UHSS Task Force charge

• “consider a future structure for Purdue’s current Honors, Undergraduate Studies, Student Access, Transition and Success and academic support/supplemental instruction” (and interdisciplinary and undergraduate research) programs
• “consider the impact of a core curriculum on the organization of UHP, USP and SATS along with overall first and second year success programs and the potential for individual majors”
• “develop at least three models for how Purdue can better promote, support, synergize and increase efficiency in the conduct of these programs”
Task Force members

- Susan Aufderheide, Director of USP
- Dennis Bowling, Assistant Dean for Student Services, CLA
- Dan Carpenter, Interim Director of SATS
- Ayse Ciftci, Assistant Professor of Educational Studies
- Kauline Davis, Director of Diversity, Veterinary Medicine
- Tomalee Doan, Associate Professor of Library Sciences
- Brent Drake, Assistant Vice Provost and Director of Enrollment Management Analysis
- Cesni Ennis, Associate Director of University Foundation Relations
- Karen Fingerman, Berner-Hanley Professor of Gerontology, CDFS
- Pam Horne, Associate Vice Provost for Enrollment Management and Dean of Admissions
- PK Imbrie, Director of Engineering Honors
- Bria Jones USP student
- Jeff Karpicke, Assistant Professor of Psychological Sciences
- Sarah Stein Koch, Director of Management Undergraduate Programs
- Zhiyan (James) Ma UHP student
- Dennis Minchella, Associate Dean, Science
Task Force continued

- Sidney Moon, Associate Dean, Education
- Eric Nauman, Associate Professor of Mechanical Engineering
- Chris Oseto, Director UHP
- Catharine Patrone, Assistant Director of UHP
- Donald Petrin, Associate Professor of Aviation Technology
- Terri Reed-Rhoads, Assistant Dean for Undergraduate Education, Engineering, EPC member
- Mary Sadowski, Associate Dean, Technology
- Dennis Savaiano, Associate Provost and Chair of the Task Force
- Heather Servaty-Seib, Associate Professor of Educational Studies
- Mark Daniel Ward, Assistant Professor of Statistics
- Kendra Watkins, USP student
- Mike Watts, Professor of Economics
- Toyinda Wilson-Long, LSAMP Program Coordinator, Discovery Learning Center
Ex officio/mailing list

- Cheryl Altinkemer, Associate Vice President of Advancement
- Lisa Calvert, Vice President for Development
- Nancy Hannibal, Assistant Vice President Marketing Strategy and Research
- Julie Mariga, Associate Professor of Computer Technology and Chair, Academic Organization Committee
- Beth McCuskey, Associate Vice President for Housing and Food Service
- Dale Whittaker, Vice Provost for Undergraduate Academic Affairs
Guiding principles and goals: (Strategic Plan focused)

- Enhancing student success
  - Profile
  - Retention
  - Graduation rates
- Diversity as a core value
- Mobility for students
- Visibility of programs/recruiting students
- Faculty involvement
- Synergies and efficiencies
Task Force Activities

- Benchmarking peers both in person and in white papers
- Literature review
- Consultation with John Gardner
- Subgroup discussions and papers
  - Honors
  - Success
  - Exploratory and interdisciplinary
Visits

- Arizona State
- IU
- IUPUI
- Michigan
- Ohio State
- Penn State
A Model

- **Discovery College** which would include:
  - Exploratory Studies *(USP+)*
  - Interdisciplinary Studies *(Entrepreneurship certificate+)*
  - UG Research Academy
  - Success programs *(SATS, ASC, Horizons)*

- Separate **Honors College**
More Models

• **Discovery College**, a separate **Honors College** w/ Success Programs remaining with the Provost

• **Discovery College** that included Honors w/ Success Programs remaining with the Provost

• **Discovery College** that included Honors and Success programs
Overall Synergies, efficiencies and visibility:

- ‘Discovery College’ and/or Honors College led by faculty
- Undergraduate research academy
- Seamless connection to residential life and student affairs
- Learning Communities driven by faculty and academic grand challenges
- Success and exploratory programs in close proximity to students
Synergies, efficiencies and visibility: Exploration and Interdisciplinary programs

- Four-year degree maps for each academic program
- University-wide faculty coordinating body to manage undergraduate curricular & change of curricula issues
- Sequence foundational courses across campus
- Additional interdisciplinary certificates
- BS degree option in Interdisciplinary Studies
- A core curriculum with common learning outcomes
Vision: PU students will become academically integrated into and socially connected with the institution

Implement a culture shift toward
- Connection, community and togetherness
- Attachment to the institution
- Diversity as a strength
- Support and social opportunities

Synergies, efficiencies and visibility: Success
Synergies, efficiencies and visibility: Honors

- Single visible honors point of entry
- Integrated campus-wide honors
- Stronger Honors Faculty involvement and curriculum development
- Honors residential experience
- Focused efforts in recruiting and post-graduate placement
- Fundraising opportunities
Peer Unified Honors Colleges/Programs

