0.48%
UCAC	88	21.00%
UCFY	89	21.24%
TOTAL	355	84.73%
Not Enrolled	64	15.27%

**FALL'14 UCFY HSS COHORT (560)**

COLLEGE	Count	Percent
ADSN	5	0.89%
AGRI	5	0.89%
BADM	1	0.18%
ENGR	4	0.71%
HSE	18	3.21%
HSS	296	52.86%
MCOM	3	0.54%
MDA	5	0.89%
SCI	5	0.89%
UCAC	50	8.93%
UCFY	75	13.39%
TOTAL	467	83.39%
Not Enrolled	93	16.61%

**FALL'14 UCFY MCOM COHORT (265)**

COLLEGE	Count	Percent
ADSN	3	1.13%
BADM	3	1.13%
HSE	4	1.51%
HSS	15	5.66%
MCOM	88	33.21%
MDA	1	0.38%
UCAC	80	30.19%
UCFY	41	15.47%
TOTAL	235	88.68%
Not Enrolled	30	11.32%

**FALL'14 UCFY SCI COHORT (773)**

COLLEGE	Count	Percent
ADSN	3	0.39%
AGRI	12	1.55%
BADM	1	0.13%
ENGR	29	3.75%
HSE	29	3.75%
HSS	30	3.88%
MDA	2	0.26%
SCE	5	0.65%
SCI	320	41.40%
UCAC	128	16.56%
UCFY	107	13.84%
TOTAL	666	86.16%
Not Enrolled	107	13.84%

**CENTER FOR ADVISING & COUNSELING**

**FALL'14 UCAC PAGRI COHORT (33)**

COLLEGE	Count	Percent
AGRI	14	42.42%
HSE	1	3.03%
HSS	1	3.03%
SCI	1	3.03%
UCAC	3	9.09%
TOTAL	20	60.61%
Not Enrolled	13	39.39%

**FALL'14 UCAC PBADM COHORT (865)**

COLLEGE	Count	Percent
AGRI	12	1.39%
BADM	403	46.59%
ENGR	7	0.81%
HSE	9	1.04%
HSS	24	2.77%
MCOM	1	0.12%
MDA	1	0.12%
SCI	2	0.23%
UCAC	249	28.79%
TOTAL	708	81.85%
Not Enrolled	157	18.15%

**FALL'14 UCAC PENGR COHORT (371)**

COLLEGE	Count	Percent
AGRI	4	1.08%
BADM	2	0.54%
ENGR	136	36.66%
HSS	3	0.81%
SCI	5	1.35%
UCAC	123	33.15%
UCFY	1	0.27%
TOTAL	274	73.85%
Not Enrolled	97	26.15%

**FALL'14 UCAC PHSE COHORT (393)**

COLLEGE	Count	Percent
AGRI	4	1.02%
BADM	1	0.25%
ENGR	2	0.51%
HSE	178	45.29%
HSS	19	4.83%
MDA	2	0.51%
UCAC	110	27.99%
TOTAL	316	80.41%
Not Enrolled	77	19.59%

**FALL'14 UCAC PMCOM COHORT (186)**

COLLEGE	Count	Percent
ADSN	1	0.54%
AGRI	4	2.15%
BADM	5	2.69%
HSE	7	3.76%
HSS	32	17.20%
MCOM	83	44.62%
UCAC	45	24.19%
TOTAL	177	95.16%
Not Enrolled	9	4.84%

**FALL'14 UCAC PHSS COHORT (296)**

COLLEGE	Count	Percent
ADSN	1	0.34%
AGRI	1	0.34%
BADM	1	0.34%
HSE	6	2.03%
HSS	135	45.61%
MDA	1	0.34%
UCAC	55	18.58%
UCFY	1	0.34%
TOTAL	201	67.91%
Not Enrolled	95	32.09%

**FALL'14 UCAC PSCI COHORT (202)**

COLLEGE	Count	Percent
AGRI	6	2.97%
ENGR	9	4.46%
HSE	10	4.95%
HSS	15	7.43%
SCE	1	0.50%
SCI	70	34.65%
UCAC	47	23.27%
TOTAL	158	78.22%
Not Enrolled	44	21.78%

# RETENTION & ENRICHMENT PROGRAMS

## **BENGAL BOUND**

Bengal Bound is LSU's official Welcome Week. University College participated as an opportunity for the Center for Freshman Year staff and College Council to meet incoming freshman students and to answer questions regarding our services. More than 750 LSU students attended University College's 2014 Bengal Bound event, *Destination UCFY: First Stop on Your Freshman Journey*.

## **EXTENDED ORIENTATION/ENGLISH CLASS VISITS**

In Fall 2014, UCFY academic counselors visited 115 sections of ENGL 1001, and connected with more than 70 ENGL faculty and 2,500 students. Counselors presented an extended orientation utilizing the UCFY Newsletter to discuss programming geared for freshman success – knowing integral dates and deadlines for the fall semester, times and locations for essential campus programming from the Center for Academic Success, the Olinde Career Center, Office of Financial Aid & Scholarship, and the Office of the Undergraduate Registrar.

## **KICK OFF LSU**

More than 1,204 allied health/pre-nursing and 420 undecided students and their families attended sessions during Kick Off LSU. University College presented on various LSU majors and senior colleges, as well as discussed students' best paths for college success.

## **LSU ON THE GEAUX**

UCFY academic counselors 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.

## **STAR STUDENT**

"On the first day of Summer Scholars, I was told, 'You're strangers now, but your fellow scholars will become your family by the end of this program.' I was skeptical. I didn't think it possible to grow so close to people in such a short time. My Summer Scholars' cohort, they are more than peers, they are family! I'll be forever friends with them.

Summer Scholars prepares us to be strong students and great leaders. It provides a family at LSU. Being a part of this program and receiving the Antonio Cousin Book Award was impactful for me. As a Summer Scholar, I intend to give back. Another LSU student will be in my position and view me as I view Mr. Cousin. It's a program that gives you hope, tells you that you can achieve it all, and supports you into success. Summer Scholars is the best!"

—LORENZO CASTRO

May 2018, Finance

**Summer Scholars 2014; Antonio Cousin Book Award 2014  
Ogden Honors College; Phi Eta Sigma National Honor Society  
Black Scholars Award; LSU Black Male Leadership Initiative  
LSU Finance Academy; LSU Hispanic Student Cultural Society**



## 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  $\leq 6$  points or 3) students planning to reduce their quality point deficit as much as possible to increase opportunity of readmission for a future semester after noted drop period.

### Center for Freshman Year Participants

In the 2014 UCFY SDSU program, 26 students completed an orientation and registered for summer classes. Upon conclusion of summer 2014 (3s/2014) and/or spring or summer intersessions (2t/2014 and 3t/2014), the following outcomes were noted:

Removed from drop status (2.00 LSU and Cum GPA)*	6	23%
Eligible for reinstatement ( $\leq 6$ quality point deficit)*	7	27%
Decreased quality point deficit	6	23%
Maintained or increased quality point deficit	7	27%

RESULTS AFTER FALL 2014: Of the 13 students eligible for enrollment in Fall 2014 upon completing SDSU, 10 students (78%) attended. The data for the 13 students who completed registration for Fall 2014 were noted as follows:

Continued in good standing or decreased quality point deficit	4	86%
Scholastically dropped	2	14%

RESULTS AFTER SPRING 2015: Of the 24 students eligible for enrollment in Spring 2015, 12 students (50%) were admitted and completed registration. The data for the 12 students who completed registration for Spring 2015 were noted as follows:

Placed in good standing or decreased quality point deficit	6	50%
Scholastically dropped and later enrolled in UCAC SDSU	2	17%
Resigned	1	8%
Continued on probation status	3	25%

CONCLUSION: The overall status of 3s/2014 participants one academic year later (3s/2015) are as follows:

Enrolled in Summer 2015 (3s/2015) classes	7	26.9%
Participated in UCAC SDSU	3	11.5%
Ended 3s/2015 in good academic standing	3	11.5%
Continued on probation status	1	3.8%
Eligible for Fall 2015 enrollment	12	46.3%

