

LSU

LOUISIANA STATE UNIVERSITY

University College



Where Excellence Begins



Annual Report 2007–2008

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Welcome to University College . . .



. . . Where Excellence Begins

University College

Vision



Carolyn C. Collins
Associate Vice Chancellor
and Dean
University College

The Vision of University College is to become an international leader in the development and retention of students in their quest for academic and intellectual success.

Mission

The mission of University College is to enhance students' academic success by providing an environment that:

- Fosters academic excellence
- Enriches the quality of the undergraduate experience
- Promotes intellectual exploration and critical thinking
- Provides outstanding advising and counseling programs
- Fosters academic programs and services in support of diversity and preparation for success in a diverse society
- Improves student's opportunity for academic achievement and success
- Contributes to the practical, educational and innovative use of technology
- Promotes the engagement and partnership with parents, alumni and the community
- Provides opportunities for civic and community engagement
- Promotes and recognizes student and faculty achievement

UNIVERSITY COLLEGE
IS AN ACADEMIC
COLLEGE THAT OFFERS
A COMPREHENSIVE
RANGE OF SERVICES
DESIGNED TO
ENHANCE THE
ACADEMIC SUCCESS
OF ALL LSU
STUDENTS.

Executive Summary

A Message from Associate Vice Chancellor and Dean, Carolyn C. Collins

Dear Friends and Supporters of University College,

These are exciting and productive times in University College. During the past year, we have made tremendous progress toward meeting our strategic goals under the Flagship Agenda, and we continue to be an outstanding College for freshmen and continuing students.

The hallmark of our progress is the success we have achieved in three areas: student academic achievement, retention and service-learning.

Academic Achievement

- **Center for Freshman Year**

Eighty-six percent (86%) of UCFY students completed the 2007-2008 academic year in good standing (2.0 GPA or higher). Twenty-one percent (21%) of UCFY fall enrollment earned a 3.5 GPA or higher for fall 2007.

- **Center for Advising & Counseling**

Thirty-six percent (36%) of UCAC students were admitted to their senior colleges during the 2007-2008 academic year.

- **Student Support Services**

92.4% of Active SSS students and 100% of former SSS students still enrolled, are in good academic standing (2.0 GPA or higher) with an average GPA of 2.74.

- **Summer Scholars Program**

Summer Scholars class of 2008 enrolled 40 students. The 2008 Summer Scholars class GPA is a 3.36. Retention figures for this group in the fall of 2007-2008 was 100%. Summer Scholars six-year graduation rate for the class of 2002 is 72.0% (LSU's six-year graduation rate for the same class is 58.9%).

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Executive Summary Continued

Retention

- **Freshman Year (UCFY)**

UCFY has demonstrated continued success in retaining students. The second-year retention rate for the Fall 2007 freshman class was 85.4%. UCFY's at-risk population was counseled and monitored, with 758 students identified as at-risk in Fall 2007. Of this number, 568 (75%) of these students were counseled, received academic support services and earned a semester GPA of 2.56.

Only 190 at-risk students did not respond to offers of counseling, and the average GPA of this group was 2.23. For Spring 2008, UCFY identified 762 students as at-risk. 568 (75%) responded to counseling assistance and earned a semester GPA of 2.15. Of the 190 (25%) spring semester students not receiving counseling assistance, the average GPA was 1.52.


These outcomes continue to demonstrate the significance of a comprehensive counseling program and its effect on students' retention.

- **Center for Advising & Counseling (UCAC)**

Retention of UCAC students is measured after four semesters. For the students enrolling in UCAC during Fall 2007, 76% of these students remain at the University pursuing their degrees in Fall 2008. During the 2007-2008 year 1,370 UCAC students were admitted to a senior college.

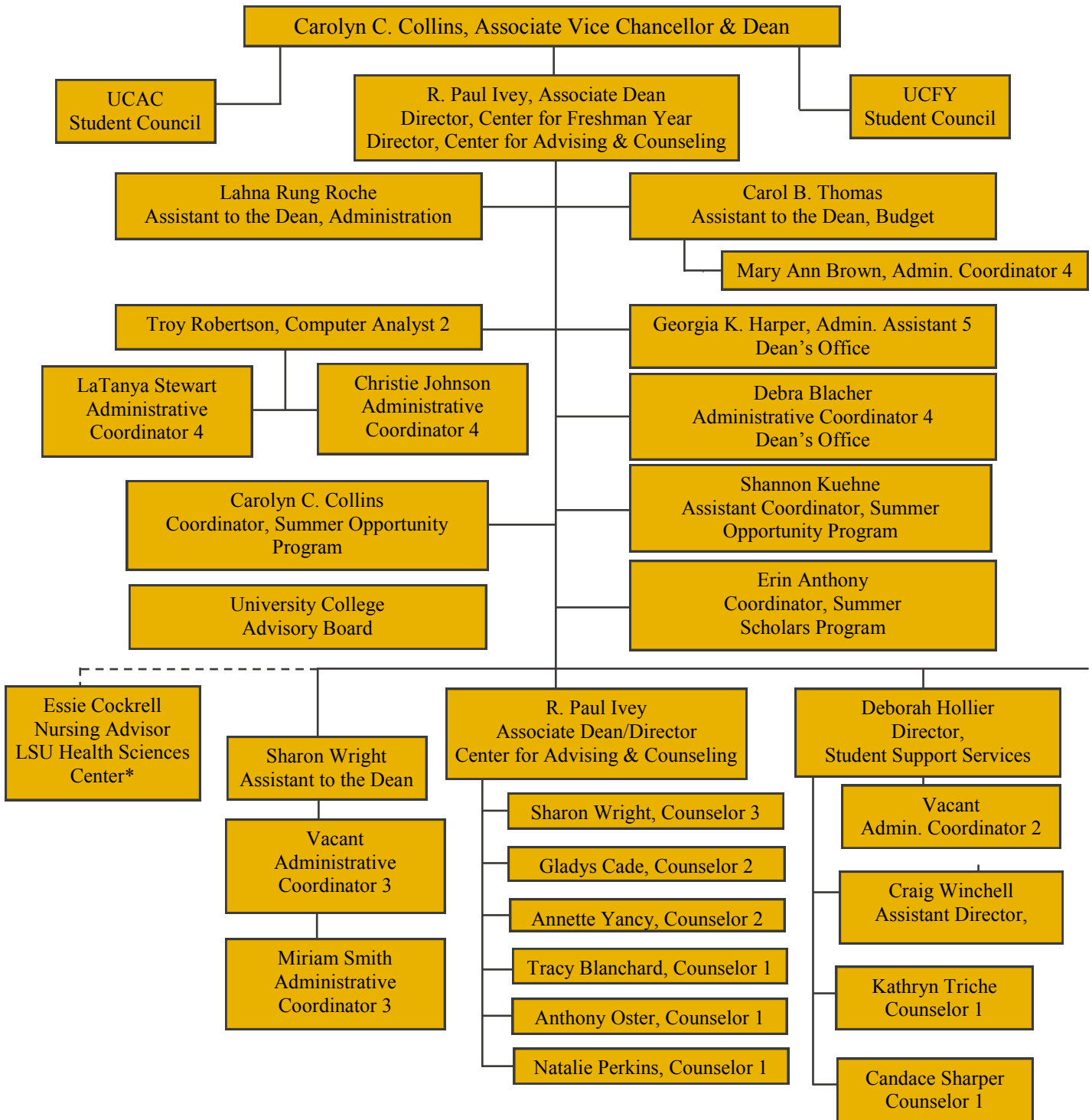
We are encouraged by the progress we have made in these areas, as well as the other achievements that you will read about in this report. We will continue to create an environment that fosters active learning and service to all students as we join forces with the University community at-large to make excellence an expectation in every aspect of University life.

