

**UNIVERSITY OF LOUISIANA SYSTEM
STUDENT ACCESS AND SUCCESS INITIATIVES**

June 2007

The eight campuses of the UL System have been provided with funds earmarked for programs and services associated with the NASH student access and success initiative. Campuses plan to utilize these funds (planned to be designated as “restricted” pending UL System Board approval at the June, 2007 meeting), as follows:

GRAMBLING STATE UNIVERSITY

To aid in the transition to selective admissions, Grambling proposes two initiatives to utilize the funds. One involves placing increased emphasis on the university’s historic mission of serving students who have been underserved, and the second seeks to address inadequate academic preparation by potential students.

Requested funds would be utilized to reprint and distribute informational literature about Grambling, host two conferences for high school counselors and principals, develop several one-minute radio announcements focusing on the importance of meeting admissions criteria, develop advertisements to assure proper college preparation, and travel by admissions and recruitment personnel to alumni meetings across Louisiana to distribute literature and discuss the importance of selective admissions.

Secondly, the funds would be used to reduce the cost of the Adams Bridge to College Program, a summer program designed to aid applicants who are deficient in one or two units of coursework. This initiative will result in more students being prepared for admission to the university.

LOUISIANA TECH UNIVERSITY

Louisiana Tech has identified several uses for the funds. The first is to award dual enrollment scholarships funded by the university. A second initiative involves the Summer Scholars Program, which is a summer bridge program for Engineering and Science first-time freshmen with Math ACT scores of 22-26. This program’s purpose is to prepare 40 students for their initial Engineering course block in the fall semester. This program will cover tuition only. Another use for the funds is to pay student workers (and possibly staff, exclusive of benefits) to work in the Bulldog Achievement Resource Center to provide writing and math assistance to students.

Funds will also be utilized in Division of Student Affairs where five Student Development Coordinators will be employed, whose responsibility will be to recognize at-risk students and provide intervention and/or referral to university resources and to advise the African American Male Initiative, which provides programming in key areas for retention. An additional use for

requested funds would include the salary for a Director of Multicultural Affairs, who is the primary administrator addressing development programs and projects for students of color.

MCNEESE STATE UNIVERSITY

McNeese plans to utilize the funds in their *On-Track Incentive Program*, which is designed to encourage students to pursue college advancement during summer school periods. The program provides eligible students with financial assistance to do just that. Those targeted for this program include: (1) TOPS recipients who have completed 24 hours during the 2006-07 academic year are eligible for a \$400 award. (2) Students participating in the PASS Summer Transition Program (English or mathematics) are eligible to receive a \$200 incentive toward tuition/fees. (3) Other students who enroll in at least three credit hours during the summer may request assistance through the On-Track Incentive Program. Those given priority will include students attending summer school to complete degree requirements within the next year; students attempting to maintain eligibility for other programs; early admission students; senior students (90 hours or more) returning to McNeese after an absence; and students experiencing hardship due to the effects of the 2005 storms. Such awards generally will not exceed tuition/fees.

NICHOLLS STATE UNIVERSITY

Nicholls will utilize funding to implement Phase I of a plan to improve the success rate of freshman mathematics; a plan modeled after the "Math Emporium" program (developed by Virginia Tech and adopted by University of Alabama and LSU). These universities have implemented computer labs for a variety of math sections; success rates have improved by as much as 38%.

The funding will be used to purchase a ceiling-mounted projector, 50 computers, desks, and chairs, and help establish the network and electrical infrastructure for the program. Initially the program will be piloted with fifty percent of the college algebra sections with additional sections to be added during the Spring 2008 semester.

Students will be required to be present for weekly one-hour focus group sessions as well as three hours in the math lab. Mathematics instructors, graduate assistants, and tutors will be available to help students. Each instructor will spend four hours in the lab for each section of the class assigned to him. Technical assistance will be provided.