### Center for Advising & Counseling Participants

In the 2014 UCAC SDSU program, 92 students completed five orientation sessions. Upon conclusion of summer 2014 (3s/2014) and summer intersession (3t/2014, if applicable), the following outcomes were noted:

Removed from drop status (2.00 LSU and Cum GPA)*	10	10.9%
Eligible for reinstatement ( $\leq 6$ quality point deficit)*	30	32.6%
Decreased quality point deficit	21	22.8%
Maintained or increased quality point deficit	17	18.5%
Did not register for courses	13	14.1%

RESULTS AFTER FALL 2014: Of the 40 students eligible for enrollment in Fall 2014 upon completing SDSU, 38 students (95%) attended. The data for the 38 students who completed registration for Fall 2014 were noted as follows:

Continued in good standing or decreased quality point deficit	24	63.2%
Maintained quality point deficit	2	5.3%
Placed on probation	2	5.3%
Decreased quality point deficit	1	2.6%
Scholastically dropped	9	23.7%

RESULTS AFTER SPRING 2015: Of the 38 students who completed SDSU, 6 students remained ineligible for Spring 2015 due to university policy of multiple scholastic drops. Of the 32 students eligible for enrollment in Spring 2015, 11 students were admitted and completed registration. The data for the 11 students who completed registration for Spring 2015 were noted as follows:

Placed in good standing or decreased quality point deficit	7	63.6%
Maintained quality point deficit	2	18.2%
Scholastically dropped	2	18.2%

Of the 40 students who completed SDSU and were eligible for reinstatement in Fall 2014, 30 completed registration for Spring 2015. The data for the 30 students were noted as follows:

Continued or placed in good standing	23	76.7%
Decreased quality point deficit	1	3.3%
Placed on probation	3	10.0%
Scholastically dropped	3	10.0%

### **TRUE COLORS: WHAT SHADE IS YOUR MAJOR?**

For 2014-15, University College offered 24 True Colors workshops, twelve each semester. True Colors impacted 97 students with self-reported evaluations concluding highly positive results.

- 68.9% decided on a possible major by the end of the workshop
- 89.6% found learning about personality types effective in assisting with choosing a major through True Colors
- 96.6% 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.

### **TOPS SCHOLARSHIP INFORMATIONAL MEETINGS**

LSU University College's Center for Freshman Year and the Louisiana Office of Financial Student Aid (LOFSA) representatives hosted 16 informational sessions during the 2014-2015 academic year to discuss important information concerning TOPS scholarships and financial aid. The sessions, impacting more than 445 students, provided students an opportunity to learn valuable information and to ask pertinent questions regarding TOPS, scholarships, and federal funding. Students were informed through many outlets, including the LSU Family Association newsletter, email communications to students receiving funds, and University College's Center for Freshman Year newsletter.

# HONORS & 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.

UCFY	FALL'14	SPR'15
CHANCELLORS	368 - 5.02%	193 - 3.83%
DEANS	685 - 9.35%	389 - 7.72%

UCAC	FALL'14	SPR'15
CHANCELLORS	45 - 1.52%	60 - 2.10%
DEANS	125 - 4.22%	126 - 4.40%

## ACADEMIC ACTIONS

The following chart presents students affected by academic actions.

UCFY	FALL'14	SPR'15
PROBATION	440 - 6.01%	220 - 4.36%
SCHOL.WARNING	497 - 6.78%	247 - 4.90%
DROPPED	64 - 0.87%	185 - 3.67%
GOOD STANDING*	6,324 - 86.33%	4,389 - 87.07%

UCAC	FALL'14	SPR'15
PROBATION	272 - 9.19%	167 - 5.84%
SCHOL.WARNING	175 - 5.91%	126 - 4.40%
DROPPED	114 - 3.85%	147 - 5.14%
GOOD STANDING*	2,400 - 81.05%	2,422 - 84.63%

\*Includes Deans & Chancellors List

## STAR STUDENT

"I am a deaf student from Chicago who moved to Louisiana for better educational opportunities and support for my condition. LSU warmly welcomed me and has provided excellent disability services for me, which have been critical to my academic success. Being the recipient of the Tiger Athletic Foundation Scholarship reminds me of how successful I have been in my studies. It inspires me to keep pushing on, to break through the constraints of my disability, and to rise above and beyond the challenges.

I am very appreciative of the Tiger Athletic Foundation Scholarship. I recognize how prestigious the scholarship is, and I am blessed to have received it. GEAUX TIGERS!"

—JOSHUA MEDERNACH

**May 2016, Computer Science, minor Information Technology Management**

**Tiger Athletic Foundation Scholarship 2015; Tiger Transfer Award**

**internship, General Electric Capital Software Engineering Apprenticeship Program; and Albermarle Corporation IT Security**



# FINANCE & DEVELOPMENT

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

## UNIVERSITY COLLEGE DONORS

### \$5,000 +

Chevron  
Credit Bureau of Baton Rouge  
Foundation  
Mahlon P. Poche, Jr., MD  
National Society of Black Engineers

### \$2,000 +

Alexis A. Cuny  
J. Charles Dabadie, III  
ExxonMobil  
John L. Daniel, Jr.  
Melissa K. Dillon-Dotson  
Shell Oil Co. Foundation  
Gary E. Huntley  
Entergy  
R. Paul Ivey

### \$1,000 +

Timothy E. Abendroth  
Abendroth Investments  
Monica F. Azare  
Verizon Foundation  
Brent Berry, DDS  
Cosmetic & Restoration Family  
Dentistry  
Robert D. Bond  
Business First Bank  
Stephen C. Carleton  
Carleton Loraso & Hebert LLC  
Karen A. Close  
Norman Deumite  
Master Maintenance & Construction  
Lonnie J. and Carol S. Dore

Gerald D. "Jerry" Hebert, II  
Grace & Hebert Architects APAC  
Gregory D. Inman  
Neighbors Federal Credit Union  
Ronald J. Liuzza, DDS and Jan K. Liuzza  
Beauford D. and Nicole Pines  
Gerard G. and Missy Rockenbaugh  
Kean's Fine Dry Cleaners  
Becky Rogers  
Coca-Cola Bottling Company  
Carl J. Streva  
Paul Tweedy  
Bank of Jena

### \$500-\$999

Phillip W. Cangelosi  
Amy L. Losavio  
Robin D. McMillan  
Sandra Shannon  
Phillip M. Thomas  
Beverly Brooks Thompson, CFRE

### \$250-\$499

Reginald N. Bellizaire  
Janeice Benson  
Antonio C. Cousin  
Robert A. Garrett  
LeVar K. James  
Leonard Johnson  
Ann Kamia  
Alex O. Pines  
Tavares A. Walker  
Samantha C. White

### \$100-\$249

Keon R. Anderson  
Jermaine L. Brown  
Sarah Clayton  
Nedra L. Craig  
Shanta T. Gilbert  
Lt. Col. Merrick J. Green  
Deborah L. Hollier  
Jubria A. Lewis  
Jarvis L. Outlaw  
Clemille Peters, Jr.  
Kenneth R. Smith, II  
Theodore Stelly, II  
Lorenzo R. Williams  
Stephen E. Williams  
Craig S. Winchell

### \$99 AND UNDER

Jospeh O. Agboka  
Joyce C. Chambers  
Covington Cabinets LLC  
Daniel Durand Agency  
Jametia D. Gregory  
Stephanie M. Hawkins  
Taurean Y. Randolph  
Stephanie D. Reed  
Brandi B. Roberts  
Gary Williams, Jr.  
Terri B. Williams



# 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 2014-15 academic year, 770 LSU students enrolled in pre-nursing and 557 Allied Health pre-professional programs, for a total of 1,327 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.

