Span Plan Nontraditional Student Services

**MISSION STATEMENT**
Span Plan supports the success of nontraditional students at Purdue through direct service, co-curricular programming, funding opportunities and, when needed, advocacy with staff and faculty to resolve student concerns.

**VISION STATEMENT**
The vision of Span Plan is to provide all undergraduate nontraditional students superior, inclusive, and customized support, to advocate in their unique circumstances, and to promote consistent institutional recognition of the value they add to campus diversity.

**SPAN PLAN POPULATION**
Span Plan offers an array of support services for undergraduate nontraditional students at Purdue University. Our definition of an undergraduate nontraditional student includes any student who meets one or more of the following criteria:

- Has taken a two or more year break from formal education
- Is married or in a domestic partnership
- Is a parent or legal guardian
- Is legally emancipated

**PROGRAM GOALS**
- Extend the reach of Span Plan marketing.
- Present Span Plan services at advisor meetings in all colleges and schools.
- Create new branding and publicity materials.
- Assess student parents’ needs via surveys, focus groups, and individual guidance.
- Provide Lunchtime Learning programs for professional development.
- Explore various modes of communicating with students for maximum effectiveness.
- Continue to deepen the connection with the Purdue Women’s Club.
- Arrange free tutoring services for undergraduate nontraditional students.
- Provide peer/professional mentoring opportunities to interested undergraduate nontraditional students.

Foci for the 2016-17 academic year:
- Include a technology series to acquaint students with time-saving applications.
- Form a Student Advisory Board to stay current with student needs.
- Form a 50th Anniversary Celebration committee to plan 2018 event(s).
- Design and implement an Action Plan developed through the Family Friendly Campus Toolkit (FFCT) for enhanced support for student parents.
- Move to Krach Leadership Center and refit an area where parents can have their children close by and occupied while they study or work on group projects.
- Deepen the connection with the Purdue Women’s Club via Classroom to Career Mentoring, philanthropy, 50th anniversary celebration planning.
• Implement the Henry Polman Endowment to fund scholarships for incoming 30-50 year old working undergraduate students, renewable with satisfactory academic progress.
• Create a critical need fund to give grants to student parents with immediate need.

**STUDENT OUTCOMES**
• As a result of receiving a Span Plan grant or scholarship, students will identify how the funding helped them persist.
• As a result of receiving free tutoring services, students will earn a final grade that allows them to continue toward completion of their degree program.
• As a result of increased marketing and usage of Boiler Connect, more students will be referred to Plan by the University community, and students will benefit from more customized support.
• As a result of attending the technology series, students will acquire skills with technology used in higher education.
• As a result of the peer/professional mentoring program, students will meet their professional development objectives.

**ASSESSMENT PLAN**
• Span Plan will review all grant or scholarship recipients over the past five years and every year going forward, tracking their retention and academic progress.
• Span Plan will review the final grades of tutor participants over the past five years and continue to track their progress against all other students taking the same course.
• Span Plan will adopt the referral tool in Boiler Connect to establish a better understanding of referrals across campus. Span Plan also will review the impact of marketing efforts by analyzing increases in referrals with Boiler Connect.
• Span Plan will assess the effectiveness of co-curricular programming, such as the technology series and the mentoring program, through post-event surveys and focus groups.

**CONTRIBUTIONS TO STUDENT SUCCESS**
Span Plan contributes to student retention, graduation, and well-being by providing a variety of services and pertinent programming topics, such as Lunchtime Learning, free tutoring, and customized support.
• Purdue Promise students who are parents or guardians of minors are served by our student parent initiatives.
• Lunchtime Learning series uses speakers from the Center for Career Opportunities and Student Success Programs.
• The FFCT taskforce is a cross-campus body focused on the needs and support of student parents. 2015-16 was primarily data gathering; 2016-17 includes gap analysis and implementing an action plan.
• Span Plan director serves on Custom Majors university committee to explore the potential of individualized undergraduate degrees.
• Span Plan assistant director meets with campus-wide Communicators Council.

