

Sixth Annual Report for the Legislative College Opportunity Program 2000-2001

The fifth annual report responds to Senate Bill 1505, Section 17.14 of the 1994 North Carolina General Assembly, which provides the following:

UNC/Legislative College Opportunity Act Pilot Program, Sec. 17.14: Of the funds appropriated to the Board of Governors of The University of North Carolina in this act, eight hundred thousand dollars (\$800,000) shall be allocated equally among the 16 constituent institutions. The funds shall not revert and shall be placed in trust fund accounts, with the investment earnings to be used for this program as well.

The funds shall be used to establish a pilot Legislative College Opportunity Program to recruit new students to enroll in college in future years who might not be able to attend college without incentives. The program shall be based on guidelines and rules established by the Board of Governors. The Board shall consider the needs of socially and economically disadvantaged youth in developing the pilot program with a primary goal of improving the academic performance, high school graduation rates, college going rates, and college graduation rates of youth currently underperforming in these measures. The Board shall develop the pilot program so that it provides incentives for and removes financial barriers to college attendance. The Board shall consider various academic standards and financial need in establishing the program, and the funds shall be used to pay for some portion of college attendance costs.

The Board shall establish the program guidelines and charge the campuses with implementing the pilot program by January 31, 1995. The Board shall report on the guidelines, program design and progress in implementation to the Joint Legislative Education Oversight Committee by May 15, 1995, with copies to members of the House and Senate Appropriations Subcommittees on Education. The Board shall monitor the success of the pilot program in attracting students who otherwise might not have enrolled in higher education, and shall monitor the progress of these students, with annual reports to the Joint Legislative Education Oversight Committee by May 15, 1996 and each succeeding year through 2001.

Part I. Institutional Programs

The 16 constituent institutions are at various stages in the implementation and development of the Legislative College Opportunity Pilot Program. Each institution has a coordinator for the program who has principal responsibility for its operation.

The coordinator is the campus liaison with middle and high school counselors in the region prescribed for the institution to recruit students. Students, parents, and counselors have been made aware by the coordinators of the commitment of the institution to provide funds to cover the freshman year expenses for tuition, fees and books; however, the students must satisfactorily meet the following qualifying, maintenance and completion requirements:

1. Be a North Carolina resident;
2. Be a middle grade student;
3. Have parental/guardian consent to participate in the program;
4. Be a first-generation college student and/or come from a family with an annual income that qualifies the family as disadvantaged based on federal guidelines;
5. Agree to enroll in high school courses that meet the minimum admission requirements of the Board of Governors of the University of North Carolina;
6. Commit to the guidelines and activities of the program by signing an agreement to do the following:
 - a. Maintain a "B" or better cumulative average in all schoolwork through high school graduation;
 - b. Maintain a public school attendance rate of 95% or better;
 - c. Take the Preliminary Scholastic Assessment Test (PSAT) in the 10th grade;
 - d. Take the Scholastic Assessment Test (SAT) or the ACT assessment test in the 11th and 12th grades;
 - e. Participate actively in school co-curricular activities;
 - f. Demonstrate high personal and scholastic standards;
 - g. Participate in activities that assist in achieving high academic and leadership standards;

- h. Give at least 15 hours of approved community service during each year of program participation;
- i. Remain drug free and alcohol free and obey the laws and regulations of the State of North Carolina;
- j. Apply for eligible financial assistance no later than the last term of the high school senior year.

A student makes application to the program by completing the institution's form that specifies certain expectations for both student and parents who commit to the program with their signatures.

Part II. Designated Students and Enrichment Activities

Highlighted below are some of the successes and items of interest for the LCOP for the 2000-2001 academic year:

Appalachian State University

Pre-college participants at ASU were involved National Youth Service Day, working in homeless shelters and food banks, a day camp for young children who recently lost family members due to illness and in environmental cleanup and trail maintenance programs.

East Carolina University

In the fall of 2001 ECU will offer its first LCOP scholarship to a student who completed the pre-college program at another campus.

In July of 2000 LCOP students spent three days on the ECU campus as participants in the Prudential Youth Leadership Program. They also participated, along with their parents, in the SAT / PSAT workshop and attended an ECU football game.

Fayetteville State University

Pre-college students participated in cultural and educational field trips to Spoleto and Atlanta. They also participated in a weekend academy, a college fair and financial aid and admissions seminars.