## MCNAIR RESEARCH SCHOLARS

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

### STATISTICS ON THE 2014-15 ACADEMIC YEAR:

- McNair Research Scholars six-year graduation rate of Fall 2014 cohort is 100 percent.
- 29 McNair scholars participated in faculty directed research projects.
- 17 McNair scholars presented research at academic conferences.
- LSU's McNair Research Scholars program maintains a 99 percent undergraduate completion rate.
- Since the inception of the program, 52 McNair alumni have earned a doctoral degree, and 132 have earned a master's degree.
- There are 40 McNair alumni pursuing graduate degrees: 20 pursuing master's degrees, 15 pursuing PhDs, three pursuing MDs, and two pursuing JDs.

### MCNAIR RESEARCH SCHOLARS ENROLLMENT BY ETHNICITY

ETHNICITY	2010-2011	2011-2012	2012-2013	2013-14	2014-15
AMERICAN INDIAN	1 - 3%	0 - 0%	0 - 0%	0 - 0%	0 - 0%
ASIAN/PACIFIC ISLANDER	3 - 10%	1 - 3%	1 - 3%	1 - 3.1%	2 - 6%
AFRICAN AMERICAN	19 - 64%	22 - 71%	25 - 76%	26 - 81%	26 - 77%
LATINO	3 - 10%	4 - 13%	3 - 9%	3 - 9.3%	0 - 0%
WHITE	4 - 13%	4 - 13%	4 - 12%	2 - 6.2%	6 - 17 %
TOTAL	30 - 100%	31 - 100%	33 - 100%	32 - 100%	34 - 100%

### MCNAIR RESEARCH SCHOLARS 2014-15 ENROLLMENT BY SOCIOECONOMIC BACKGROUND

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



## PHYSICAL CHALLENGE

### MCNAIR RESEARCH SCHOLARS PROGRAM HELPS MILITARY VETERAN ENTER WORLD OF QUANTUM PHYSICS

Todd Moulder is someone who strives for intelligence, whether it is in the university classroom or laboratory or in the field as part of the U.S. Armed Forces. Moulder's path to LSU was different than most, coming to the university after serving in the Louisiana Army National Guard for seven years. He began his military service in the guard's 528th Engineering Battalion, based in Monroe, as a medic. From there, he moved to a similar position with the guard's Recruit Sustainment Program and later as a Supply Non-Commissioned Officer, or NCO, and Training NCO to assist with monthly drills. Two years later, he accepted a position in human intelligence with the 415th Military Intelligence.

"As a medic, I learned how to be a medic and I think I was a great medic, but it was time to do something different," he said. "So, I became a human intelligence collector. I did something with that until I had a passion to do something else. I heard that people never really get bored with physics, so I thought I'd go in that direction. I figure that I've had a good career that I could draw from the rest of my life, so let's go here and see what I can do next."

Jonathan P. Dowling, professor and Hearne Chair of Theoretical Physics in the LSU Department of Physics & Astronomy and co-director of LSU's Horace C. Hearne Jr. Institute for Theoretical Physics, serves as Todd Moulder's mentor as part of the McNair Research Scholars program.

With the assistance of the Ronald E. McNair Research Scholars program, operated through LSU's University College, the junior from Alexandria, La., has been able to continue his pursuit of knowledge in the challenging world of quantum physics. "When I first came into college, I had an idea that I wanted to work on some cutting-edge technology that would move humankind in some kind of positive, forward direction," he said. "It seems that slowly, piece by piece, I'm starting to get the things that I need to actually make that dream come true."

Moulder's research includes the study of how photons move through mediums and how other photons affect each other while moving through mediums. However, one of his goals is to work on a large-scale quantum computer.

"I've been into computers since I can remember," he said. "I think I was 3 or so when I got my first Nintendo. Kids are born with it nowadays. I started programming computers at an early age. I was, first and foremost, interested in how they did what they did. So, very early, I had a 'how-does-this-work' mindset. At a very basic level, I started the foundation that I use today when I look at a physics problem – how does this work? What are the rules of this system? How can I apply this and manipulate things to get something I want out of it?"

Moulder said he enjoys being able to conduct undergraduate research, particularly trying to find answers to highly complex problems with only basic tools. "In the first year, I had really basic physics skills," he said. "But, I'd run into problems. The tools I had just weren't sufficient. So, the next year comes around, and I have more tools to help me with physics. I get to look at this problem again with better tools. I can start to slowly move the curtain of ignorance away, which I think is probably the coolest part about undergraduate research in physics – being able to look at this highly complicated problem from a basic level to the intermediate level and, in the future, a more advanced level."

Using a computer model, Moulder takes photons and shoots them at a perfect 45-degree angle at a beam splitter, which is a reflective mirror with a 50-percent chance it will pass through and 50-percent chance it will reflect off the mirror. Moulder said his research is a step in the right direction toward a universal quantum computer. "It could be used in peripheral components, such as quantum routers," he said, "Just like any other type of scientific funding, we don't really know what we're going to make of it. That's the engineers' job. Our job is to write out what happens in some kind of closed form. Maybe we can come up with some kind of idea, or we can let a quantum engineer do it in the future. Maybe in another group or by one of us. Really, we just want to set the rules out, so we know what kind of field we're playing on."

Moulder said that his personal goal is to hopefully someday create "a great physics computer that surpasses what we have today." "The reason I want to push for this more advanced super computer is to do more in-depth analysis of things that go on," he said. "Medicine dispersal through the body being translated through a quantum computer is going to be way more rigorous and way more exact than what we do today. Or, maybe DNA sequencing. Applications outside of this. Actually, a personal goal would be to work on some kind of physics engine that replicates the world better on the whole."

Moulder said that the McNair Research Scholars program has helped him to achieve firsts for not only himself, but his family and hometown. "As far as I know, no one from the town I'm from pursued and went into physics as a career," Moulder said. "It's a small town. No one of my family had even considered pursuing a bachelor's degree. Now, the McNair program has me conducting research, presenting at conferences and looking at a Ph.D."

Joseph Givens, director of the McNair Research Scholars program at LSU, said that Moulder's journey embodies what the McNair program strives to achieve. "Todd saw this as a way to change his trajectory, appreciating Alexandria but wanting to see the world in a different way," Givens said. "I think there are many stories like that at LSU. That's what McNair is about – giving students the opportunity to make these kinds of things happen for themselves. That's why we provide the funding, so they can focus on the research instead of getting another job. We cover conference travel expenses, because we feel that's a great opportunity for them to share their research and network."

Moulder said he feels that LSU has given him the proper tools and assistance to achieve his dreams. "It's great to have someone like Dr. Dowling, who knows the business and tells me to play with these ideas," he said. "I have the McNair program, which shows me how to conduct not just research but every aspect of intelligence and encourages me to move forward. And with Veterans Affairs, their efforts in coordinating veterans to come to one spot to meet allowed me to meet others going through this college experience for the first time and have support from people who understand who I am and what I've been through."



## **A WORLDLY VIEW**

### **MCNAIR RESEARCH SCHOLAR STUDIES IN IRELAND**

Heather Buzbee, a junior in LSU's Roger Hadfield Ogden Honors College and English major focusing on writing and culture and classical studies, took that mantra to heart when she traveled to Ireland to study Celtic literature and learn more about the topics of rhetoric and persuasion in writing.

The Louisiana native is also a LSU University College Ronald E. McNair Research Scholar, a program which she said played a major role in her being able to travel and broaden her academic horizons. Transferring to LSU after studying for two years at Hawaii Pacific University, Buzbee said she began applying for scholarships before coming across an ad for the McNair program. "I'd never heard of it before, but it said 'research,' and I love research," she said. "I had applied for different scholarships and programs, but not many people want English majors. So, I applied for McNair."

Buzbee said that in her interview with LSU McNair Research Scholars director Joe Givens, she felt that the program was a great fit for her. "I remember Joe had asked me if I wanted to be a professor. I said yes, and he said, 'We're going to make that happen.' It was an amazing thing to hear," she said.

Givens said that the problem is not that English majors are not wanted for research opportunities, but that funding for undergraduate research in English is lacking. "While a lot of the research funding is geared more toward STEM fields, there is a dire need for funding in English research programs," he said. "As McNair director here at LSU, I'm committed to make sure our program represents the whole spectrum of thought. I want every one of our 33 McNair students to feel like their thought processes and topics are an addition. It becomes a challenge for us, but also requires great students with open minds and a level of intellectual capability."