Sincerely,



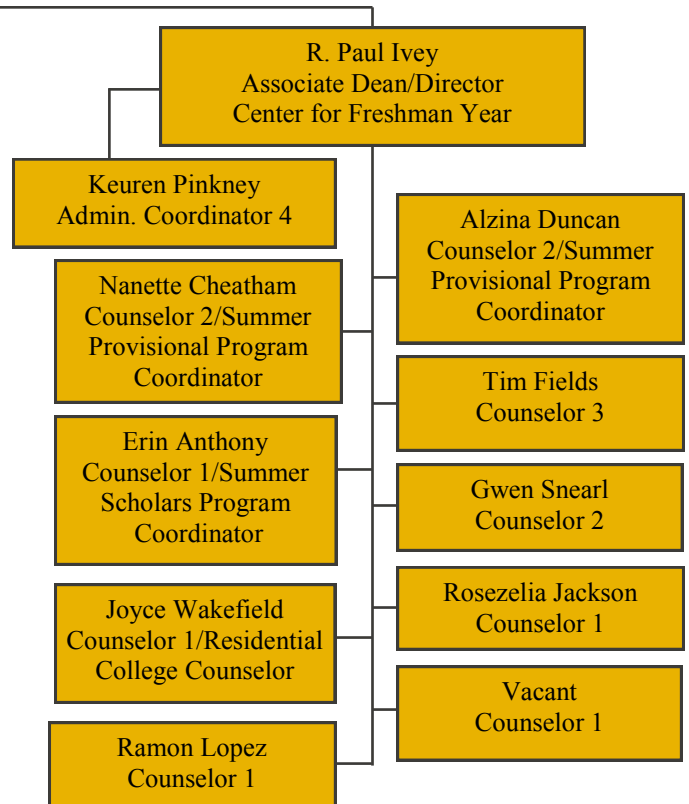
Carolyn C. Collins, Ph.D.
Associate Vice Chancellor & Dean
University College

2007-2008 University College Organizational Chart



* Employed by and report to LSU Health Sciences with offices in 150 Allen Hall.

2007-2008 University College Organizational Chart

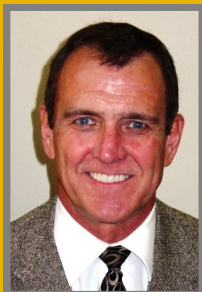


Center for Freshman Year



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Center for Freshman Year



R. Paul Ivey
Associate Dean
Director, Center
for Freshman Year

EVERY FRESHMAN
STUDENT HAS ACCESS
TO THE FULL-TIME
COUNSELING AND
ADVISING STAFF IN
THE CENTER FOR
FRESHMAN YEAR.

Program Vision

As part of the University Flagship Agenda, the vision of the Center for Freshman Year (UCFY) is to provide a variety of services and programs that meet the personal, academic, and career goals of new and continuing students who are enrolled in the Center.

Program Mission

The mission of UCFY is to offer a variety of programs to students to meet their needs, beginning as early as the recruitment efforts to admit them to the institution, and continuing through their first year of enrollment. These programs include, but are not limited to,

- Participating in recruitment events organized by the Office of Undergraduate Admissions
- Developing literature and public presentations that highlight the Center and its programs
- Coordinating publication of college advising guides for students and advisers
- Providing information and advice to prospective students and their families
- Assisting with orientation and scheduling assistance for new and continuing students
- Offering daily counseling/advising assistance to students throughout the semester
- Conducting extended orientation meetings with freshman English classes
- Sponsoring TOPS and LSU scholarship informational meetings
- Providing career discovery and exploration for undeclared majors and students seeking a change in major.
- Conducting an annual Spring Majors Fair
- Monitoring a variety of scholastically “at-risk” students
- Providing early freshman math intervention guidance
- Offering a variety of workshops and programming to meet the demands of student organizations and special groups, both on and off campus
- Reviewing academic appeals
- Tracking retention rates and students’ performance to determine effectiveness of programs
- Providing professional development programs for counseling and advising staff

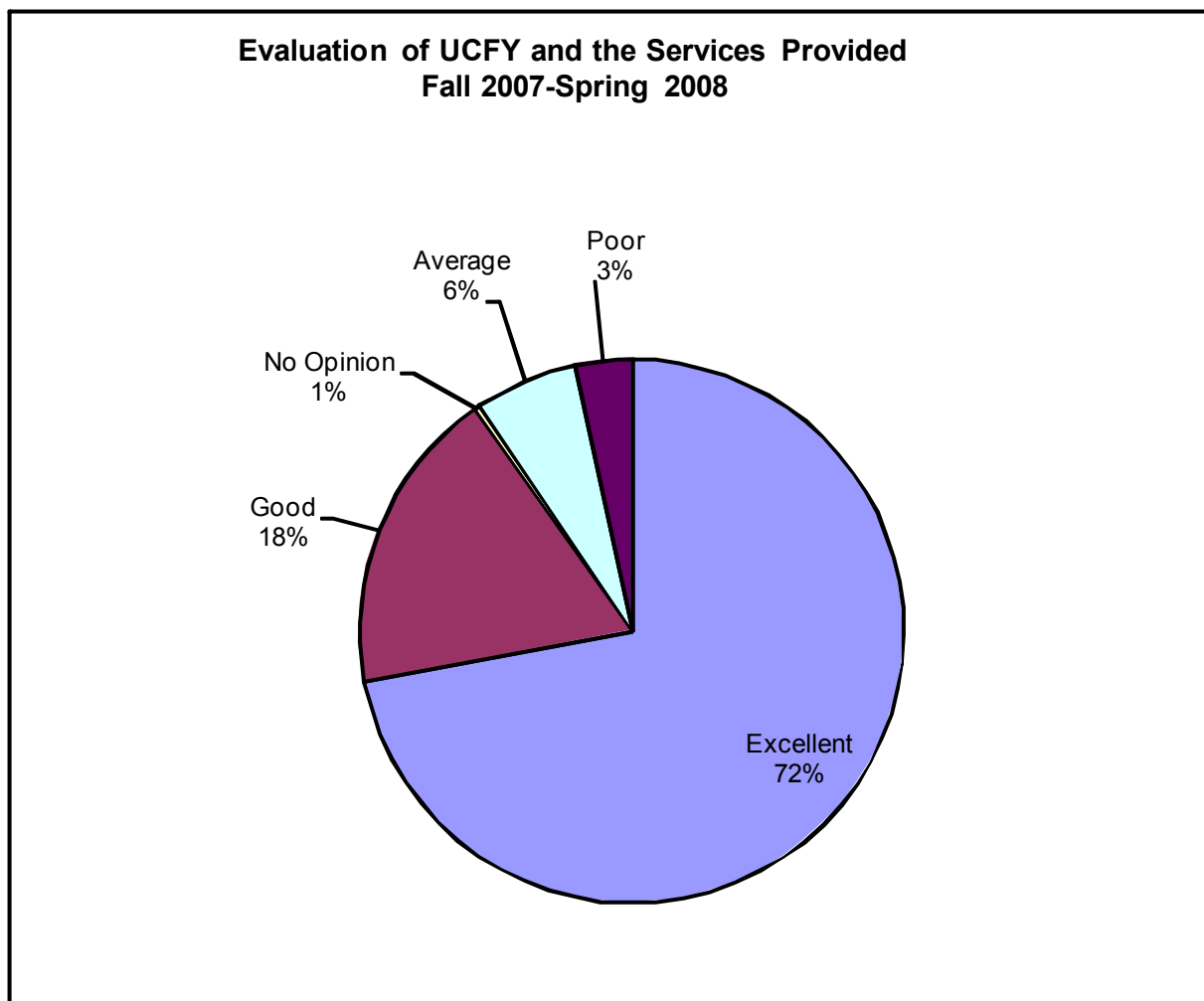
Program Accomplishments & Results

The Center for Freshman Year has the responsibility to provide the advising and registration information that prepares new students for their first year of enrollment at LSU; to give students the opportunity to confirm their choice of major and to make an informed decision about their course of study and major during their first year of college; to offer students the benefit of professionally trained college counselors; and to supply the senior colleges with a select group of students prepared to engage in specialized training and education.

The UCFY counseling recorded 14,571 different student contacts during the 2007-08 academic year. 456 (67%) of the 676 undecided students declared a specific major after participating in a variety of career workshops and individualized career counseling. 1614 UCFY students entered into senior colleges during the 2007-2008 academic year.