North Carolina A&T State University

Five pre-college LCOP students served as marshals for the 2001 State Science Fair, and one high school senior LCOP student presented her summer research project at the SOARS Undergraduate Research Program at Winston-Salem State University.

North Carolina A&T hosted the Mathematics and Science Education Network (MSEN) Pre-College Program for 2001, which involved the participation of over 800 minority and disadvantaged students from six sites, including LCOP students.

North Carolina Central University

NCCU was pleased to note that 17 LCOP scholars graduated in the spring of 2001.

North Carolina State University

NCSU was pleased to enroll its first LCOP student in the fall of 2000. The University also offered the LCOP Scholarship to a student who completed the UNC-Charlotte pre-college program and a student who completed NCSU's program; both students will enroll at NCSU in August 2001. Two other students who completed the program in 2001 will enroll at other colleges in the fall.

UNC-Asheville:

UNC-Asheville enrolled its first two LCOP students during the 2000-01 academic year. UNC-Asheville students tutored and mentored the LCOP middle and high school students throughout the year. During the fall semester, the UNC-Asheville Enrollment Services staff met with LCOP students from Asheville High School and their parents to discuss important aspects of attending college, and a number of contacts have been sustained through phone calls, e-mail and personal visits.

In the summer of 2000, UNC-Asheville piloted and hosted "Camp College", which gave 11th grade LCOP students from Charlotte and Asheville an opportunity to explore their college and career interests. Participants learned about the admission and financial aid process, and had the opportunity to practice filling out applications.

UNC-Chapel Hill:

UNC-CH reports that 100 % of the pre college program participants were promoted to the next grade level. It was noted that the support of Upward Bound and the Educational Opportunity Center is beneficial to the LCOP program and its participants.

UNC-Charlotte: In July of 2000 pre-college students participated in campus visits to North Carolina State University, Davidson College, UNC at Chapel Hill and Johnson C. Smith University. Also in July 2000, several students participated in "job shadowing" experiences with researchers and professors at UNC at Charlotte.

In October 2000 nine students attended a pre-college leadership retreat.

UNC-Pembroke:

UNC Pembroke enrolled its first group of LCOP students in the fall of 2000. The students represented four of the five counties served by the LCOP program.

As part of their community service obligation, LCOP students at UNC-Pembroke volunteered in nursing homes, public libraries and with local health care agencies and the Special Olympics program. Some students served as tutors and mentors for local elementary and middle school students.

UNC-Wilmington:

In March 2001, UNC Wilmington's LCOP program hosted 107 middle grade students, their teachers and parent volunteers from the Columbus County schools, offering lunch and an orientation to what college is about. The participants also had an opportunity to meet with faculty and UNC-W students.

In May 2001 the program hosted 51 students from Hallsboro Middle School. The participants met with faculty and students, were served lunch and received a campus tour.

Winston-Salem State University:

37 seniors participated in the LCOP program at WSSU this year, and 30 of them have been accepted to colleges for the fall of 2001.

Constituent institutions have designated 1457 students as potential award recipients. These students represent 66 counties throughout North Carolina. 586 students have been discontinued from the programs.

Within this context, all of the constituent institutions with the exception of the North Carolina School of the Arts have developed enrichment activities that assist the students to perform well in high school, graduate from high school and matriculate in college. These activities include the monitoring of academic progress in school; establishing mentoring relationships; assisting in goal setting and career planning; providing academic tutoring; and enhancing opportunities for social and leadership regiment through interaction with parents, public, school personnel, community leadership and university staff.

Part III. Designated Parents and/or Guardians and Requirements

Constituent institutions have involved parents and/or guardians to help create a supportive environment for the selected students. Coordinators and counselors have worked with the parents and guardians in helping the students gain the educational preparation necessary to perform well in college. Parents and guardians have monitored the academic progress of the students, ensured that students met school attendance requirements, met with program officials at least three times to ensure that the students meet all eligibility requirements in order to remain in the program and graduate. When students apply for admission to the university, parents will assist the students in completing all application forms for federal financial assistance during the senior year in high school.

Part IV. Institutional Perspectives

The Legislative College Opportunity Program is designed to attain the commendable goals of improving academic performance, high school graduation rates, college going rates, and college graduation rates of socially and economically disadvantaged students. To do so, the program recruits middle grades students who might not otherwise finish high school or continue on to college, and provides them with financial and academic incentives that will help them to do well in middle grades and high school and increase their likelihood of enrolling in college following graduation. While the constituent institutions of The University of North Carolina support the program goals, some institutions have had difficulty in effectively implementing the program because of lack of funds to fully support the coordination with required recruitment efforts and programs the institutions must initiate for the involvement of parents and guardians.