As part of the McNair Research Scholars program, Buzbee and her mentor, LSU Department of English Assistant Professor Chris

Barrett, presented her research on "The Violence & Pleasure of Persuasion in Gorgia's 'Encomium of Helen.'" "I'll be close reading Gorgias' work for the ideas of violence and pleasure in persuasion, in terms of the audience as well as in terms of the speaker," Buzbee said. "I'll be adding in ideas from Plato and Aristotle as well, just to spice up the conversation and to put it in perspective in terms of more popular theorists."

It was through workshops held in the McNair program, Buzbee said, that she developed her research topic of persuasion in literature. Where it took her was to the Emerald Isle to study at National University of Ireland Maynooth, near Dublin. "Ireland wasn't necessarily part of my research," she said. "However, my major is writing and culture and my research topic is persuasion. I thought that to understand persuasion, you have to go abroad and learn how other people persuade and work."

"The Study Abroad program here at LSU is amazing," she said. "Anyone who's considering studying abroad, I highly suggest doing it. While you're there, do everything you've always wanted to do. Money isn't always an issue because it's not as expensive as everyone makes it out to be. You don't want to miss out on some great experiences that you may not have a chance to do again."

While in Ireland, Buzbee studied Celtic literature through a variety of courses, ranging from introductory classes to senior-level courses. "The best part was being in Ireland, where the stories were written, and learning from the experts there," she said. "I got to visit the ancient sites that were mentioned in the texts. I even got to go to a manuscript writing class, where we learned how they were put together and the technique for the writing. It was really an all-around educational experience."

Another aspect of learning about Celtic literature in Ireland was actually hearing the works read, Buzbee said. "The people and the dialect there are different," she said. "You can read something that may be written by an Irish person or about Ireland, but you can't really hear the accents. When you're there, you hear the accents as these works are read. It just reinforces the reading that I've already done and opened me up to other things."

Barrett said that she is proud to be Buzbee's mentor in the McNair program. "The McNair Program at LSU has a rock-solid record of producing extraordinary scholars who succeed impressively at the graduate level, and Heather is a credit to this important and immensely successful program," she said. "McNair connects these students with faculty passionate about making knowledge with driven young researchers, it supplies these students with opportunities to develop sustained and independent research and to share it in conferences and publications, and it helps these students prepare for the rigors of graduate study."

Barrett added that her role as a mentor has been largely supporting Buzbee's intensive research. "Much of my role as mentor has been cheering Heather along, chiming in on which path she might take when her investigations into literature and myth bring her to a fork in the road," Barrett said. "We talk regularly about what she's reading and thinking, and we review drafts of her written project frequently. On a couple occasions, I've had the chance to work with her to prepare for conferences, such as the McNair Research Scholars Conference in Maryland, and presentations including the one at LSU's Philosophy Salon at the Women's Center, tweaking her prepared remarks and rehearsing her performance."

Buzbee plans to graduate in 2016 and, from there, attend graduate school with hopes of becoming an English professor. She said her post-secondary education goals include obtaining a doctorate in rhetoric and composition, but that she also has many various educational interests. "I'm actually now considering a master's degree in Celtic studies and to study in either Ireland or somewhere in the United Kingdom," she said. "That's a big step, but it's an option. Ultimately, I'd love to be able to teach and continue research like this on Gorgias, but also to research more modern forms of persuasion. I'm interested in the tutoring center and continuing theories on the writing center and how to help people who want to improve their writing."

"I honestly couldn't have done this without the McNair program," she said. "It's been a great support system. When I came with an issue, they always had a solution. When I suggested that I would study abroad, they told me to do it and asked what they needed to do to get me there and help my research thrive. It was always something to help me. You really need that."

# PHI ETA SIGMA

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

Phi Eta Sigma members participated in LSU's annual Spring Greening Day, a service project to beautify the LSU campus, as well as to learn about sustainability and personal practices to support our environment. The event is coordinated in partnership with LSU Landscape Services and the LSU Foundation in support of the Green Tiger Project. "Spring Greening Day allowed me to meet fellow Phi Eta Sigma members and establish friendships, and enjoy a sunny day helping to beautify and improve LSU," said Andrew Mahtook, president of LSU Student Government and past president of Phi Eta Sigma 2013-2015.

Phi Eta Sigma additionally hosted its annual spring induction with more than 230 students honored. "I'm pleased to recognize our outstanding sophomore and graduating senior members for their academic achievement," R. Paul Ivey, executive director of University College, said. "These annual awards are an important part of our Spring Induction Ceremonies and hopefully provide our newest members with inspiration to continue their academic excellence." Nikki Khorsandi of Carencro, La., received LSU University College's Phi Eta Sigma L.B. Lucky Award. Khorsandi is pursuing her Bachelor of Science degree in biological sciences with a minor in business administration. She has amassed 121 credit hours while maintaining a 4.0 GPA. Khorsandi is conducting research with Evanna Gleason in neurobiology with a focus on the retinal cell types of alligators and chickens. She is a member of Alpha Epsilon Delta, pre-medicine honors society, Tri-Beta Biology honors society and the National Society of Leadership and Success. Ellen Landry of Lake Charles, La., received LSU University College's Phi Eta Sigma Senior Award. Landry will graduate with her Bachelor of Science degree in anthropology and Spanish, and a minor in biological sciences. She is graduating with 156 credit hours while maintaining a 4.0 GPA. Landry participated in LSU Study Abroad twice, visiting both Spain and Argentina. She is a member of the LSU dance program, and is enrolling in the LSU School of Medicine.



# STUDENT SUPPORT SERVICES

Since 1978, Student Support Services (SSS), a U.S. Department of Education TRIO program, has been an essential retention program in University College, making an impact on LSU students for 37 years. The vision of Student Support Services is to motivate, assist, and inspire students who come from disadvantaged or disenfranchised backgrounds to acclimate to the institutional climate at LSU so that they reach their full potential, obtain a postsecondary degree and obtain a career in their field of interest.

## 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 that 91 percent of all participants served in 2014-15 persisted to 2015-16.*

*SSS reported that 84 percent of new freshman participants from the 2014-15 cohort persisted to 2015-16.*

**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.

*SSS exceeded this goal with 95 percent of all enrolled participants rated in good academic standing at the end of the 2014-15 academic year.*

*SSS reported that 94 percent of new freshman participants were in good academic standing at the end of the 2014-15 academic year.*

**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 57 percent of the fall 2009 cohort graduating within six years.*

## STAR STUDENT

"I have a younger sister who has special needs. I grew up going to various therapy and physician visits with her. It made me realize the trials that some kids have to go through. I want to give back, help kids become healthier, and aid their families.

LSU has an awesome pre-physical therapy undergraduate program. The first year was challenging, completely different from high school. I had to change my whole mindset of academics. Student Support Services made the difference. The support from the counselors and the program's First Year class was impactful. They taught me how to study, guided me with time and money management. Student Support Services helps with every aspect of college. I know I can achieve my goals."

—HAYDEN J. CHIGHIZOLA

May 2017, Kinesiology

Human Movement Science & Pre-Physical Therapy

Student Support Services; Resident's Honors Award

member, National Society of Collegiate Scholars



# SUMMER SCHOLARS

Summer Scholars celebrated its 24th anniversary with the Class of 2015, and its collective impact on LSU's campus, transforming the lives of more than 930 scholars and creating a community of under-represented minority scholars like no other. Summer Scholars participants consistently outperform all other black and LSU freshmen students in rankings, including end of first-year LSU cumulative GPA, 2nd and 3rd year retention, as well as four-year and six-year graduation rates. Summer Scholars were recognized for their participation and outstanding academic achievements with 15 book awards and two special recognition honors.

## **BENSON, GILBERT, SMITH, WALKER BOOK AWARD**

Maria Heitman, Franklinton, La.

Calvyonna Houston, New Orleans, La.

## **ANTONIO COUSIN BOOK AWARD**

Victoria Cleveland, Baton Rouge, La.

## **MELISSA K. DILLON-DOTSON BOOK AWARD**

JerKalynn Lawrence, Prairieville, La.