- Indiana
- Iowa
- Michigan
- Michigan State
- Minnesota
- Ohio State
- Penn State

- Arizona State
- Georgia Tech
- Nebraska
- Oregon
- UT Austin
- plus many more
Profile goals for Discovery College and Honors

- Improve first year retention from 90% to 95%
- Improve second year retention from 80% to 87%
- Improve 4 yr graduation rates from 40% to 50%
- Improve 6 yr graduation rates from 71% to 80%
- Bring 750 new high ability students to Purdue
- Improve SAT/ACT profile from 1708/26 to 1777/28
- Improve HS GPA of entering class from 3.55 to 3.61
Impact of 750 new Honors Students on Purdue profile

- SAT critical reading: +26 581
- SAT Math: +21 627
- SAT Writing: +22 569
- ACT Composite: +2 28
- High School GPA: +0.06 3.61
- High School Rank: +2 83
Change in graduation rates with 750 new honors students

• 4 year  +4%  44%
• 6 year  +2  73%
The effect of exploratory studies on time to graduation

- Current USP students: +0.13 yrs
- CODOs from Academic colleges: +0.38 yrs
- +3% (40% to 43%) change in 4 yr graduation rates by reducing time to graduation from CODOs to 0.13 yrs
- 830 students x $14,583 = $12.1M saved by students annually
- Proposed new honors students will replace 415 students
Advancement

- Named College(s)
- Scholarships
- Named certificates and programs
- Named facilities
- Endowed faculty/staff
Advancement successes

• U Arkansas $300M Walton gift
• Penn State $55M Schreyer gift
  – $100M goal met in current campaign
• Arizona State $10M Barrett gift
• Indiana $13M Hutton gift
• U Miss $5.4M Barksdale gift
• Miss State $10M Shackhouls gift
Proposed next steps

• Conduct focus groups with students and to develop a plan for communication
• Develop fundraising targets
• Seek counsel from the Faculty Senate
• Hold an Academic Leadership Forum
• Inform the Core Curriculum Committee and collaborate
• Conduct a fiscal evaluation of the current programs and develop budget plans
• Integrate the upcoming Foundations of Excellence
• Develop models for physical location of unit(s)
• Aim for Fall 2012 implementation
Selected Goals for 2011-12

- Determine a model for faculty appointment and appoint faculty
- Develop and implement:
  - appropriate committees
  - transition and staging plans and timelines
  - space and budget changes
  - communication plan
- Fall 2012 unit(s) open
Questions from the Provost

• What opportunities will accepting the recommendation provide?

• What may be unintended negative consequences, or barriers to consider as we move forward?
Thank you
Questions?
<table>
<thead>
<tr>
<th>Forced Ranking of Models by Task Force</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>points</th>
</tr>
</thead>
<tbody>
<tr>
<td>An Honors College and a separate unit with exploration (E), interdisciplinary programs (I), undergraduate research (R), and success programs (S)</td>
<td>3</td>
<td>11</td>
<td>2</td>
<td>2</td>
<td>51</td>
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<tr>
<td>An Honors College, a separate unit with E, I and R. S retained as a separate unit</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>A single unit with E. H, and I. R and S retained as separate units</td>
<td>2</td>
<td>2</td>
<td>11</td>
<td>3</td>
<td>39</td>
</tr>
<tr>
<td>A single unit with (E), (H), (I), (R) and (S)</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>37</td>
</tr>
</tbody>
</table>

*Points calculated from sum of # votes x rank with 4 points for a ‘1’, 3 points for a ‘2’, etc.*
Task Force rating of questions regarding central vs. distributed models and appropriateness of the term “Discovery College”
Exploratory Studies (E)

a. Prefer centralized but with more faculty involvement and increased communication with colleges – 15
b. Disperse more of exploration to existing colleges - 2

Honors (H)

a. Should be part of larger unit - 6
b. Needs to be a separate Honors College - 12

Interdisciplinary Studies (I)

a. Just at the beginning, will take time. Don't attach it to a structure yet - 7
b. Needs more visibility and to be part of a structure - 9
**UG Research (R)**

a. Mostly a distributed issue. Doesn't need much additional central oversight - 6

b. Opportunities exist to promote that require more central involvement - 12

**Success Programs (S)**

a. Best run by Provost office, Student Services or some entity separate from Discovery College - 9

b. Should be synergized and integrated with other units under review - 8
"College" as a term
a. A good term to use: Academic. Has faculty oversight. Students enrolled in it. Potential for interdisciplinary degrees - 13
b. We should use a different term: May not be degree granting. May not be primary home for faculty. Does/may not deliver full curricula or credit courses - 5

"Discovery xxxxxx" as a term
a. Fits with much of the functions - 13
b. Doesn't fit - 4