The program requires that each year a cohort of students be identified in the middle grades and participate through the high school years to graduation. The selection of a cohort for any year is a difficult process because a financial commitment to an eighth grade student implies that the cost for tuition, required fees, and textbooks will undoubtedly increase four times. Thus, one could expect the award needed to cover expenses at the time of college matriculation to exceed the cost at the time of commitment in middle school by 25 % or more.

The amount of funding supporting the program presents concerns in other areas as well. It is crucial to point out that the cost for the required enrichment activities for students and parents must be borne by the institutions. To this extent, each constituent institution must fund at least five years of enrichment activities from the institutional budget. Furthermore, the program needs continuity in personnel as well as staff appropriately trained in counseling and advising skills. While various members of the constituent institutions are trained to advise and counsel undergraduates, training was required to prepare staff members to work effectively with middle and high school students. The \$50,225.47 allocation and interest cannot be used to cover personnel and related costs such as secretarial support, travel, and postage; therefore program administration must be funded by the institutions.

Since no additional funding is anticipated for this program in the future, and since most remaining fund balances will be required to provide scholarships for current participants, the coordinators have been asked to evaluate their resources before enrolling new participants.

It has been suggested that the admissions offices and the financial aid offices at the participating institutions must be better informed of this program as more students near matriculation at the various campuses. Closer monitoring of student progress with high school counselors has also been recommended.

Finally, most of the campuses believe the program is effective and vital to the success of many students to reach their goals of attending college; however, more money is needed for program administration and scholarship assistance beyond the freshman year.

**Part V. Resource Availability for the Constituent Institutions of
The University of North Carolina**

The resource availabilities for the Legislative College Opportunity Program are:

| | <u>Original Appropriation</u> | <u>Accrued Earnings</u> | <u>Expenditures- to Date</u> | <u>Resource Availability</u> | <u>Participating 7th-12th Grade students</u> | <u>New Fr.</u> |
|--------|-----------------------------------|-----------------------------|----------------------------------|----------------------------------|--|--------------------|
| ASU | \$50,225.47 | \$23,948.04 | \$ 18,576.00 | \$55,597.51 | 89 | 5 |
| ECU | \$50,225.47 | \$20,840.73 | | \$71,066.20 | 19 | 0 |
| ECSU | \$50,225.47 | \$18,637.41 | | \$68,862.88 | 15 | 0 |
| FSU | \$50,225.47 | \$24,129.95 | \$ 42,767.23* | \$31,588.19 | 4 | 4 |
| NC A&T | \$50,225.47 | \$23,414.93 | \$ 4,571.38** | \$69,069.02 | 28 | 0 |
| NCCU | \$50,225.47 | \$20,453.90 | \$ 65,375.71 | \$ 5,303.66 | 21 | 19 |
| NCSA | \$50,225.47 | \$20,705.55 | | \$70,931.02 | 0 | 0 |
| NCSU | \$50,225.47 | \$15,603.03 | \$ 3,500.00 | \$62,328.50 | 13 | 1 |
| UNC-A | \$50,225.47 | \$23,632.41 | \$ 1,500.00 | \$72,357.88 | 194 | 2 |
| UNC-CH | \$50,225.47 | \$23,486.28 | \$ 3,468.00 | \$70,243.75 | 49 | 1 |
| UNC-C | \$50,225.47 | \$23,587.38 | | \$73,812.85 | 191 | 0 |
| UNC-G | \$50,225.47 | \$21,187.41 | | \$71,412.88 | 4 | 0 |
| UNC-P | \$50,225.47 | \$22,412.00 | \$ 11,295.00 | \$61,342.47 | 68 | 6 |
| UNC-W | \$50,225.47 | \$22,807.00 | \$ 5,000.00 | \$68,032.47 | 47 | 5 |
| WCU | \$50,225.47 | \$25,403.04 | | \$75,628.51 | 598 | 0 |
| WSSU | <u>\$50,225.47</u> | <u>\$16,807.42</u> | | <u>\$62,757.39</u> | <u>117</u> | <u>0</u> |
| | \$803,607.52 | \$347,056.48 | \$156,053.32 | \$994,610.68 | 1,457 | 43 |

*LCOP funds were awarded to 21 students who were designated Freshmen Scholars Program (FSP) participants at FSU in addition to the awards made to the 4 students who enrolled there as LCOP students during the 2000-01 academic year. The programs have essentially been merged, administratively.