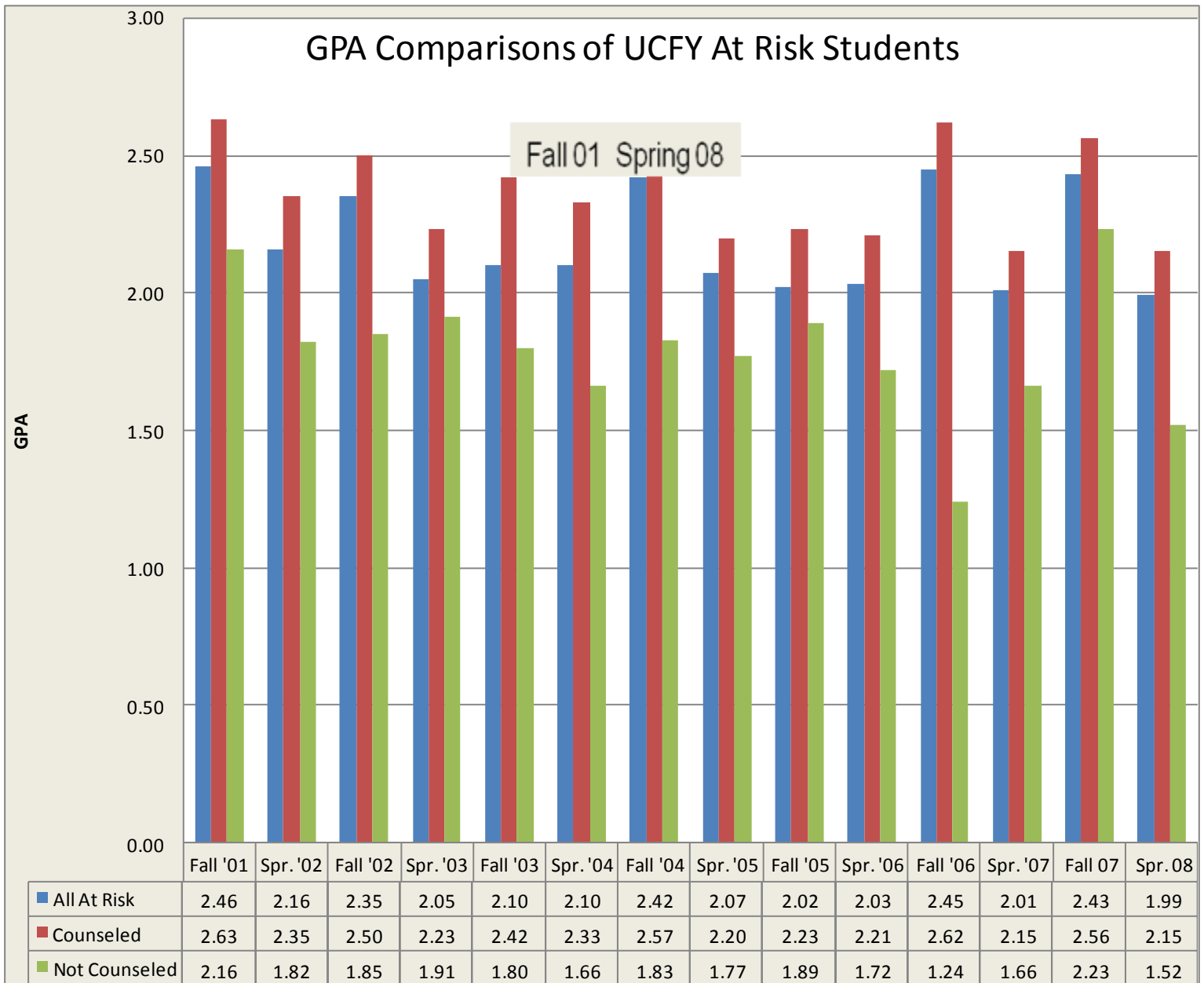
Program Accomplishments & Results

- 86% of UCFY students completed 2007-08 academic year in good academic standing (2.0 GPA or higher)
- Average GPA of UCFY students at the end of the 2007-2008 academic years was 2.819 (University undergraduate average 2.895)
- 21% of UCFY Fall enrollment earned 3.5 GPA or higher for Fall 2007
- 67% of Fall Undeclared majors selected a major by end of spring 2007 Semester
- 2168 students responding to surveys of counseling services with a 91% rating of good to excellent service



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Program Accomplishments & Results



Center for Freshman Year

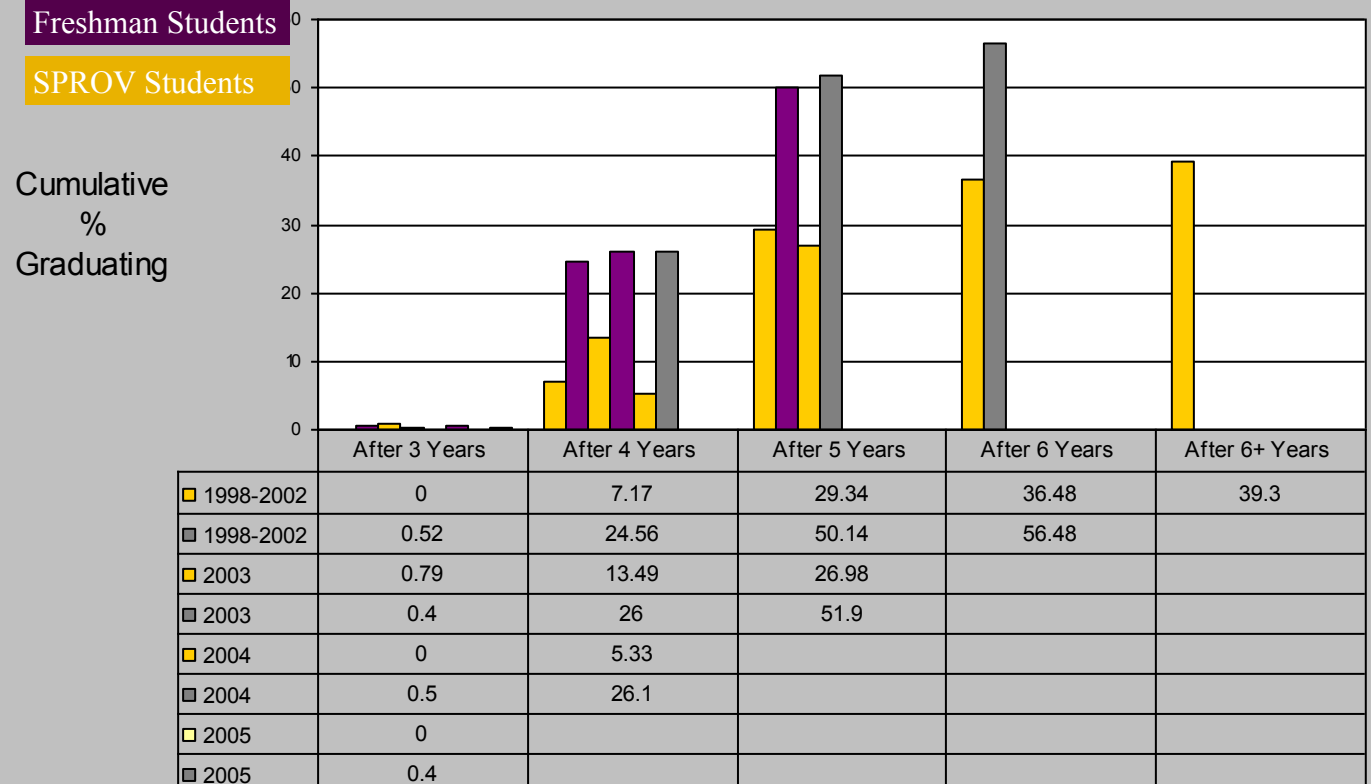
Program Accomplishments & Results

Summer Provisional Program

Vision: The LSU Summer Provisional Program is an academic “bridge” program designed for students who have not yet met regular freshman admission requirements, but who show promise of being academically successful at LSU.