**CONTRIBUTIONS TO THE UNIVERSITY’S DIVERSITY ACTION PLAN**
Increase diversity in enrollment - current
• Deepen the university definition of diversity by emphasizing nontraditional students’ age, marital and/or parental status
• You. Can. Go. Back.: 180 leads yielded 2 enrollees
• Individual consultations with prospective students
Aspire to:
• Recruit teen parents from local high schools through Mother to Mother outreach program
• Create scholarship opportunities for newly returning students to help get back in school
• Meet with Ivy Tech advising office about Span Plan support for transferring students

Retention of diverse students – current
• All current programming is aimed at retention: technology workshops, Lunchtime Learning, free tutoring, Classroom to Career mentoring
• Generous scholarships and grants

Aspire to:
• Bridge gaps in resources for student parents, identified in the FFCT
• Revamp scholarship program to create renewable funding if academic progress goals are met
• Provide a student parent/nontraditional student center to foster community and retention

Educate leaders to foster diversity and inclusion - current
• Present FFCT data on student parents to university constituents
• Staff participation in Safe Zone, QPR, Green Zone training, Rainbow Callout
• Participate in Horizons’ Institutional Racism Simulation Activity “Creating the Ideal Neighborhood – A Community Building Exercise and Unequal Resource Activity”

Aspire to:
• Seek opportunities to learn about diversity and inclusion and promote them to colleagues, i.e., Muslim Neighbors Initiative

Inspire involvement in enhancing diversity and reward a culture shift
Aspire to:
• Allocate extra professional development funds/time for multicultural or intercultural learning experiences
• Diversify cuisine at Span Plan events to include cultural specialties
• Use intercultural development as a Lunchtime Learning topic
• Diversify tutor pool

NOTABLE CHANGES FROM 2014-15 Academic Year

FFCT Pilot
Span Plan undertook new initiatives in 2015-16. A new emphasis on student parents began with a grant to pilot the Family Friendly Campus Toolkit, developed by Endicott College through a grant from the Department of Education. Span Plan is collaborating with Purdue Human Resources on this grant. A university-wide task force, including representatives from the Division of Financial Aid (DFA), Admissions, Housing, Purdue Child Care, and Human Development & Family Studies faculty was created to assess current community and university resources available to student parents.

Students were surveyed in spring 2016 and focus groups the following fall helped deepen our understanding of unmet need. DFA provides a list of students who claim dependents through their FAFSA. While it likely does not include all student parents, it does provide a known quantity. Ninety-seven undergraduate student parents of approximately 230 (42% response rate) and 331 graduate student parents of approximately 375 (83% response rate) completed the survey. Span Plan has been able to observe trends in the data that reflect the concerns of student parents. Those concerns and trends are:
• Food insecurity and the need to receive WIC or SNAP benefits
• The need to take break/s from college to care for their family
• Inability to interact with other student parents
• Feelings of isolation
• Inability to take part in student activities or other campus events
• Lack of child friendly spaces on campus to study
• Huge or inordinate amount of stress

Despite the significant challenges these trends represent, student parents are highly motivated, confident in their ability to complete their degree, and choose Purdue for the same reasons as their traditional-age peers.

New Assistant Director
Erin Britton was hired as the assistant director in November 2015 and has brought new energy and enthusiasm to the program, particularly in communicating our message. A new Span Plan logo, infographic, and various marketing materials were developed under her guidance. Erin has also taken on our Internet presence, both in the program website and on Facebook, learning whatever she needed to in order to be effective online.

Student Participation
Student participation is strained by the schedules of nontraditional students, often balancing the demands of family and work as well as rigorous courses. As the data indicate, we have seen a decline in the number of students applying for a tutor and in scholarship applications. Course corrections are in the works for the process of awarding scholarships through the DFA and implementing a customized platform for matching students to tutors, Tutor Matching Service.