** Last year NC A&T reported expenditures of \$11,684. It was recently learned that the amount spent was actually \$4,571.38.

It should be noted that disbursements for program commitments occur when the students complete the program requirements and matriculate. In essence, the 1457 designated students must complete the program to receive the award.

Part VI. Academic Performance of Students Who Completed the LCOP Program and Enrolled at a Participating Campus

The following charts demonstrate the freshman year success of students who received the LCOP Scholarship:

Summary Academic Performance for Freshman Year

Cumulative Grade Point Average for Students Entering Program in 2000-01 Academic Year

Freshman Year GPA:

| | <u>3.00- 4.00</u> | <u>2.00 2.99</u> | <u>1.00 1.99</u> | <u>0.00 0.99</u> | <u>No Grade</u> |
|--------------|-----------------------|----------------------|----------------------|----------------------|---------------------|
| ASU | 1 | 3 | 1 | 0 | 0 |
| ECU | 0 | 0 | 0 | 0 | 0 |
| ECSU | 0 | 0 | 0 | 0 | 0 |
| FSU | 1 | 2 | 1 | 0 | 0 |
| NC A&T | 0 | 0 | 0 | 0 | 0 |
| NCCU | 5 | 7 | 7 | 0 | 0 |
| NCSA | 0 | 0 | 0 | 0 | 0 |
| NCSU | 0 | 1 | 0 | 0 | 0 |
| UNC-A | 0 | 0 | 0 | 1 | 1 |
| UNC-C | 0 | 0 | 0 | 0 | 0 |
| UNC-CH | 0 | 1 | 0 | 0 | 0 |
| UNCG | 0 | 0 | 0 | 0 | 0 |
| UNC-P | 1 | 4 | 0 | 1 | 0 |
| UNC-W | 0 | 4 | 0 | 1 | 0 |
| WCU | 0 | 0 | 0 | 0 | 0 |
| WSSU | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 8 | 22 | 9 | 3 | 1 |

Total for all campuses = 43

Summary Academic Performance for Freshman Year

Cumulative Freshman Year Grade Point Averages For Past and Current FSP Students

Freshman Year GPA:

| | <u>3.00- 4.00</u> | <u>2.00 2.99</u> | <u>1.00 1.99</u> | <u>0.00 0.99</u> | <u>No Grade</u> |
|--------------|-----------------------|----------------------|----------------------|----------------------|---------------------|
| ASU | 2 | 6 | 2 | 0 | 0 |
| ECU | 0 | 0 | 0 | 0 | 0 |
| ECSU | 0 | 0 | 0 | 0 | 0 |
| FSU | 1 | 2 | 1 | 0 | 0 |
| NC A&T | 1 | 0 | 0 | 0 | 0 |
| NCCU | 77 | 45 | 14 | 2 | 0 |
| NCSA | 0 | 0 | 0 | 0 | 0 |
| NCSU | 0 | 1 | 0 | 0 | 0 |
| UNC-A | 0 | 0 | 0 | 1 | 1 |
| UNC-C | 0 | 0 | 0 | 0 | 0 |
| UNC-CH | 0 | 1 | 0 | 0 | 0 |
| UNCG | 0 | 0 | 0 | 0 | 0 |
| UNC-P | 1 | 4 | 0 | 1 | 0 |
| UNC-W | 0 | 4 | 0 | 1 | 0 |
| WCU | 0 | 0 | 0 | 0 | 0 |
| WSSU | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 82 | 63 | 17 | 5 | 1 |

Total for all campuses = 168

Note: NCCU merged the LCOP with the Freshmen Scholars Program and aggressively recruited students with these funds; hence the high number of participants. The 138 students listed above for NCCU were funded by both programs.

Conclusion: 145 students (86.3 %) who completed the pre-college program and enrolled at participating universities earned freshman year grade point averages of 2.0 or better. We believe this indicates that the support services provided as early as middle school, and the LCOP monetary incentives played a role in the freshman year success of these students who might not have attempted college, or who might not have succeeded in college studies without the mentoring and financial support provided by this program.

Additional Notes:

Appalachian State University: Of the five students who received LCOP funds prior to the fall of 2000, 3 are still enrolled; 2 are not, and are not enrolled at any other college. Six students who completed the pre-college program before fall 2000 enrolled at other institutions, and therefore, did not receive LCOP funding. Since inception, 168 students have participated in the pre-college program. 105 of those students (62.5 %) continue as program participants or have completed the program.