NORTHWESTERN STATE UNIVERSITY

Northwestern will establish a plan to construct two new facilities that will positively impact student success -- a testing center and a multi-disciplinary tutoring lab. The testing center will allow for students to take exams in a quiet and carefully monitored area and will be equipped with 100 workstations containing state-of-the-art computers. Students would have flexibility to schedule exams at the time of the day that best suits their individual learning styles.

The tutoring center will provide a large area in which students from all disciplines on campus can receive tutoring from peers and faculty members. One hundred computer stations will be available and individual smaller rooms will be constructed for individual tutoring sessions.

The tutoring center will also have a large adjacent meeting room where professors can bring classes for review sessions prior to tutoring sessions or where student/faculty meetings can occur. Such a room will enable professors to prepare students for tests, hold informal meetings, or host guest speakers in a state-of-the-art space.

SOUTHEASTERN LOUISIANA UNIVERSITY

Southeastern will utilize the funds to assist in the implementation of the Center for Student Excellence. One of Southeastern's key elements for improving access/success focuses on improving freshman success through implementation of a mandatory freshman success course and the creation of an academic advising center to serve new freshmen. These activities and services will be housed in the new Center for Student Excellence. The University currently is searching for twelve freshmen advisors who will work with existing staff and faculty to teach the freshman success course and to advise beginning freshmen. The funds will be used to help defray the cost of implementing and operating the Center, including staffing, acquiring computers and other instructional technology, making facilities enhancements, tutoring, providing supplemental instruction, etc.

UNIVERSITY OF LOUISIANA AT LAFAYETTE

UL-Lafayette plans to utilize student access and success funds for various purposes. One is a faculty advising award program which honors 55 advisors annually. In Spring 2007 forty-five experienced advisors each received awards of \$1,000 and 10 new advisors each received \$500. Each advisor was required to advise at least 20 undergraduate students and to attend at least two advisor training activities. Because of this incentive program, there is increased participation in advisor training as well as increased satisfaction by students.

A second initiative is dual enrollment by high school students. The success rate of over 200 recently enrolled dual enrolled students has exceeded 90%. Some of the funds would be applied to continue this program.

It is also expected that funds will be applied to ULL's mentoring program, where faculty and staff volunteers are paired with nearly eighty incoming students who have been admitted by exception. These students enroll in a freshman seminar as a group and are required to contact their mentors bi-weekly. Initial data indicates that the students who participated in this program had GPA's nearly equal to those students who were regularly admitted. They also performed significantly better than other students admitted by exception who did not participate in the program.

The university is also purchasing a sophisticated digital imaging system for the Registrar's Office. Funds can be used for this purchase which will allow online posting of transcripts of transfer students. In turn, this will provide easy access for academic advisors who evaluate course equivalencies for these students.

The university has instituted a new scholarship program for those students who meet regular admission criteria but who fall below the U.S. poverty level. An annual grant of \$3,000 to 100 such entering first-time freshmen will be awarded. Those students who maintain good academic standing will continue to receive the stipend for four years. Funds will be applied for this purpose as well.

UNIVERSITY OF LOUISIANA AT MONROE

UL-Monroe proposes to utilize the funds to defray the cost of implementing a plan to improve the success rate of first-year mathematics courses. The redesign adds a modular approach to the "Math Emporium" model developed by Virginia Tech and instituted at LSU.

The funds will be used to purchase 120 computers, desks, chairs, and network and electrical upgrades to outfit the university's Mathematics Resource Laboratory. All college algebra students will participate in ULM's redesigned program and will make use of this teaching lab. Math 110, an algebra class designed for students with ACT math scores in the range of 18-20, will be divided into group and individual instruction and will meet twice a week in small classes for lectures and individualized training. Math 111, a course for those students with ACT math scores of 21 or higher, will also meet twice a week for small class lectures and independently utilize the technology in the center.

When a student is unsuccessful in a module, he will be required to repeat the model in the current semester. With this approach, students have the ability to continue to build on already acquired skills.