Jaycie Macdonald, New Orleans, La.

Patrick Tapalla, Denham Springs, La.

Osman Torres, Kenner, La.

## **NONA MACK-HAYNES BOOK AWARD**

Deranae Broussard, Lafayette, La.

## **ROBIN D. MCMILLAN BOOK AWARD**

Robert Gaulden, Alexandria, La.

## **LEVAR K. JAMES BOOK AWARD**

Bilqis Williams, Shreveport, La.

## **LEONARD JOHNSON BOOK AWARD**

Rekeya Blackmore, Morganza, La.

## **SAUNDRA YANCY MCGUIRE BOOK AWARD**

Taylor Sigur, New Orleans, La.

## **BEAUFORD D. & NICOLE PINES BOOK AWARD**

Dominique Bernard, Lafayette, La.

## **PHILIP MICAH THOMAS BOOK AWARD**

John Le, Zachary, La.

## **SAMANTHA C. WHITE BOOK AWARD**

Kendall Harrison, Westlake, La.

## **SPECIAL PRESENTATION BY CAMPUS FEDERAL CREDIT UNION**

Richard Ross III, Baton Rouge, La.

Justin Evans, Kenner, La.





## SUMMER SCHOLARS

CLASS OF	2007	2008	2009	2010	2011	2012	2013	2014	2015
COHORT ENROLLMENT	46	40	34	30	29	30	37	40	37
ACT/SAT COMP MEAN	24.3	24.1	24.5	24.5	24.9	23.5	25.3	25.0	25.2
HS ACADEMIC GPA	3.51	3.50	3.50	3.44	3.58	3.45	3.56	3.55	3.42
HS RANK IN TOP 10% OF CLASS	40.9%	35.9%	45.5%	39.3%	57.1%	33.3%	40.5%	45.0%	32.4%
HS RANK IN TOP 25% OF CLASS	77.3%	74.4%	84.8%	60.7%	82.1%	70.0%	73.0%	67.5%	54.1%
% OF 1ST GENERATION COLLEGE BOUND	10.9%	32.5%	32.4%	33.3%	17.2%	40.0%	21.6%	27.5%	8.1%
END OF FIRST-YEAR LSU CUM GPA	2.67	2.84	2.90	3.07	3.01	2.62	2.98	3.29	N/A
% IN LSU GOOD STANDING	87.0%	92.5%	97.1%	86.7%	89.7%	73.3%	91.9%	92.5%	N/A
2ND YEAR RETENTION	89.1%	97.5%	94.1%	93.3%	93.1%	73.3%	89.2%	97.5%	N/A
3RD YEAR RETENTION	78.3%	85.0%	85.3%	83.3%	82.8%	63.3%	91.9%	N/A	N/A
GRADUATED IN 4 YEARS	41.3%	55.0%	55.9%	50.0%	48.3%	N/A	N/A	N/A	N/A
GRADUATED IN 6 YEARS	63.0%	77.5%	76.5%	N/A	N/A	N/A	N/A	N/A	N/A

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

CLASS OF	2007	2008	2009	2010	2011	2012	2013	2014	2015
FALL ENROLLMENT	373	446	379	563	593	714	700	666	757
ACT/SAT COMP MEAN	23.0	23.1	23.4	23.2	22.9	22.8	22.9	23.1	23.3
HS ACADEMIC GPA	3.27	3.21	3.20	3.24	3.21	3.23	3.29	3.29	3.27
HS RANK IN TOP 10% OF CLASS	29.5%	27.1%	24.5%	25.9%	26.8%	25.8%	25.9%	21.2%	22.3%
HS RANK IN TOP 25% OF CLASS	58.4%	54.7%	50.4%	53.8%	51.9%	53.4%	52.7%	51.4%	45.4%
% OF 1ST GENERATION COLLEGE BOUND	8.6%	31.4%	26.6%	30.2%	29.8%	35.9%	35.1%	38.9%	26.8%
END OF FIRST-YEAR LSU CUM GPA	2.46	2.38	2.46	2.47	2.36	2.34	2.52	2.49	N/A
% IN LSU GOOD STANDING	71.6%	67.5%	70.7%	68.9%	66.6%	63.6%	69.4%	70.1%	N/A
2ND YEAR RETENTION	84.2%	80.3%	77.3%	78.3%	76.2%	74.9%	76.9%	76.4%	N/A
3RD YEAR RETENTION	74.3%	68.4%	67.8%	66.1%	64.4%	62.3%	66.0%	N/A	N/A
GRADUATED IN 4 YEARS	30.0%	28.7%	28.2%	28.4%	27.8%	N/A	N/A	N/A	N/A
GRADUATED IN 6 YEARS	59.2%	57.4%	52.0%	N/A	N/A	N/A	N/A	N/A	N/A

## ALL OTHER LSU FIRST-TIME FRESHMEN STUDENTS

CLASS OF	2007	2008	2009	2010	2011	2012	2013	2014	2015
FALL ENROLLMENT	4,542	5,095	4,745	5,477	5,254	5,687	5,461	5,612	5,582
ACT/SAT COMP MEAN	25.4	25.4	25.6	25.5	25.4	25.3	25.5	25.6	25.6
HS ACADEMIC GPA	3.38	3.36	3.36	3.35	3.35	3.38	3.42	3.43	3.43
HS RANK IN TOP 10% OF CLASS	25.6%	24.6%	24.1%	22.4%	22.5%	22.2%	22.9%	21.4%	21.7%
HS RANK IN TOP 25% OF CLASS	52.2%	49.8%	48.9%	46.8%	46.6%	45.6%	47.1%	45.4%	44.3%
% OF 1ST GENERATION COLLEGE BOUND	4.0	20.5%	20.2%	20.0%	22.2%	23.5%	23.6%	24.8%	17.6%
END OF FIRST-YEAR LSU CUM GPA	2.86	2.81	2.87	2.85	2.83	2.84	2.92	2.96	N/A
% IN LSU GOOD STANDING	83.1%	81.3%	82.6%	81.5%	80.9%	79.3%	82.9%	83.6%	N/A
2ND YEAR RETENTION	85.3%	83.5%	84.0%	83.7%	82.9%	82.5%	84.6%	84.7%	N/A
3RD YEAR RETENTION	76.5%	74.2%	75.3%	75.1%	72.9%	73.2%	75.4%	N/A	N/A
GRADUATED IN 4 YEARS	37.8%	36.9%	38.0%	39.1%	37.9%	N/A	N/A	N/A	N/A
GRADUATED IN 6 YEARS	66.9%	64.9%	64.7%	N/A	N/A	N/A	N/A	N/A	N/A

DATA MADE AVAILABLE BY LSU BUDGET & PLANNING (OCTOBER 2015).

# SCHOLARSHIPS & AWARDS

In the 2014-15 academic year, University College awarded \$74,000 through 64 undergraduate scholarships, seven LSU faculty teaching awards, two graduate teaching assistant awards, and one LSU Advisor of the Year Award. "Two important components of student retention are the opportunities to reward students for their academic achievements and to recognize outstanding teaching in the classroom. University College is pleased to have generous donors that allow us to offer scholarships to students who have demonstrated a commitment to their college studies and for us to acknowledge some of LSU's outstanding undergraduate faculty with teaching awards," said Paul Ivey, executive director of LSU University College. "Our 'Celebration of Excellence' ceremony allows us the opportunity to publicly recognize these young scholars and deserving faculty."

## **VINCENT E. CANGELOSI SCHOLARSHIP**

Emily Semanco, Bossier City, La.

## **DELISE-BORDELON FAMILY SCHOLARSHIP**

Zachary Normand, Baton Rouge, La.

## **KING-SOLLBERGER ENDOWED SCHOLARSHIP**

Carolyn Cash, Bossier City, La.

Sarah Payne, Shreveport, La.

## **ANTHONY J. LOSAVIO SCHOLARSHIP**

John Kelton, Denham Springs, La.

## **JOSEPHINE R. LOSAVIO SCHOLARSHIP**

John Doran, Covington, La.