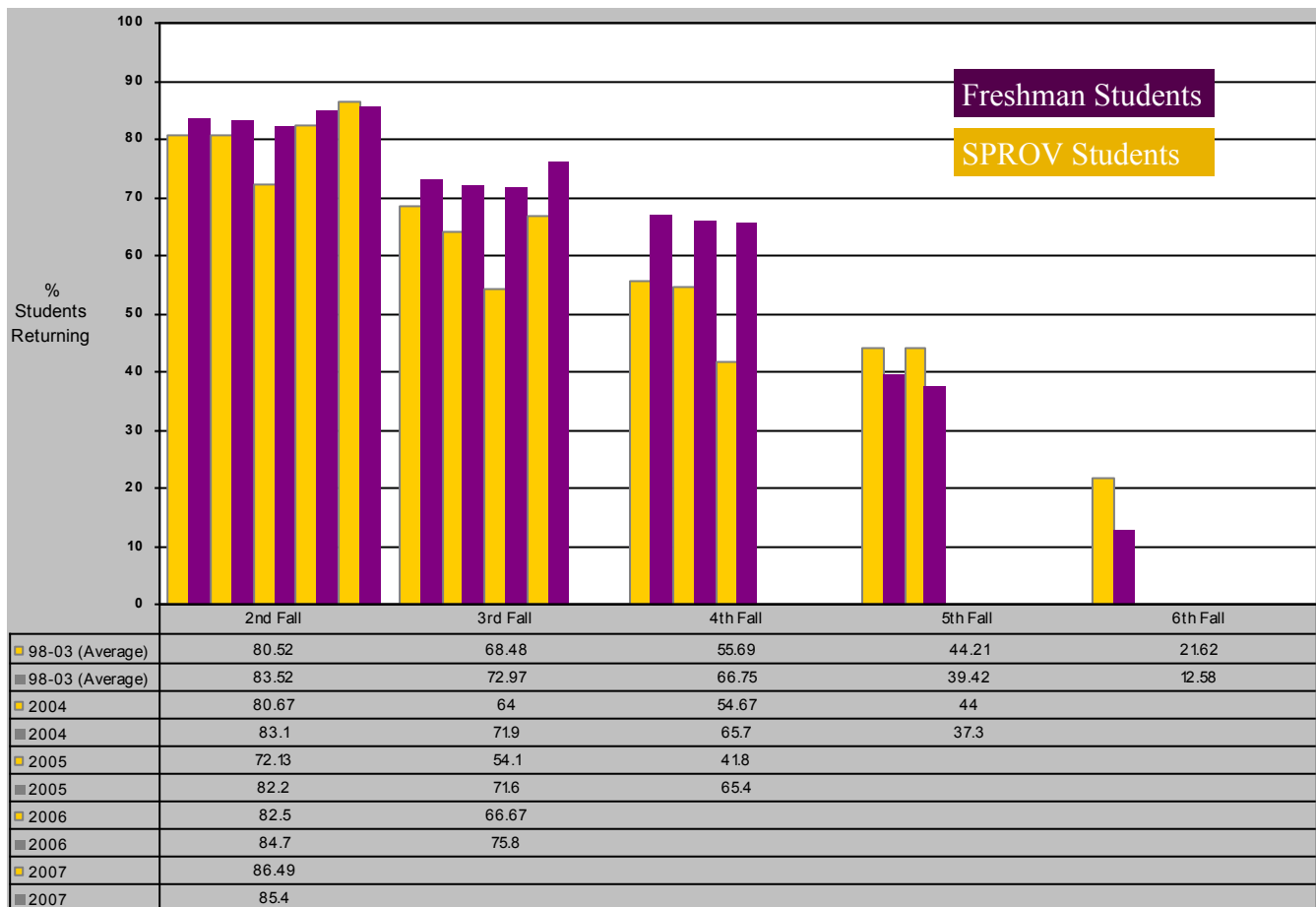
Mission: To provide students with a structured academic program, and to monitor the students’ progress to help ensure their success at LSU.

**Cumulative % Graduation Rates
of SPROV Students
Compared to Freshman Students**



Program Accomplishments & Results

Trends & Retention Rates of SPROV Students Compared to Freshman Students



“Fifth Fall” and “Sixth Fall” reflect a decrease in number, partially due to the 4- and 5-year, respectively, cumulative % graduating.

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Pictures from 2007-2008



Academic Distinction Award recipients honored at the 2008 University College Honors Convocation: front row (l to r): Nicolas Duchamp, Michael Collins, Nichole Anderson, Dr. Carolyn Collins; back row (l to r): Dr. F. Neil Mathews, John Fike, Katelyn Johnson, Shiloh Meyers



Dr. Carolyn Collins receives a service award for 35 years at LSU as her Executive Staff and Advisory Board Members join her at the 2008 University College Staff Appreciation Award Ceremony

Center for Advising & Counseling



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Center for Advising & Counseling



Sharon Wright
Assistant to Dean
Center for
Advising and
Counseling

THE CENTER'S
STAFF COUNSELS
AND ADVISES
STUDENTS,
ASSISTING THEM
IN SELECTING AN
ACADEMIC
PROGRAM THAT
WILL MEET THEIR
CAREER GOALS.

Program Vision

As part of the University Flagship Agenda, vision of the Center for Advising and Counseling is to provide a variety of services and programs that meet the personal, academic, and career goals of new and continuing students who are enrolled in the Center.

Program Mission

The mission of UCAC is to provide an academic home for students with 30-plus hours of college credit who are seeking entry to a senior college at LSU, for students pursuing one of the pre-professional programs in Allied Health and Nursing at the LSU Health Sciences Centers in New Orleans and Shreveport, and for students attending the University in a variety of special enrollment categories. A comprehensive counseling and advising program is provided to meet the personal, career, and academic needs of these students. Services include, but are not limited to,

- Assisting with orientation and scheduling assistance for new and continuing students
- Coordinating advising for students moving across academic units of the University through a system of referrals
- Offering daily counseling/advising assistance to students throughout the semester
- Providing career guidance and alternative-track degree options
- Offering a variety of workshops and programming to meet the demands of student organizations and special groups, both on and off campus
- Reviewing academic appeals and applications for admission
- Connecting as liaisons with academic colleges and departments as well as with enrollment management units and student life units
- Tracking retention rates and students' performance to determine effectiveness of programs
- Providing guidance for application and admission to professional health sciences programs

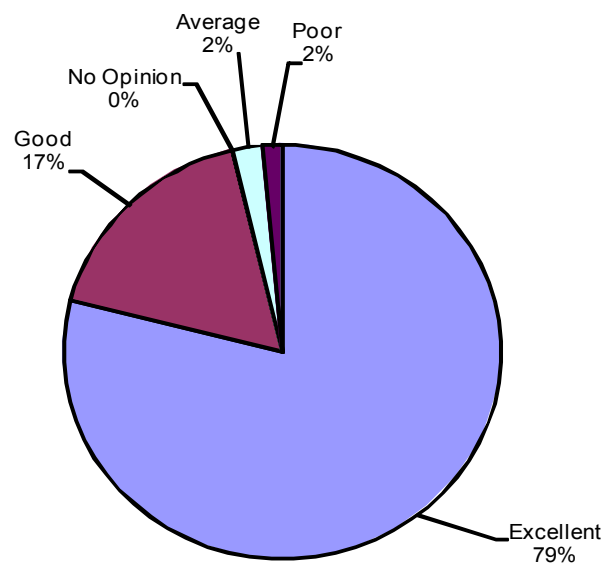
Program Accomplishments & Results

The Center for Advising and Counseling serves at the academic unit for students continuing enrollment at the University beyond the 30 hour enrollment limit of the Center for Freshman Year and who have not yet met admission requirements to a degree granting senior college. The success of UCAC counseling can be measured by the retention rate of this student population, the movement of these students into senior colleges, and thus a reduced size of enrollment in the center. The average rate of UCAC students returning on campus for the 4th year is 60%. During the 2007-2008 academic year 1670 students (36%) of the UCAC enrollment, were admitted to a senior college. UCAC enrollment has shifted from 15% (3,856) of the total LSU undergraduate population in fall of 2003 to 12 % (2,758) of the current fall 2008 undergraduate population.

Program Accomplishments & Results

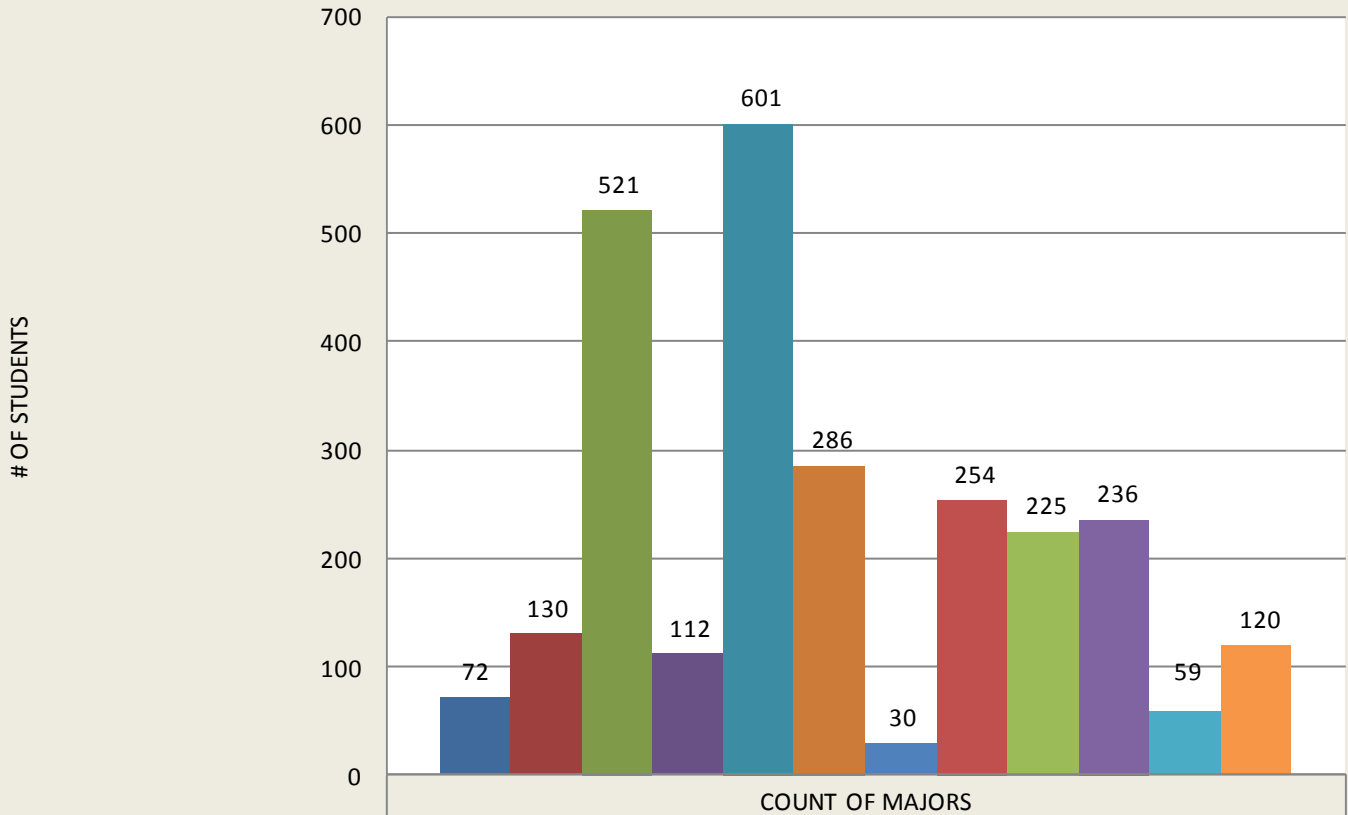
- 2.56 average GPA for all UCAC students at end of 2007-2008 academic year.
- 1,670 (36%) UCAC students admitted to senior colleges during 2007-2008 academic year.
- 84% of UCAC Spring 2008 enrollment returned to LSU in Fall 2008
- 457 students responding to surveys of counseling services with a 96% rating of good to excellent service.

