PURDUE STUDENTS

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Vice Provost for Undergraduate Academic Affairs

August 15, 2013
#GreaterLaLa

Tonight 6-9pm

at

John T Meyers Pedestrian Bridge
Questions we will answer

• Students - Who are they anyway?
• What’s on their minds?
• How can we help them grow and succeed?
STUDENTS BY DEGREE

- Undergraduate: 77%
- M.S.: 9%
- Ph.D.: 12%
- Professional: 2%
GRADUATES vs. UNDERGRADUATES

Now

Grad or Prof
Undergraduate
WHAT ELSE DO WE KNOW?

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
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<tbody>
<tr>
<td>% Women/Men</td>
<td>43/57</td>
<td>41/59</td>
</tr>
<tr>
<td>% Domestic Minority</td>
<td>16</td>
<td>19</td>
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<tr>
<td>% URM Domestic Minority*</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>% International</td>
<td>16</td>
<td>39</td>
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*URM excludes Asian Americans who are not underrepresented at Purdue

In general, we can say undergraduates are:
- Traditional age
- Full-time (96%)
- Living on campus during freshman year
FRESHMEN SAID...

- Students rated self “above average” or “highest 10%” as compared with the average person of his/her age on:
  - Academic ability 81.8%
  - Drive to achieve 79.6%
  - Leadership ability 66.6%
  - Self-confidence in intellectual ability 64.0%

- Politically, students characterized their views as:
  - Far left 1.9% (Far Left & Liberal = 26.8%)
  - Liberal 24.9%
  - Middle-of-the-road 43.0%
  - Conservative 27.7%
  - Far right 2.5% (Far right and Conservative = 30.2%)
• 74.7% of students indicated Purdue was first choice
• 29.3% indicated desire to eventually earn a Ph.D., Ed.D., M.D., D.O., D.D.S., D.V.M, or J.D.
• 81.4% frequently/occasionally attended a religious service
• 86.3% frequently/occasionally performed volunteer work
  – 59.5% frequently/occasionally did community service as part of class
• 13.0% frequently/occasionally worked on local, state, or national political campaign
• 9.6% spent 16+ hours/week studying or doing homework
• 24.7% spent 16+ hours/week socializing with friends
• 19.9% spent 16+ hours/week exercising or doing sports
• 25.3% spent 16+ hours/week working for pay
AFTER ONE MONTH THEY SAID...

- 72.76% indicated they took at least one AP class
- 39.36% indicated they took at least one college course for credit while in HS
- 53.5% indicated they would NOT need to work while in college
- 44.17% indicated they would Often or Very Often discuss ideas from readings or classes with faculty outside of class
- 56.57% indicated they expected to receive prompt feedback (written or oral) on their academic performance
BOTTOM LINE: WHAT MAKES PURDUE DISTINCTIVE?

- Strength in the STEM disciplines
- Responsible for numerous scientific breakthroughs
- Emphasis in blending Social Sciences with STEM
- Approach to teaching that emphasizes real-world experience
- Large international population

A unified focus on making a difference in the world and impacting the greater good of humanity...

Purdue is a catalyst for transforming lives

(Source: Simpson & Scarborough, Purdue Brand Differentiation Study)
We have high expectations for our University and our students. To accomplish our strategic plan goals, we must remove institutional barriers that may hinder our students’ ability to achieve these goals. In turn, students must be responsible for engaging in the programs that will help them succeed.
IMPORTANCE OF FIRST YEAR

97% of the students returning after their sophomore year graduate*

Success in the first year influences

- Retention, learning, and academic progress
- Development of skills
- Career pursuits
- Social endeavors

* Purdue West Lafayette
FIRST- AND SECOND-YEAR RETENTION RATES
WEST LAFAYETTE

1st to 2nd Year Retention (for Entering Cohort)
1st to 3rd Year Retention (for Entering Cohort)

2007 2008 2009 2010 2011 2012 2013 Future Purdue 2014 Model

77.2% 83.7% 90.6% 93% New Goal 91.0% Former Goal

86.5% Record-high 83.7% Record-high
GOAL

Students who:

• Have a solid academic foundation upon which to build
• Have a clear view of the value of education and their role in society
• Are engaged with faculty, ideas, and each other
• Appreciate and seek diversity of thought and experience
• Support the success of all students
THREE THEMES

THEME 1
Specialized and heightened focus on the experiences of first-year students

THEME 2
Coordination of curricular, co-curricular, and academic success efforts for first-year students

THEME 3
Focus on an environment of improvement based on innovative evidence-based decision-making and scholarship
THEME 1 -- RESPONSIBILITIES

Specialized and heightened focus on the experiences of first-year students

- Support the implementation and expansion of the core curriculum to improve portability of courses across majors.
- Ensure that every student has a consistent and coordinated first-year experience.
- Expand admit-to-university opportunities.
THEME 2 – RESPONSIBILITIES

Coordination of curricular, co-curricular, and academic success efforts

• Coordinate undergraduate academic success programs.
• Coordinate undergraduate academic advising in the first year.
• Ensure appropriate availability of course spaces that allow students to make progress toward degree completion.
• Develop programs targeted at removing disparities in success among identified groups of students.
• Oversee the streamlining of communication to first-year students.
THEME 3 – RESPONSIBILITIES

Innovative evidence-based decision making and scholarship

- Encourage professional development opportunities for all instructors and staff that interact with first-year students.
- Establish a coordinated effort to collect and disseminate information on best practices, data useful for faculty instructing first-year students, and assessment to enhance program efforts.
- Commit to advancing and rewarding research on teaching and learning.
WHAT CAN YOU DO?

- Volunteer to teach a course for first-year students
- Ask your students if they are involved on campus
- Familiarize yourself with campus resources so you can coach students
- Apply to be in the IMPACT program
- Conduct research on student learning and/or success within your discipline
- Submit mid-term grade reports as a feedback mechanism to your students
- Understand how the courses you teach connect to other courses in a student’s major
- Incorporate Course Signals into your class
- Become an advisor for a student organization
- Attend a CIE workshop
- Partner with a colleague to create a Learning Community
- Join a committee focused on FOE recommendations
Thank you