## **LONNIE J. AND CAROL S. DORE FAMILY SCHOLARSHIP**

Erin Arnold, River Ridge, La.

Amanda Lusskin, Secaucus, NJ

## **DR. GERALD L. & GAYLE W. FORET SCHOLARSHIP**

Jacob Larkee, Slidell, La.

Darla Nguyen, Gretna, La.

Shelby Roy, Kenner, La.

## **ELAYN HUNT MEMORIAL SCHOLARSHIP**

Madison Stein, LaPlace, La.

## **LIUZZA FAMILY SCHOLARSHIP**

Allison Graffeo, Kenner, La.

## **DR. MAHLON P. POCHE, JR. SCHOLARSHIP**

Blake Freeman, Abita Springs, La.

Branden Freeman, Abita Springs, La.

## **DON REDDEN SOPHOMORE ENDOWED SCHOLARSHIP**

Maria Rodriguez, Destrehan, La.

## **RYAN PAUL SHANNON MEMORIAL SCHOLARSHIP**

Tiffany Chuang, Kenner, La.

Lauren Perret, Destrehan, La.

## **GLENDA W. STREVA ALLIED HEALTH SCHOLARSHIP**

Julia Lowry, New Iberia, La.

Sarah Laiche, Metairie, La.

## **TIGER ATHLETIC FOUNDATION**

### **UNIVERSITY COLLEGE SOPHOMORE AWARD**

Mary Booker, Shreveport, La.

## **TIGER ATHLETIC FOUNDATION SCHOLARSHIP**

Kelsie Bankston, Denham Springs, La.

Beau Barnidge, San Juan Capistrano, Ca.

Morgan Bell, Baton Rouge, La.

Josie Bonnette, Denham Springs, La.

Jordan Broussard, Pride, La.

Nicole Ceraso, Harahan, La.

Julia Cupit, LaPlace, La.

Nicole Eghtesadi, Shreveport, La.

Jared Fletcher, Zachary, La.

Briana Garcia, Prairieville, La.

William Gement, Covington, La.

Kevin Justice, Baton Rouge, La.

Ethan LeJeune, Iowa, La.

Joshua Medernach, Gonzales, La.

Jayne Mora, Gretna, La.

Adam Morales, Addis, La.

Abby Morvant, Houma, La.

Maggie O'Dowd, Lake Charles, La.

Lindsey O'Neal, Slidell, La.

Christine Pfister, Mandevillie, La.

Katie Pham, New Orleans, La.

Zoe Rome, Baton Rouge, La.

Kacie Rome, Lake Charles, La.

Adam Rudd, Baton Rouge, La.

Madison Schuetz, Baton Rouge, La.

Marina Speligene, Gonzales, La.

Tori Stanton, Kenner, La.

Ann Stolzle, Baton Rouge, La.

Samantha Tharp, Alexandria, La.

Taylor Tran, Morgan City, La.

Drew Vetter, Baton Rouge, La.

Stephanie Waguespack, Harvey, La.

Haskell Whittington, Denham Spring, La.

Bailee Wright, Kingwood, Tx.

Kayla Yarborough, Maurepas, La.

Jacob Zahorchak, Wilson, La.

### **SUE TWEEDY MEMORIAL SCHOLARSHIP**

Claire Ferrara, Addis, La.

### **UNIVERSITY COLLEGE ATHLETIC DEPARTMENT ENDOWED SCHOLARSHIP**

Clayton Haley, Lille, France

Madeline Mitchell, Sugarland, Tx.

Olivia Speeg, Arlington, Tx.

Leighton Duke, Houston, Tx.

Alexis Miller, The Woodlands, Tx.

Paul Naquin, Plano, Tx.

### **STAR STUDENT**

“The first year of college can be challenging to adjust to, yet with University College’s Center for Freshman Year and the Center for Advising & Counseling, it becomes a lot easier. University College’s counselors are always willing to help; they have your best interests in mind.

Receiving the Vincent E. Cangelosi Scholarship was such a blessing. I’m honored to have been chosen from among hundreds of LSU students. Being recognized for my academic achievements in high school has really motivated me to continue striving for excellence at the collegiate level. As I pursue my career as a physician assistant, I’m mindful to persist in my studies. The hard work and dedication will pay off. I want to express my gratitude to the Cangelosi family and University College for this scholarship. Thank you! Geaux Tigers!”

—EMILY SEMANCO

May 2018, Kinesiology

Vincent E. Cangelosi Scholarship 2015

member, Physician Assistant Collegiate Society at LSU

member, LSU Kinesiology Club

Be the Match On Campus: Louisiana State University

### **GEORGE H. DEER DISTINGUISHED TEACHING AWARD**

Dorothy “Dee” Jacobsen, PhD, School of Kinesiology

### **ALUMNI ASSOCIATION TEACHING ASSISTANT AWARD**

Simon Pfeil, Department of Mathematics

Jordan L. Von Cannon, Department of English

### **LSU ADVISOR OF THE YEAR**

Bridget Robicheaux, College of Human Sciences & Education

### **UNIVERSITY COLLEGE TIGER ATHLETIC FOUNDATION TEACHING AWARD**

Elzbieta Cook, PhD, Department of Chemistry

John B. Hopkins, PhD, Department of Chemistry

Adam W. Hrinkevich, PhD, Department of Biological Sciences

Khoa Huynh Nguyen, PhD, Department of Biological Sciences

Rebecca Parker, MA, CCC-SLP, Department of Communication  
Sciences & Disorders

Amy Reynolds, PhD, LSU Manship School of Mass  
Communication





## **THE POWER OF PERSONAL INTERACTION IN THE CLASSROOM**

“My teaching philosophy has evolved over my 20 plus years of helping students learn biological concepts,” said Adam W. Hrinkevich, PhD, senior instructor of biology in the LSU College of Science and online instructor for LSU Continuing Education. “While every person has the ability to present material to students, only those who have a true passion for teaching can effectively convey new concepts and theories. In a profession that has the potential to affect so many individuals, I have taken my passion for the educational process and passed it on to students in hope of stimulating a lifetime of learning.

I have found the power of personal interaction in the classroom and reflection to be a very effective combination for guiding students on their educational journey. In essence, each student has individual needs and a singular teaching style is not sufficient for everyone. As an instructor, I can play a pivotal role in molding the minds of future scientists and scholars. I find this to be the most rewarding part of my job.”

Hrinkevich received the University College Tiger Athletic Foundation Teaching Award 2015. He earned his doctorate in zoology, concentrating in molecular genetics, from Louisiana State University, his Master of Science in biology from the University of Southern Mississippi, and his Bachelors of Science in biology from Pennsylvania State University.

Students said the following about Hrinkevich, “Dr. Hrinkevich was very willing to help anyone who has a question about anything taught in his class. He provides extra materials to study that are very helpful. Most importantly, he helps those around him, not just his students. He is always trying to find ways to do good in the community and I admire that greatly.”

“I hate biology, but Dr. Hrinkevich made it fun and enjoyable. Even outside of teaching, he is a wonderful person.”

“My favorite teacher at LSU. I would take his course multiple times if I could. He really made biology interesting and fun!”



## **MARCHING ON**

### **CONGRESSMAN JOHN LEWIS VISITS LSU, DISCUSSES CIVIL RIGHTS MOVEMENT, NEW GRAPHIC NOVEL TRILOGY**

Having already authored a 1998 biography, “Walking with the Wind: A Memoir of the Movement,” U.S. Rep. John Lewis (D-Georgia) has chosen to again tell his amazing story of courage and determination. Only this time, it was done through the medium of a graphic novel series, titled “March.”

A New York Times Best Seller and the first graphic novel to receive the Robert F. Kennedy Book Award, “March: Volume 1” also features artwork by New York Times bestselling artist Nate Powell, who is an Eisner Award winner and LA Times Book Prize finalist. “March” is a vivid first-hand account of Lewis’ lifelong struggle for civil and human rights, meditating in the modern age on the distance traveled since the days of Jim Crow and segregation. Rooted in Lewis’ personal story, it reflects on the highs and lows of the broader civil rights movement. It spans Lewis’ youth in rural Alabama, his life-changing meeting with Martin Luther King Jr., the birth of Nashville Student Movement and their battle to disrupt segregation through nonviolent lunch counter sit-ins, building to a stunning climax on the steps of City Hall.