East Carolina University: Since inception 50 students have participated in the LCOP program at ECU. Of those, 19 (38 %) continued as participants in 2000-01.

Elizabeth City State University: No pre-college participants have graduated from high school as of the end of the 2000-01 academic year. Since inception, 19 students participated in the pre-college program. 14 of those students (73.7 %) continued as program participants.

Fayetteville State University: FSU enrolled its first LCOP students this year, as four pre-college program participants enrolled as freshmen at the university. Since inception, 34 students have participated in the pre-college program, and 4 (13.3 %) continued to be enrolled. The program coordinator pointed out that they lost many students who simply did not maintain the required grade point average to remain in the program.

North Carolina A&T State University: Since inception, one student, a junior in 2000-2001 at NC A&T has completed the pre-college program and enrolled at NC A&T. This student is included in the reports for both the LCOP and FSP programs as the programs were essentially merged as far as program participants were concerned. No new students enrolled in 2000-01. This student did not receive the scholarship upon entering the university because she did not meet the institution's academic requirements from high school, but she has excelled since enrolling at A&T, earning a 3.7 grade point average.

Since the program's inception, 34 students have enrolled in the pre-college program, and 28 (82.4 %) continued to participate in the program in 2000-2001.

North Carolina Central University: Of the 138 students who have received LCOP funds, 49 have graduated from NCCU (four are in graduate school at NCCU). 62 are still enrolled as undergraduates; 4 students are enrolled as graduate students at NCCU and 23 are no longer enrolled at NCCU and are not enrolled at any other college. Since inception, 138 students have participated in the pre-college program (which is combined, administratively, with the Freshmen Scholars Program).

North Carolina School of the Arts: Due to the special nature of the institution's mission, NCSA has had difficulty identifying middle school students for this program. The campus has promoted this program at local middle schools through an existing outreach program, the Preprofessional Dance Program. Through the 2000-01 academic year, no students have participated in the LCOP program at this institution.

North Carolina State University: 19 students have enrolled in the pre-college program since its inception. 13 of those students, or 68.4 % participated in the program in 2000-2001, and six of those completed high school in 2000 and enrolled at other colleges. Three others completed the program and graduated from high school in 2001; two of those students will matriculate at other colleges in the fall, and one will enroll at NCSU. In addition, one student who completed a pre-college LCOP program at another campus will enroll at NCSU in the fall of 2001.

UNC at Asheville: This year, the first two LCOP pre-college students enrolled at UNC-A. Since the program's inception, 194 students have enrolled in the pre-college program, and 192 were enrolled in the pre-college program in 2000-01.

UNC at Chapel Hill: Since the program's inception, six students who completed the program and were eligible for the scholarship chose to enroll at other institutions. One pre-college student enrolled at UNC-CH in fall 2000. Since the program's inception, 109 students participated in the pre college program, and 49 (45.0 %) are still enrolled in the program.

UNC at Charlotte: 191 students participated in 2000-01, and another 59 graduated from high school in previous years. Of the 59, 18 (30.5%) completed the pre-college program and 41 students discontinued the program. To date, no students have enrolled at UNC-Charlotte.

UNC at Greensboro: No pre-college participants have graduated from high school as of the end of the 2000-01 academic year. Since inception, 6 students participated in the pre-college program. 4 of those students (66.7 %) continue as program participants.

UNC at Pembroke: One student who completed the program and was eligible for the scholarship chose to enroll at another institution. No pre-college students have yet enrolled at UNCP, but since inception, 110 students have participated, and 68 (61.8 %) are still in the program.

UNC at Wilmington: Five pre-college students enrolled at UNC-W in fall 2000. Since the program's inception, 129 students have participated. 47 students (36.4 %) were enrolled for 2000-01, and 24 students (55.0 %) completed the pre-college program in 2000-01 since its inception.

Western Carolina University: No pre-college participants have graduated from high school as of the end of the 2000-01 academic year. Since inception, 710 students participated in the pre-college program. 598 of those students (84.2 %) continue as program participants.

Winston-Salem State University: No pre-college students who completed the program have enrolled at WSSU as of the 2000-01 academic year. Since the program's inception, 130 pre-college students have participated. 117 of these students (90 %) participated in the pre-college program in 2000-01, and 13 students have discontinued the program.

Part VI. Institutional Coordination

The following individuals are designated institutional coordinators:

LCOP / FSP COORDINATORS

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