

Auxiliary and Service Centers Subcommittee – Trimester Model

Description of the opportunity: Development of a more robust summer session maximizes the use of Purdue’s physical assets and encourages a reduced time to graduation for Purdue students.

How is it done now? Currently, Purdue’s academic calendar employs a traditional fall and spring semester model; with a “Maymester,” followed by a summer session with two modules. In addition a fairly robust conference model brings in camps and conferences throughout the summer to better utilize physical assets, generate revenue, and build a pipeline of students who may be interested in Purdue as a college choice when they are looking at college opportunities. Large conference groups (Megas) are sought after to build additional revenues in the summer.

How will we do it differently? Consider combining the Maymester and summer session to allow for a 12 week intensive summer study opportunity. It is possible to launch this model with a particular emphasis on first and second year students by “packaging” courses that fulfill general education requirements. This allows initial investment to be made in courses that are less expensive to deliver and have higher enrollments.

Providing opportunities for transfer students to acclimate to Purdue through an intensive summer experience may also create greater alignment between Purdue and its regional campuses or through articulation agreements enhancing transfer activity with Ivy Tech.

The summer session can also be aligned with a residential college concept to enable students to reside together for an entire calendar year, providing opportunities to create peer education networks and build intentional co-curricular programs geared to supporting student educational goals.

Residential space could be created to support academic goals such as classrooms, labs, or tutoring spaces, creating a synergistic use of Purdue’s existing resources. This model could also incorporate study abroad, internship, or co-op possibilities.

In this model, many existing conference groups—particularly those that provide opportunities to expose youth to Purdue—would continue to be accommodated, while the Mega conferences would no longer be accommodated.

What are the milestones?

- Identification of colleges interested in piloting a more robust summer model.
- Examining existing facilities and determining capacity to increase summer usage. Do we have enough air conditioned space and/or chiller capacity to add additional air conditioned square footage? What is the R&R schedule with a more fully utilized calendar?
- Conducting financial feasibility analyses, including revisiting staffing patterns where appropriate.
- Developing recruiting and marketing materials and revisiting applications and contracts for admission, housing and services.
- Transition away from the Mega conference model.

How will we know it is successful? Increased summer enrollments, increase in summer revenue—offsetting any possible declines in fall and spring revenues should those populations merely shift toward summer. Increased student retention and decrease in time to graduation.

What is the revenue potential? Increased tuition, fees, and room and board revenue--to offset possible decline in fall/spring occupancy and decline in summer conference revenue.

What are the risks? Mega conferences are booked several years in advance. This requires a commitment to move in this direction several years before implementation. If enrollments don't ramp up as expected, Purdue could lose fall/spring economies of scale and merely spread an existing population over a larger time period.

What would be the potential impact? This could balance enrollments throughout the year, allowing for a greater use of many physical resources. Additional students could be accommodated through this model, allowing for selective increases in enrollments. Students who enter in the summer could have a more prescribed pattern of courses, assisting them with getting necessary courses completed and allowing for a reduced time to graduation. Ambitious students could compress their time to graduation, find greater flexibility to study abroad or participate in co-op/internship opportunities, or pursue double-major or minor degrees. Revenue potential exists through capitalizing on physical assets and student demand for a Purdue education.

Overlap with the following subcommittees:

Enrollment, Instruction and Co-Curricular
Development and Utilization of Physical Facilities