**Evaluation of UCAC and the Services Provided
Fall 2007 and Spring 2008**



Program Accomplishments & Results

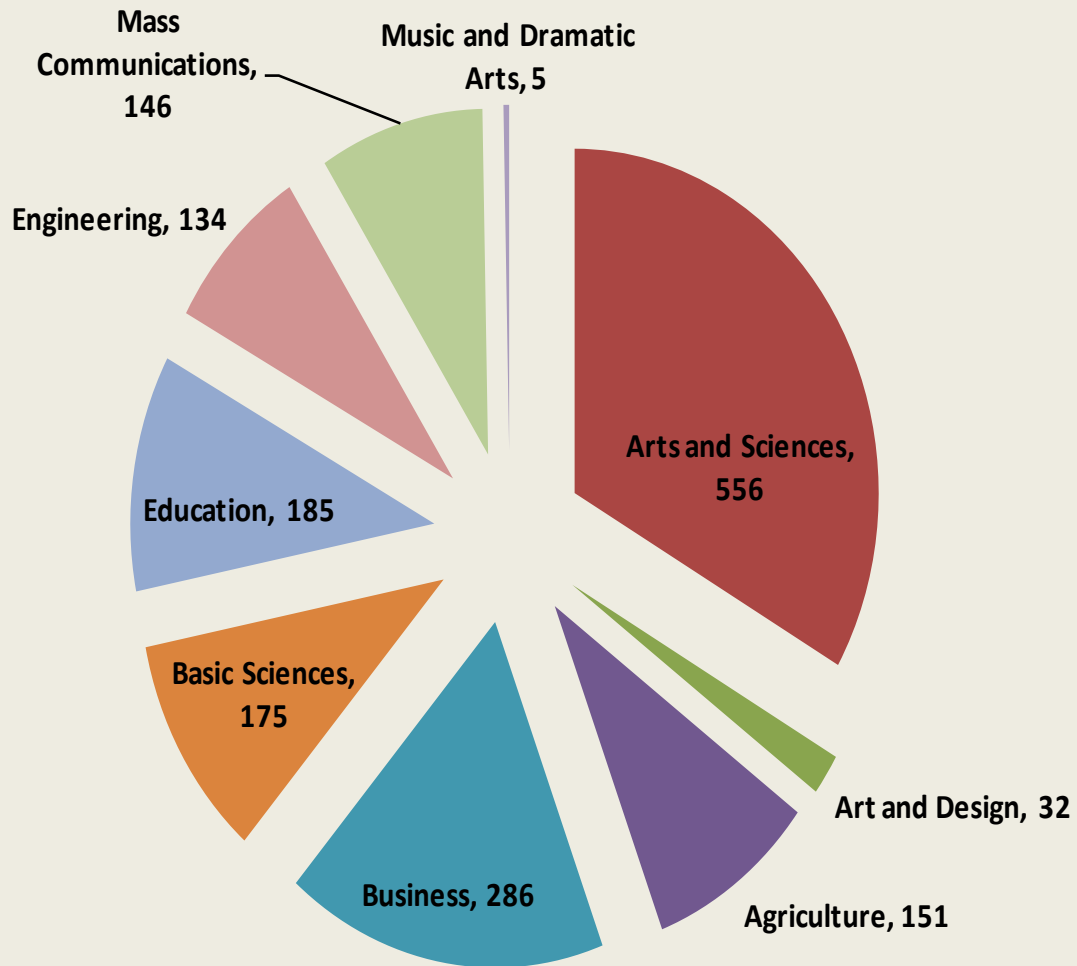
1S2009 UCAC MAJORS AT END OF SEMESTER



	COUNT OF MAJORS
ALLIED HEALTH	72
NORAD, SCOOP, MCRI, NMATR	130
PA&S	521
PAGRI	112
PBADM	601
PBASC	286
PDEG	30
PEDUC	254
PENGR	225
PMCOM	236
PNURS	59
RADM	120

Program Accomplishments & Results

UCAC Students Moved to Senior Colleges Spring and Fall 08 Total 1670



Student Support Services



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Student Support Services



Deborah Hollier
Director
Student Support Services

STUDENT
SUPPORT
SERVICES IS A
COMPREHENSIVE,
FEDERALLY FUNDED
TRIO PROGRAM
THAT OFFERS
ASSISTANCE TO A
SMALL, SELECT
NUMBER OF
UNDERGRADUATE
STUDENTS AS LSU.

Program History

Originally called Special Services, the LSU Student Support Services grant was originally funded in 1978 by the U. S. Department of Education Office of Postsecondary Education under the Higher Education Act of 1965 (Revised). During 2004, the program was funded for an additional four years by the U. S. Department of Education. Student Support Services focuses on increasing the persistence and graduation rates for low-income, first generation or disabled students—individuals who traditionally are less likely to remain enrolled in postsecondary education to graduation.

Program Vision

The Student Support Services vision is to increase retention and graduation rates for selected LSU Students [identified by the Higher Education Act of 1965 (Revised) as disadvantaged] and to facilitate their transition from one level of education to the next. Currently this program provides academic services to 280 LSU students who meet the eligibility requirements identified by the Higher Education Act of 1965 (Revised) and listed below.

All participants must have an academic need **and** be either First Generation, Disabled or Low-Income students.

Academic Need (including but not limited to):

- predictive indicators
- low high school grades
- failing grades
- lack of academic preparedness for college level work
- need for support to raise grades in required courses for major
- lack of educational and/or career goals

And

First Generation (neither parent earned a baccalaureate degree) and/or

Low-Income (Family income is 150% or lower of poverty level (as established by the U. S. Department of Health and Human Services)

Or

Disabled

Program Mission

The program vision will be accomplished by providing a wide range of academic services, such as free tutoring; specialized personal, academic and financial counseling; a study skills course; peer mentoring; career advising; as well as cultural opportunities to program participants. It is through these opportunities that program participants will become better integrated into the collegiate arena, meet their academic goals and obtain their baccalaureate degree.

Program Accomplishments & Results

During 2007-2008, SSS staff focused on continuing to provide appropriate and timely services to current program participants while at the same time observing the changes occurring in both the academic arena and the levels of academic, social and life skill prep of low-income, first generation students arriving at LSU. As a result of these observations and changes proposed by the Higher Education Opportunity Act in Congress, the SSS staff has begun discussions about development of and/or revisions to current services that will better address the retention issues facing program participants.

The SSS staff continues to collaborate with other campus offices that directly impact low-income, first generation and disabled students to increase the chance for success for program participants as well as all program eligible students. In addition, the Director and Assistant Director are active on committees both on campus and in the state and regional TRIO organizations to ensure that low-income, first generation college students receive the appropriate and necessary services to lead to completion of their academic endeavors at the same time that LSU pursues its National Flagship Agenda.

