

**Summer Transition, Advising, and Registration Task Force
Findings and Action Items**

Updated September 17, 2008

At the direction of the Assistant Vice President for Enrollment Management and Dean of Admissions, during fall 2007 a campus-wide task force with representation from an array of constituencies was convened to examine and, where necessary, improve the manner in which new students (freshmen and transfers) were advised, registered, and guided during Day on Campus. The rationale for this effort stemmed from the firm belief that such a comprehensive review (and any ensuing revisions) was necessary to help enhance student success at Purdue University.

Chaired by the Director of Student Access, Transition and Success Programs, the task force met during the 2007-08 academic year, and reconvened at the start of the 2008-09 academic year to finish its efforts. A roster of current task force members is included on the last page of this document.

What follows is a summary of the findings and action items associated with the task force's efforts. The findings and related actions are provided in three categorical headings: 1) Common Program Attendance Findings and Actions; 2) Common Advising and Registration Findings and Actions; and 3) Common Student Transition Findings and Recommendations.

The task force's members in conjunction with other members of the University community are currently finalizing the details associated with many of these actions. The alterations will take effect for the summer 2009 program.

Common Program Attendance Findings and Actions

- A six-year study of summer advisement and registration program attendance patterns revealed that between 55%-65% of the students who consistently do not come to the program are residents of either Indiana or Illinois – in essence, students who live in the closest proximity to Purdue.
 - For example, in summer 2007 (last year), there were 1,027 students who should have come to the summer advisement and registration program who did not do so. Over 52.5% of these students (645) were residents of Indiana and over 8.7% (107) were residents of Illinois. Thus, a combined total of 61.2% of all non-attendees in 2007 (752 students) were residents of Indiana or Illinois.
 - When asked why they did not attend the program, many resident students responded, "Because I already spent a day (or days) on Purdue's campus."
 - In short, the program's name does not explicitly convey the purpose nor adequately reflect the importance of the summer program.

- An analysis of the first-to-second year retention rates of students who attended the summer advisement and registration program compared to those who did not shows that there is a significant positive difference for attendees.
 - For example, for the 2006 attendees (the most recent year for which data is available), participants had an 85.04% first-to-second year retention rate compared to 76.7% for non-attendees.
 - Minority new beginners who attended the summer advisement and registration program in 2006 had a 92.43% first-to-second year retention rate compared to 84.00% for those who did not attend.

As a result of these findings, the following actions are occurring:

1. The summer advisement and registration program's name is being changed to "Summer Transition, Advising, and Registration – (STAR)." The name directly conveys what occurs during the program.
2. STAR attendance is now required (as opposed to “encouraged”) for all domestic new students (beginners and transfers). Students who do not attend STAR will not be advised and registered until after the program has concluded.
3. A consistent approach to communicating about and registering students for special targeted population programs that have been a part of Day on Campus in the past will be created and used. This will greatly reduce the possibility that students and families receive conflicting information that can prohibit their participation in the STAR program.

Common Advising and Registration Findings and Actions

- In the new Banner/myPurdue system, students register themselves.
- There were 1,158 students who should have attended the summer advisement and registration program during summer 2008 did not do so. Of those students:
 - 199 students contacted Purdue to let them know that they could not attend given the dates of the program.
 - 949 students gave no reason for not attending.
- Nearly 40% of the new beginner class came from a state other than Indiana.
 - Many of these students come from states that do not graduate their high school students until late June.
 - Several of Purdue’s schools and colleges are finished with their summer advisement and registration program before these non-resident students finish high school.

As a result of these findings, the following actions are occurring:

1. A web portal will be created to allow students to sign up for STAR program dates immediately following the payment (or waiver) of the admissions deposit (which can be paid once admissions decisions are announced on December 5, 2009).
2. A common student registration lab (or labs) will be created and staffed – a location that students will visit following their advising appointments so that they can register for courses with the assistance of peer and professional staff.
3. A course space management plan will be created to make sure that students have access to courses regardless of their STAR date.
4. Colleges, Schools and Programs will need to offer dates that meet the needs of Purdue's geographically diverse non-resident population.

Common Transition Findings and Actions

- Nationally, there is a broad increase in the number of first generation students coming to college.
 - For example, over 60% of the more than 63,000 Indiana Twenty-first Century Scholars are first-generation students.
- Nationally, major strides have occurred in the efforts that colleges and universities have undertaken to support transitioning students, meaning that there are program options (such as learning communities, common reading experiences, orientation programs) that exist now that did not exist 10-20 years ago.
- The families of first-generation students and even those with family members who went to college before the first-year and transition program options existed need information so they can be partners in the enhancing student success.
- Students change majors on a frequent basis – particularly at Purdue where students are admitted directly to a specific program. This means, broadly, that most students will not graduate with a degree from the Purdue program in which they started.
 - The most recent graduation data shows that, in aggregate, less than 45% of the students who graduate from Purdue in six years graduate from the College/School in which they started their academic careers – meaning that there is greater likelihood that a student will not graduate from the college/school in which s/he started.
- On average, 60% of the students cancelled during the first cancellation run reregister for classes.

- Feedback from these students indicates that there is a need for consistent dissemination of University-wide information on billing and financial aid.

As a result of these findings, the following actions are occurring:

1. A general welcome session for students and families will start the day – a session in which general information will be shared in a consistent manner and from which students will leave and go to their respective Colleges/Schools. (The common reading text may be distributed at this welcome session.)
2. The dissemination of information on and administration of placement tests and related exams will be better coordinated using on-line resources (where possible) and reconstituting exams where necessary to avoid confusion.
3. Family and financial aid/billing information sessions will be offered at times that do not conflict with academic advising appointments.
4. Coordination with Colleges/Schools/Academic Programs will occur so that their STAR program dates are scheduled in a manner that accommodates these changes as well as the needs of our increasingly geographically diverse student body.

Current Task Force Membership Roster

Jo Ann Brown	Senior Associate Director, Admissions
Mike Brzezinski	Associate Dean, International Programs
Beth Burnett	Director of Undergraduate Academic Advising, Engineering Education
Dan Carpenter**	Associate Director, Student Access, Transition and Success Programs
Rita Clifford	Director of Operations, OnePurdue
Deb Emerson	Subject Matter Expert, OnePurdue
Cynthia Fields	Testing Center Manager, Dean of Students
Barb Frazee	Executive Director, University Residences
Bob Heitert	Director of Administration, University Residences
Lynne Horngren	Director of Advising, Science
Kasi Jones	Senior Assistant Director, Student Access, Transition and Success Programs
Holly Keckler	Associate Director for Recruitment, Pharmacy
Drew Koch*	Director, Student Access, Transition and Success Programs
Bob Kubat	Registrar
Alisha Kuckartz	Assistant Director of Academic Advising, Liberal Arts
Mary Beth Lencke	Academic Advisor, Undergraduate Studies Program
Jenna Laub	Senior Assistant Director, Student Access, Transition and Success Programs
Matthew Pistilli	Senior Assistant Director, Student Access, Transition and Success Programs
Rebekkah Porter	Assistant Director, Admissions
Jennifer Radecki	Academic Advisor, Undergraduate Studies Program
Chris Sahley	Associate Dean, Science
Eugenia Sanson	Assistant Director, Admissions
David Reseigh	Student Employment Coordinator, Financial Aid
Julie Talz	Director of Residential Life, University Residences
Yvonne Smith	Associate Director, Student Access, Transition and Success Programs
Mitch Warren	Senior Associate Director, Admissions

* *Chair*

** *Co-Chair*