LSU University College hosted Lewis and “March” co-writer Andrew Aydin, as the pair gave a stirring presentation, as well as signed copies of the first volume of their “March” graphic novel series. “Our thoughts were turned to a significant person we could bring to this campus and present to our students and the community,” said R. Paul Ivey, University College’s executive director.

To open his presentation, Lewis outlined his younger years growing up on a farm in the small town of Troy, Ala. When he would travel to nearby towns and cities, he said, he would see signs that denoted segregation by race and asked his parents what the signs meant. “They would say, ‘That’s the way it is. Don’t get in the way. Don’t get in trouble,’” Lewis said. “But one day in 1955, at 15 years old and in the 10th grade, I heard about Rosa Parks. I heard the words of Martin Luther King Jr. on the radio. The actions of Rosa Parks and the action and leadership of Dr. King inspired me to find a way to get in the way.”

After finishing high school in 1957, Lewis applied to Troy State College, now known as Troy University. After no response, he wrote a letter to King who, in turn, responded with a round-trip bus ticket to Montgomery to meet with him. It would not be until March of 1958, as a student at a small college in Nashville, that he would have a chance to meet with his soon-to-be mentor. While on spring break, Lewis traveled to Montgomery to meet with King and the Rev. Ralph Abernathy at the First Baptist Church in downtown Montgomery, a meeting Lewis said changed his life forever. "I was so scared that I didn't know what to say or do," he said. "Dr. King spoke up and said, 'Are you the boy from Troy? Are you John Lewis?' I said, 'Dr. King, I am John Robert Lewis.' He started calling me 'The Boy from Troy.'" After the meeting, Lewis said, he returned to Nashville and devoted himself to study the teachings of King, focusing on the use of peace, love and nonviolence to spark change in society. He became involved with the Nashville sit-ins of 1960, which protested racial segregation at local lunch counters. "It was a peaceful, non-violent action, where we were waiting to be served," he said. "Some would come up and spit on us, put a lighted cigarette out in our hair or down our backs, or pour hot water or hot coffee on us."

Lewis also related his travels as one of the 13 original Freedom Riders, a group of civil rights activists who rode interstate buses through numerous segregated Southern state beginning in 1961. The group trekked to New Orleans to challenge states' inaction to enforce two U.S. Supreme Court decisions that outlawed segregation on public buses.

One of Lewis' most recognized moments came on Aug. 28, 1963. Representing the Student Nonviolent Coordinating Committee, Lewis was the youngest speaker during the historic March on Washington for Jobs and Freedom, where he spoke prior to King giving his famed "I Have a Dream" speech. During his time at the podium, Lewis chided the Kennedy Administration for not protecting Southern blacks and civil rights activists. Lewis referred to his actions as getting into "good trouble. Necessary trouble."

Aydin, an Atlanta native who serves in Lewis' congressional office handling telecommunications and technology policy as well as new media, discussed how the idea for "March" came to fruition. "We were talking about what we were going to do when the campaign was over," Aydin said. "Some people were going to see their parents. Some were going to the beach. I was going to go to a comic book convention, and I said so. As you can imagine, in professional politics, that gets you laughed at. But then, I heard a voice that said, 'Don't laugh. There was a comic book during the civil rights movement, and it was very influential.' That voice was John Lewis."

The book Lewis referenced was "Martin Luther King & the Montgomery Story," a 14-page comic book published in the late 1950s. Aydin said he became so enthralled by the book that he used it as the basis for his graduate thesis while studying public policy at Georgetown University. "As it turned out, that comic book was not only edited by Dr. King himself, but it was used to inspire some of the earliest sit-ins," said Aydin, adding that it has since been translated into numerous languages and used in various countries.

Aydin said that working with Lewis, he'd come to learn the congressman's life story and thought that a comic book would be an excellent vehicle to relate Lewis to younger people. After years of coaxing, Aydin said, Lewis agreed to the book only on the condition that Aydin serve as co-author. The pair then signed on to work with Powell, who Aydin said "could make the words come alive and sing." "John Lewis and I spent five years working on this," he said. "It started off with one book. We worked on the script, I interviewed him late at night. We worked on weekends. We spent every free moment we had for several years. Finally, we had a script, publisher and an artist."

Aydin said the next "March" book will deal with how Lewis overcame challenges and failure. "When they get to the Freedom Rides, you see them become a national movement," he said. "It started with 13 original Freedom Riders. By the time they got to Alabama, only two remained – John Lewis and James Farmer. Then, we go to the March on Washington, which many see as an amazing moment. And it was, but what it stoked was more violence than had taken place previously. It was three weeks later that the bombing of a church and the death of four schoolgirls took place on Sept. 15, 1963. We try to put that in context, to show how the nonviolence movement was met with violence."

"To people who say nothing has changed, I feel like saying, 'Come walk in my shoes,'" he said. "The signs that I used to see are gone. The only places our children and students here at this great university will see those signs today will be in a book, museum or on a video. Our country is a different country, a better country. If we can get it right here in the American South, maybe this region can serve as a model for the rest of the world. We can do it and we must do it."

Lewis related personal stories that he said show progress in U.S. race relations. The first came when he returned to his hometown and to the public library where, in 1956 at the age of 16, he and family members were denied access because of their skin color. "I never went back to the Pike County Public Library until July 5, 1998, for a signing for my book, 'Walking with the Wind,'" he said. "Hundreds of black and white citizens showed up to that wonderful book signing. At the end of the program, they gave me a library card. That says something about the progress we've made."

Another instance came when he was visited at his office in Washington by a man who he encountered as a Freedom Rider during a vicious attack half a century earlier. "Almost 50 years later, in February of 2009, a month after the president had been inaugurated, one of the men that beat us came to my office in Washington with his son," Lewis said. "The son had been encouraging the father to seek to the people who he had wronged. He asked, 'Will you forgive me? Will you accept my apology?' I said, 'I forgive you. I accept your apology.' The son started crying. His father started crying. I started crying. They hugged me and called me brother. That is the power of the way of peace, love and nonviolence. We changed America."

Lewis and Aydin also called for young people to not become complacent with the world around them. "I say to the student, 'You must never ever give up. Never give in,'" Lewis said. "You must never become bitter or hostile. You must keep the faith. Hold on to your dream. Let's live and work together to create the beloved community ... When you see something that is not right, not fair and not just, you have a moral obligation and a mission and a mandate to stand up, speak up, move your feet, move your lips and use your pen to tell the story."



## STAR STUDENT

"When I think of LSU, the first thing that comes to mind is passion. I believe that the passion in each individual at LSU is what makes our university so special.

Being involved in organizations, such as LSU Student Government, has allowed me to experience amazing opportunities. On behalf of UCFY College Council, I was incredibly honored to host historic civil rights icon Congressman John Lewis. Immediately, when I met Congressman Lewis, I could see the passion in his eyes. He shared with LSU his story of struggles, 'necessary trouble,' bravery, perseverance, and sacrifice. I believe that among the many leaders at LSU, we all share common ground with Congressman Lewis—a passion for doing what we love and wholeheartedly believe in."

—ANNIE M. BOUDREAUX  
May 2017, Mass Communication  
president, UCFY College Council  
LSU Student Government  
Chi Omega

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



## MAHLON P. POCHE, JR., MD

"It is a privilege to have Dr. Poche join our advisory board," said R. Paul Ivey, executive director of LSU University College. "Already a generous benefactor to our scholarship program, he has demonstrated an interest in our college's support of students and their success. Dr. Poche's personal involvement as a member of this board will offer him an opportunity to expand his involvement with University College and LSU."

Mahlon Poche, a Nicholls State University '86 graduate, began his industrious medical education at Tulane School of Medicine '91 and completed his residency in Family Medicine at LSU Earl K. Long Hospital in '99. Since 2003, he has led Pointe Coupee General Hospital's Emergency Department as Medical Director, as well as maintains practice with Schumacher Group at West Cameron/Calcasieu General Hospital in the Emergency Department in Sulphur, La.