During 2007-2008, the SSS Assistant Director, Craig Winchell, continued his term on the LSU Staff Senate as well the second year as SWASAP (Southwest Association of Student Assistance Programs) Board Representative for LASAP (Louisiana Association of Student Assistance Programs). Both provide additional access for improving the quality of educational opportunities for low-income, first generation students at LSU. The Director, Deborah Hollier was also elected to the LASAP Board for a two year term as Treasurer.

SSS Outcomes for 2007-2008

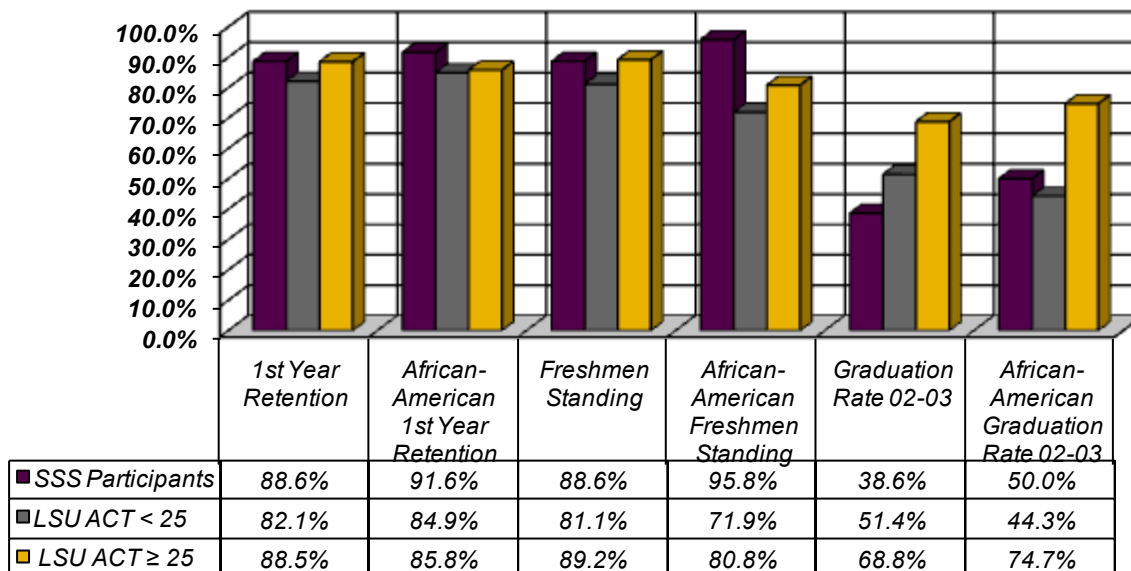
The objectives of Student Support Services are defined in the SSS grant as retention, good academic standing and graduation rates. The graduation rate for the 2002-2003 African-American SSS Cohort was successful at 50% and exceeded the 44.3% LSU rate for the like cohort. The overall graduation rate for the 2002-2003 did not meet the freshmen cohort met the SSS graduation goal. It is the decrease in the overall graduation rates for SSS participants that created the sense of urgency to revise and develop new services to better meet the needs of the low-income, first generation students of today.

The U. S. Department of Education no longer utilizes the freshmen to sophomore retention number, focusing exclusively on the overall retention and/or graduation of program participants for each fiscal year. SSS met that objective with 90.2% of the SSS students either graduating during 2007-2008 or returning to LSU for the fall 2008 semester. The rate for freshmen retention while improved from 2006-2007, continues to fall short of the SSS retention rates a decade ago. This appears to be due in part to higher senior college admittance standards as well as increased disparity between student perception of academic abilities and actual academic performance. The academic standing level of SSS participants continues to rise. Currently 92.4% of Active SSS students and 100% of SSS students still enrolled, but not currently receiving services are in good academic standing.

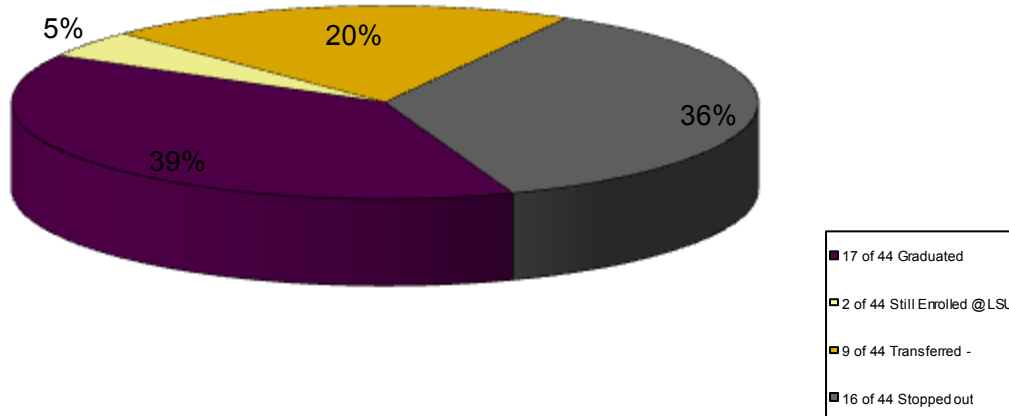
- The Retention/Graduation rate for the 2007-2008 SSS students was 90.2%
- The SSS freshman to sophomore retention rate for 2007-2008 was 88.6%
- The SSS freshmen to sophomore retention rate for African-American/Black students was 91.6%
- The SSS freshmen class posted a good academic standing rate of 88.6% with an average GPA of 2.74
- The SSS African-American/Black freshmen class posted a good academic standing rate of 95.8% with an average GPA of 2.92
- The SSS program good academic standing rate was 92.4% with an average GPA of 2.74
- The SSS African-American good academic standing rate was 91.5% with an average GPA of 2.68
- The 2002-2003 SSS six year graduation rate was 38.6%

Program Accomplishments & Results

SSS Objectives Comparisons



2001-2002 Cohort Information



Summer Scholars Program



... Where Excellence Begins

Summer Scholars Program



Randy M. Fontenot
Coordinator

SUMMER SCHOLARS
STUDENTS ARE GIVEN
THE OPPORTUNITY TO
ADJUST TO DEMANDS
OF COLLEGE LIFE,
BOTH IN AND OUT OF
THE CLASSROOM.

Program History

The LSU University College Summer Scholars Program (SSP) was established in 1991 as a summer bridge program for the recruitment and retention of African-American students at the University. A committee of LSU administrators wrote a proposal to fund the attendance of 30 African-American students to the University. These students were incoming freshmen with a minimum grade-point average of 2.4 and an ACT score of at least 18. In addition, these students were to agree to continue their education at LSU, ultimately graduating from the University. The budget for the 1991 summer program was approximately \$93,345, which included tuition, board, meals, books/supplies, student jobs, coordinator salary, and other operational expenses. Mrs. Nona Mack-Haynes was selected as the first coordinator of the Summer Scholars Program. She served in that capacity until her retirement in 2001. Dr. Carolyn C. Collins, associate vice chancellor and dean of University College, appointed Dorothy Morgan as her successor. In 2005, Randy M. Fontenot was appointed as the third coordinator. The Summer Scholars Program is housed in 150 Allen Hall on the LSU campus.

Program Vision

The LSU Summer Scholars Program is envisioned as a comprehensive program that provides selected under-represented minority students with a structured environment conducive to building the fundamental skills necessary to enhance the likelihood of successful completion of a baccalaureate degree. The eight-week program provides the program participants with extensive academic, career, and personal counseling. Additionally, students will participate in and attend a variety of programs, seminars, and workshops designed to maximize their academic success.

Program Mission

In keeping with LSU's National Flagship Agenda, the mission of the Summer Scholars Program is to strategically recruit and retain top students from under-represented populations at the University. The program offers a holistic approach to meeting the demands of the University both in and out of the classroom. In an effort to carry out its mission, the Summer Scholars Program provides some financial assistance to ensure that Louisiana's most talented under-represented students will have access to the State's flagship university.

Program Accomplishments & Results

The LSU Summer Scholars Program is designed to prepare participants to make a successful transition from high school to the University. This summer experience offers students the opportunity to become adjusted to the academic, personal, and social challenges that students may encounter.

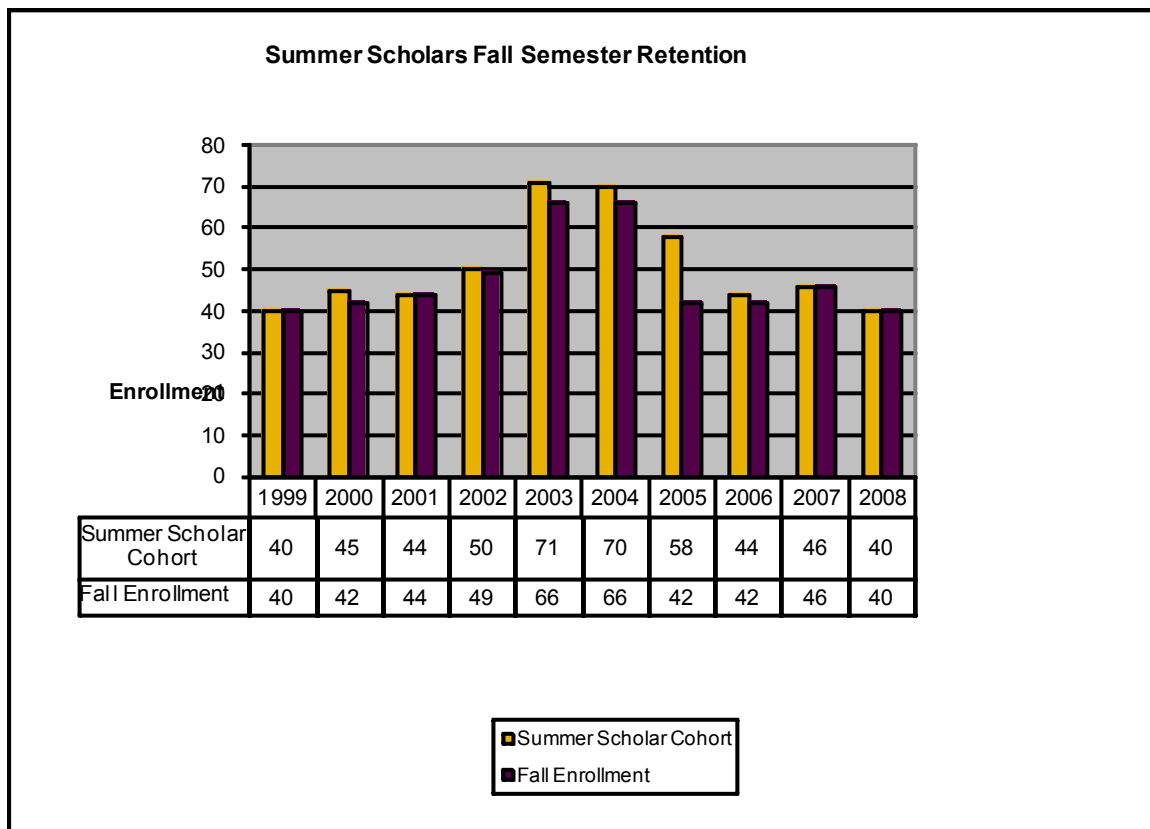
The 2008 Summer Scholars Program:

- Provided students and parents with information on academic requirements, fees, student resources and University regulations at the Program's orientation session.
- Participants successfully completed 6 hours of freshman level course during the summer Session.
- Students were taken on weekly tours of the campus to familiarize them with buildings, departments and class locations.

Program Accomplishments & Results

The 2008 LSU Summer Scholars Program:

- Attended weekly lecture series on topics such as: college study skills, career decisions making, stress management, wellness education, money management, and financial aid.
- According to the student survey, 100 % of the students felt better informed about campus resources.
- Seventy percent of the students that responded to the program evaluation agreed that participating in the Summer Scholars Program was a deciding factor in choosing LSU.
- All 40 participates were assigned to a former Summer Scholars student mentor at the “Meet Your Mentor” social
- Ninety-five percent of the students polled reported that they had used one or more of the campus resources featured at the summer lecture series.
- Eighty-three of the student responding to the program evaluation reported joining one or more student groups, organizations, or committees since the start of the Fall semester.
- Participants earned an ending composite grade-point average of 3.36.
- Results of the program evaluation indicated that 96% of the 2008 Summer Scholars students found that the program lessened their anxiety about attending LSU.
- One hundred percent of the 2008 Summer Scholars Program class enrolled as a full-time student for the following fall semester.