"I'm excited to join University College's Advisory Board," said Poche. "University College is the primary resource for retaining students at LSU, mentoring the students who are struggling, yet also advising the brightest students into further excellence. University

College hits on all cylinders helping students to achieve their dreams, and for some, helping them to determine what their aspirations are and how they can achieve them."

Poche is a member of the American Board of Family Physicians, the American Medical Association, and the Southern Medical Association. He spends a great deal of time in community activism and volunteerism, contributing to St. Joseph Catholic Church, Christ the King Catholic Church, YMCA of Baton Rouge, Crawfish Aquatics Masters Swimming, Tulane Alumni Association, Tulane School of Medicine's The 1834 Society, Rotary's 1905 Society, Nichols State University Alumni Association, and Tiger Athletic Foundation.



## **GERALD D. “JERRY” HEBERT, II**

“It is exciting to have Jerry join our board,” said R. Paul Ivey, executive director of LSU University College. “His familiarity with the campus and of our college’s programs are beneficial as we work together to further our college’s impact as an academic unit at LSU.”

“Owning and managing a company in Baton Rouge, I see first-hand the need for top tier graduates is of utmost importance,” said Hebert. “It is important for my firm, GraceHebert Architects, to hire LSU students and mentor them into young professionals. Through inspiration from University College, GraceHebert Architects offers student internships, where we are able to assist students academically and provide opportunities for personal success. Having University College work to help retain students in our state and achieve success, helps keep the Louisiana economy and local small businesses moving forward.”

Jerry Hebert is a 1985 graduate of Louisiana State University with a Bachelor of Arts in Architecture. Hebert is president of GraceHebert Architects with affiliations including American Institute of Architects (AIA), National Council of Architectural registration Board (NCARB), and Leadership in Energy and Environmental Design Accredited Professional (LEED AP).

“Growing up in a small Louisiana town, Plaquemine, I always wanted to go to LSU,” said Hebert. “I was fortunate enough to be accepted, and I worked diligently to become an LSU graduate. Without that experience, I don’t know where I would be in my life. A LSU degree has opened countless doors and opportunities for me.”

“Many high school graduates say, ‘I can’t pass a college class,’ or ‘college is too hard.’ They are wrong,” added Hebert. “The opportunity is there for anyone who wants it, for all who apply themselves. Success comes from hard consistent work, setting a target goal and achieving it.”

Over the last 25 plus years, hundreds of projects have crossed Hebert’s desk, each receiving the same high level of attention to detail and collaboration to fully realize each client’s vision. He has carefully maintained the growth of GraceHebert Architects during that time to accommodate its ever-increasing client list, while ensuring that they consistently turn out quality results from project to project. GraceHebert’s portfolio includes featured projects: LSU Student Union Theater renovations and additions, LSU Alex Box Stadium, Coca-Cola Bottling Plant, St. Jude the Apostle Church renovations, and the new Lee High School.

“Having a college degree opens up more doors for employment and potentially allows for a higher paying occupation,” said Hebert. “Higher education improves a person’s quality of life by providing additional growth and development giving persons an edge when looking for a job in today’s competitive market.”

“I have instilled the importance of higher education in all of my children,” concluded Hebert. “It makes me extremely proud to say that all of my children have attended, or currently attending, college.”

Hebert is married to Linda M. Hebert (BACH 1995, elementary education). They have three children: David F. Hebert (BARCH 2008, architecture), AIA, NCARB, LEED AP, architect with GraceHebert Architects; Andrea H. Buttross (BACH 2011, elementary education) and Daniel Hebert, anticipated May 2015 graduate from University of Louisiana at Lafayette in mechanical engineering. Hebert is a parishioner of St. Jude the Apostle Catholic Church and a member of the City Club of Baton Rouge. He is a round-the-clock LSU football fan, as well as an avid photographer and fisherman.





## THE SOUNDS OF SUCCESS

**“When the sun finds its home in the western sky it is a field of glory for sure ...  
But much more than that it is a sacred place  
And it is Saturday night in Death Valley.”  
-Dan Borne, 2011**

The last three lines of Dan Borne’s “Tiger Stadium” poem fittingly portray LSU’s athletic prowess. Yet to Dr. Mahlon P. Poche, it’s the progression of The Golden Band from Tigerland as they burst forth the first four notes of “Hold That Tiger,” the traditional pregame salute, that holds his excitement.

A Saturday night in Death Valley would not be the same without the Tiger Band, which contributes heavily to the atmosphere of spirit and pride, as well as the university’s commitment to a legacy of excellence. Excellence, extending into valuing higher education, has always been a focal point in Poche’s life, as his parents encouraged him to work hard and strive for a life filled with choices and opportunities. He said, “I lean into the words my parents continually reinforced: ‘If there is a will, there is a way’ and ‘Give it 110 percent.’ Today, I still live by their encouragement.” Athletic and academic undergraduate scholarships to Nicholls State University, coupled with rigorous coursework, enabled Poche to pursue medicine at Tulane and post-doctoral studies in Family Medicine at LSU Earl K. Long Hospital.

“I’m grateful for the mentorship and opportunities given to me,” he shared, explaining why he chose to establish the Dr. Mahlon P. Poche Jr. Scholarship. “This scholarship with LSU University College provides the same to young, aspiring students who excel in the classroom and work hard while playing a musical instrument, marching in the band, and attending daily practices. I feel I can be a part of the spirit of Tiger Band by rewarding these high-achieving students.”

The endowed scholarship is awarded to full-time undergraduate students enrolled in University College who are members in good standing with the LSU Tiger Band.

LSU Color Guard member Haley Deshotels, mass communication freshman, and chemical engineering sophomore Jonathan Melancon, who plays cymbals for Tiger Band, were the first two scholarship recipients. "Seeing and meeting Haley and Jonathan has been a remarkable experience," Poche shared. "Knowing they have worked hard in the band all season while maintaining high academic records makes me proud for them and for LSU. Seeing them in their band uniforms made me proud, filled me with emotion, and brought me to tears."

"I would like to express my sincere thanks for your financial support through the 2014 Dr. Mahlon P. Poche, Jr. Scholarship. I am one of the recipients of the scholarship for this year, and I am both grateful and excited to be presented with such an honor," Deshotels expressed to Poche. "I am a freshman in mass communication with a concentration in political communications. I chose this field because I have always been interested in government services. Upon graduation, I hope to become a US Diplomat with the State Department and work in the Middle East. I am member of Sigma Alpha Iota, Students for Political Involvement, and College Libertarians. By receiving this scholarship, I will have more time to focus on participating in these organizations."

"On behalf of all the students working to overcome financial difficulties to achieve their dreams, I would like to thank you again for all that you are doing," concluded Deshotels.

"For starters, this scholarship was a complete surprise. To top things off, I had been contemplating summer school to alleviate some of the pressure that will be placed on me in the fall due to my schedule," joined Melancon. "Since TOPS doesn't cover summer school, I thought I would need to quit Tiger Band in an effort to maintain my schedule for my major. Thanks to Dr. Poche's extreme generosity, I will now be able to cover the costs of summer school, and will absolutely stay in Tiger Band!"

"I am truly honored to be a part of these young students' lives," said Poche. "I hope someday they can be donors in some small way, because this feeling of giving is joyous. And may the spirit live in us, forever L-S-U."

## STAR STUDENT

"My words could not do justice to my feelings of gratitude towards Dr. Mahlon Poche's generosity. This endowed scholarship is awarded to Tiger Band members who are also LSU's top academic achievers, and I'm honored to be the recipient.

Tiger Band has been one of my best college experiences. I would not trade the past year for anything. I play cymbals on the drum line, and those guys and girls have become my closest friends. Thank you so much."

—JONATHAN MELANCON  
May 2017, Chemical Engineering  
Dr. Mahlon P. Poche Jr. Scholarship 2014  
cymbals, LSU Tiger Band  
resident assistant, LSU Residential Life



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