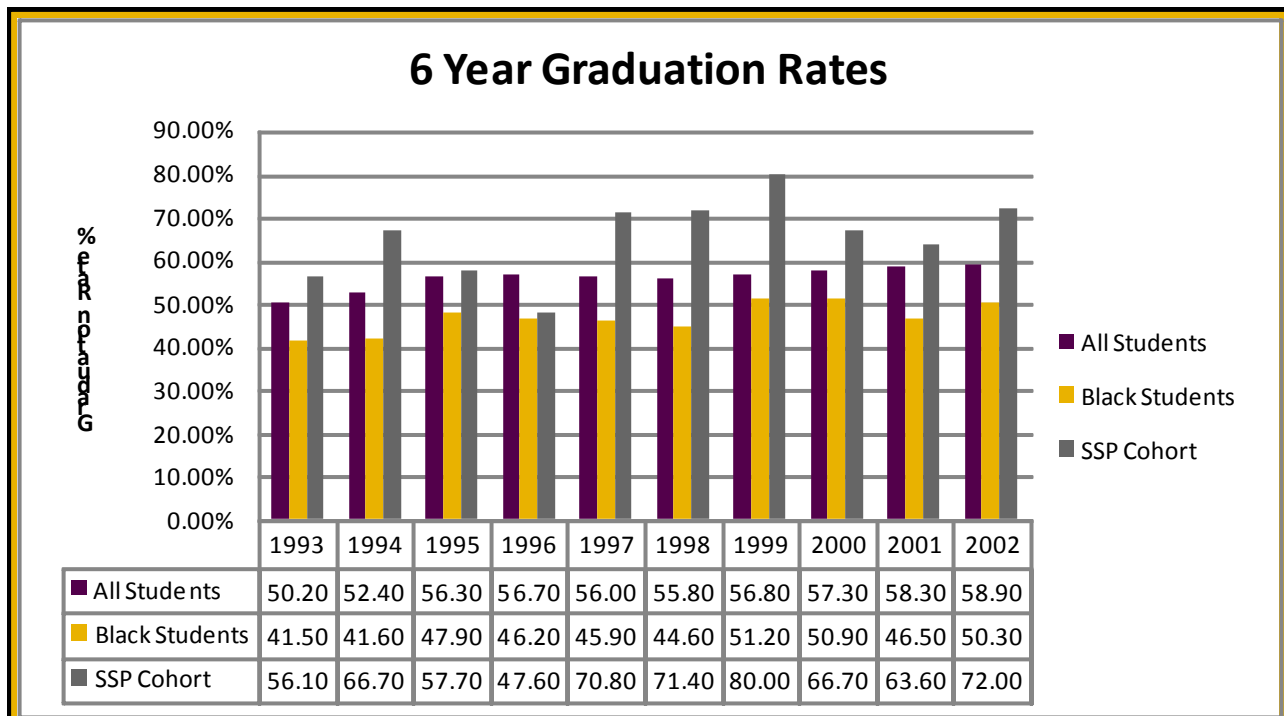


Summer Scholars Program

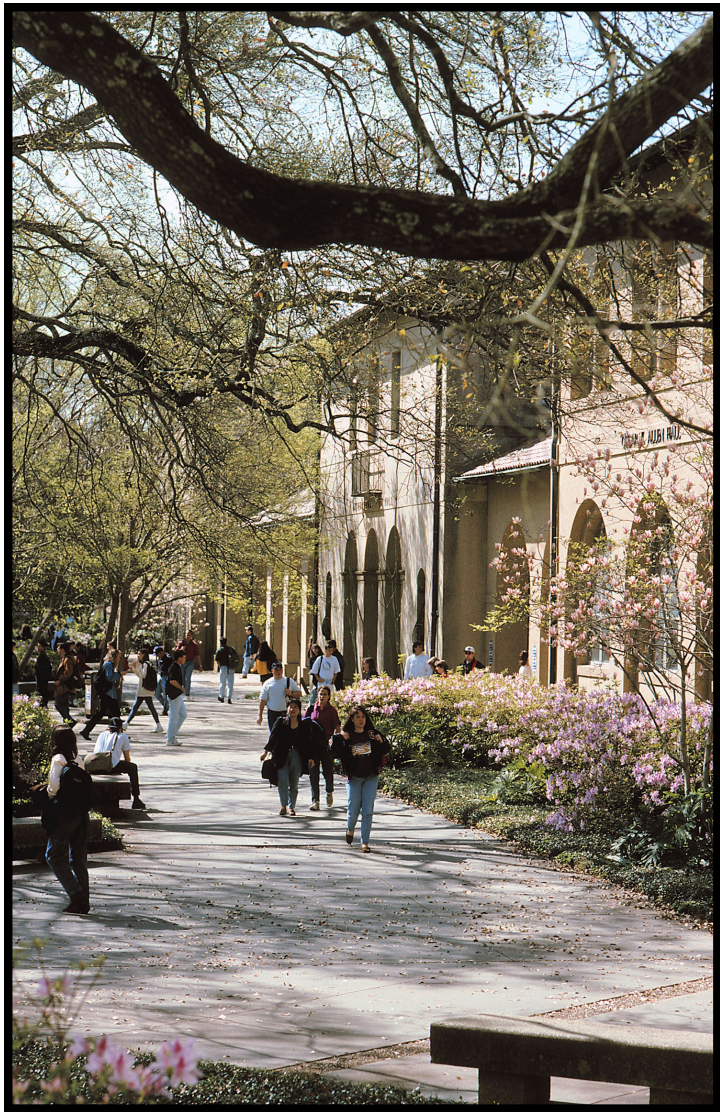
Program Accomplishments & Results

1998-2008 Summer Scholars Program Data

Year	Summer Scholars Cohort	Fall Enrollment	Four Year Graduation Rate	Six year Graduation Rate
1998	21	20	57.1%	71.4%
1999	40	40	42.5%	80.0%
2000	45	42	31.1%	66.7%
2001	44	44	25.0%	63.6%
2002	50	49	36.0%	72.0%
2003	71	66	25.4%	N/A
2004	70	66	20.0%	N/A
2005	58	55	N/A	N/A
2006	44	42	N/A	N/A
2007	46	46	N/A	N/A
2008	40	40	N/A	N/A



Summer Opportunity Program



... Where Excellence Begins

Summer Opportunity Program

Program History



Carolyn C. Collins
Associate Vice Chancellor
& Dean, University College
Coordinator, Summer
Opportunity Program

In 2002 an analysis of the Entering Freshman Students profile indicated a need for a summer bridge program that would enable students with academic challenges, to successfully engage in college study. This target group of students was likely to have an ACT score in the 18-24 range, major in highly selective majors, and be admitted in regular and special categories. That same year, Dean Carolyn Collins recommended to the Chancellor and the LSU Board of Supervisors, the Summer Opportunity Program as a mechanism to address these student-centered issues. On Friday, April 19, 2002 the LSU Board of Supervisors approved the concept of the Summer Opportunity Program and authorized LSU to award a total of 20 to 30 summer scholarships to new freshmen. In the summer of 2002, the first students entered the program.

Program Vision

The Summer Opportunity Program seeks to provide a challenging academic experience for students that will fully develop their writing, research, and study skills. Likewise, the program seeks to foster personal development, community involvement, and employment skills for its participants. Targeted students meet the basic admission standards of the University, but have a profile somewhat different from the regularly admitted admission pool. University College created the Summer Opportunity Program (SOP) to assist and retain this special population of students. By implementing the SOP, LSU and University College directly address the strategic goal: *“To attract, retain, educate and graduate highly qualified students.”*

Program Mission

Achieving the vision of the program is a multi-layered process in which students utilize on campus academic resources including, among other things, Middleton Library, Computing Services, the Writing Center, and the Center for Academic Success. To foster employment skills, students meet with representatives from departments such as the Office of Human Resource Management and Career Services. Likewise, many of those students who are interested in working are employed as student workers in on-campus jobs. Finally, to enhance community involvement and personal development, students are introduced to student organizations and resources such as the Office of the Dean of Students, LSU Ambassadors, the LSU Recreation Center, the Office of Multicultural Affairs, and LSU Student Government.

THE SUMMER
OPPORTUNITY
PROGRAM PROVIDES
STUDENTS WITH
EXTENSIVE TRAINING
IN WRITING,
RESEARCH, AND
STUDY SKILLS.



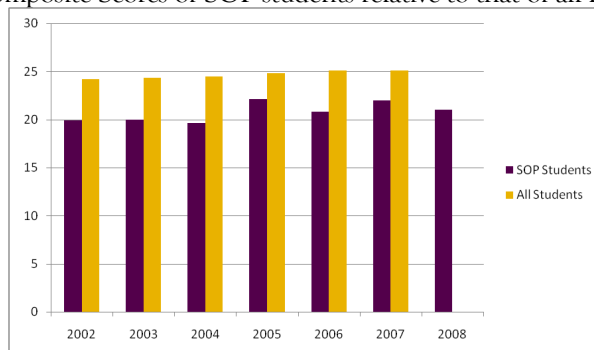
2008 Summer Opportunity Program Students

Program Accomplishments & Results

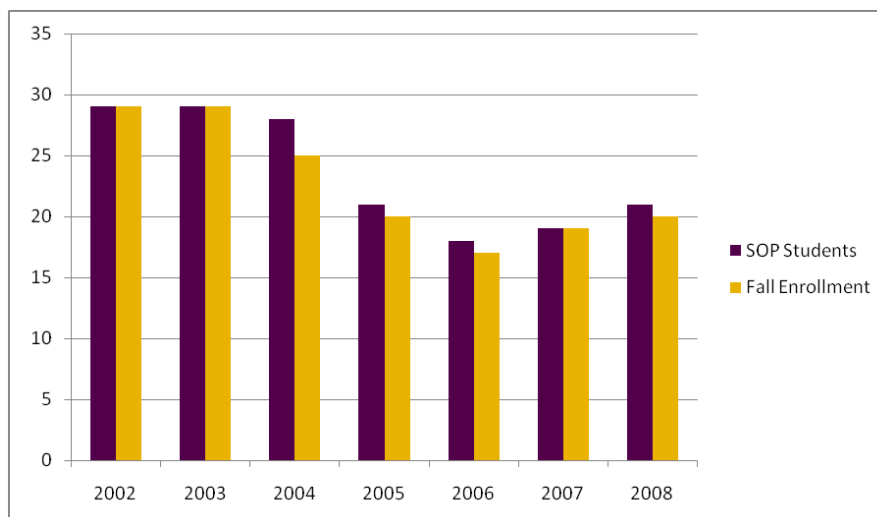
For the 2008-2009 academic year, the Summer Opportunity Program:

- Welcomed 21 participants into the program for summer 2008, with an average ACT of 21.
- Program participants completed the semester with an overall GPA of 3.00.
- Provided 16 cultural and educational group seminars, including presentations by Student Support Services, Office of Financial Aid, Dean of Students, Student Health Center, the Center for Academic Success, and the LSU Libraries.
- Provided a monthly calendar of assignments and events to inform students of program activities.
- Included involvement of 2 former SOP participants, to assist and mentor new participants.
- Incorporated essential training and exercises such as resume writing, portfolios, and employment etiquette.
- Created enrichment assignments and activities based on seminar presentations to enhance student comprehension and retention of presented material.
- Helped students to develop their career, writing, and study skills with site visits to the Careers2Geaux website, the Middleton Library, as well as on-campus employment assignments.

The Average ACT Composite Scores of SOP students relative to that of all Freshmen is shown in the following table.



The enrollment of the students in the Summer Opportunity Program relative to their enrollment on the 14th day of class in the Fall of that year is as follows.



... *Where Excellence Begins*

Summer Opportunity Program

Program Accomplishments & Results

- 46% of students who evaluated the program rated major and career seminars as “excellent” and 46% rated these seminars as “good”
- 54% of students who evaluated the program indicated that the seminars were the most beneficial in preparation for the fall semester
- Based on responses from parent evaluations, the Summer Opportunity Program was an excellent program to help students become familiar with the LSU campus and its many resources, which in turn, helped build students’ self-confidence
- One parent wrote the following response when asked what aspect of the Summer Opportunity Program would be considered the most beneficial for their son/daughter: “The structure of the program. I liked knowing that my son was going to be in an environment that encouraged growth”
- Other parents described these benefits of the program: seminars, career counseling, resource availability, taking college courses, the chance to meet fellow students, and getting acquainted with campus

**Percentage of SOP Students
Enrolled Full-time in Subsequent Years,
as Compared to % LSU Students**

Year	Original SOP Class	Returned Fall of 2 nd Year		Returned Fall of 3 rd Year		Returned Fall of 4 th Year		Returned Fall of 5 th Year	
		SOP	LSU	SOP	LSU	SOP	LSU	SOP	LSU
2002	29	82.8%	83.8%	58.6%	72.9%	58.6%	67.5%	41.4%	38.6%
2003	29	86.2%	85.1%	79.3%	73.3%	72.4%	66.8%	27.6%	38.1%
2004	28	75.0%	83.1%	78.6%	72.0%	64.3%	65.9%	25.0%	37.4%
2005	21	76.2%	82.6%	42.9%	72.0%	38.1%	65.7%	N/A	N/A
2006	18	55.6%	84.7%	50.0%	75.8%	N/A	N/A	N/A	N/A
2007	19	73.7%	85.4%	N/A	N/A	N/A	N/A	N/A	N/A

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