Lunchtime Learning program attendance declined when we marketed only to undergraduate students, the purview of Student Success Programs, as opposed to including graduate students, consistent with the service range of the Office of the Dean of Students. We have cut costs and waste by ordering sandwiches as students arrive, rather than ordering ahead and relying on imprecise reservations.
## OUR DATA

### 1. Span Plan Participants

<table>
<thead>
<tr>
<th>Span Plan</th>
<th>Student Activity 2015-16 academic year:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outreach</strong></td>
<td>Initiated contact with nontraditional students</td>
</tr>
<tr>
<td>Registered Students (grad and undergrad)</td>
<td>3981 Received outreach email about Span Plan services</td>
</tr>
<tr>
<td>New Admitted Students</td>
<td>533 Undergraduates received outreach/PR via email</td>
</tr>
<tr>
<td>Orientation</td>
<td>32 Attended the fall group orientation</td>
</tr>
<tr>
<td><strong>Tutoring</strong></td>
<td>In 100 &amp; 200 level math, science, and foreign language</td>
</tr>
<tr>
<td>Students tutored</td>
<td>31</td>
</tr>
<tr>
<td>Student tutors</td>
<td>6</td>
</tr>
<tr>
<td><strong>Lunchtime Learning</strong></td>
<td>Lunch and presentation pertinent to nontrad. students</td>
</tr>
<tr>
<td>Programs</td>
<td>4</td>
</tr>
<tr>
<td>Attendees</td>
<td>44</td>
</tr>
<tr>
<td><strong>Congratulation Cards</strong></td>
<td></td>
</tr>
<tr>
<td>Graduation</td>
<td>323</td>
</tr>
<tr>
<td>Semester honors</td>
<td>302 35 international students were emailed their congrats</td>
</tr>
<tr>
<td><strong>Alpha Sigma Lambda</strong></td>
<td>12 hours of liberal arts credit and at least a 3.0 GPA</td>
</tr>
<tr>
<td>Invitations to join</td>
<td>56</td>
</tr>
<tr>
<td>Students Inducted</td>
<td>7</td>
</tr>
<tr>
<td><strong>Funding</strong></td>
<td>Need and merit based grants and scholarships</td>
</tr>
<tr>
<td>Applicants</td>
<td>83</td>
</tr>
<tr>
<td>Recipients</td>
<td>49</td>
</tr>
<tr>
<td>Grants Awarded</td>
<td>30</td>
</tr>
<tr>
<td><strong>Honors Program</strong></td>
<td>ASL inductees and scholarship recipients</td>
</tr>
<tr>
<td>Attendees</td>
<td>16 And 24 family members</td>
</tr>
<tr>
<td><strong>Facebook</strong></td>
<td>Social media presence</td>
</tr>
<tr>
<td>Likes</td>
<td>329 Announcements of interest to nontraditional students</td>
</tr>
</tbody>
</table>
II. Span Plan Scholarship/Grants Information

For the 2015-16 academic year, a total of $118,000 was awarded to 66 recipients. Twenty-four of those received the Cecelia Zissis graduate student scholarship, our only direct service for graduate students.
**OUR STORY**

**History of Span Plan**
Span Plan Adult Student Services started in 1968 and Dean Helen Schleman served as the first Director. The original mission derived from the conviction that young married women should begin to make education and work plans for a total lifespan, not just for a year or two before or after getting married. Since that time, Span Plan has evolved into a program with a wide array of services to meet the changing needs of all adult nontraditional students at Purdue. Its constituents now include legally emancipated traditional age undergraduates and student parents, single or married. Span Plan is dedicated to the belief that education and career development are lifelong endeavors. This program continues to provide services for nontraditional students in order to support them as they pursue their education at Purdue University.

The legacy of those early visionaries continues to expand and now includes a variety of support services to meet the changing needs of all Purdue nontraditional students. From presentations on how to use the library system to free tutoring in math, science, and foreign language, to individual guidance on educational and career goals, Span Plan has developed into a strong, customized support system for nontraditional students. Additionally, Span Plan has endowment-funded grants and scholarships that assist nontraditional students in funding their education.

**Span Plan Leadership**
The following list contains the Directors of Span Plan:
- Dean Helen Schleman 1968-1970
- Dean Cecelia Zissis 1970-1987
- Peg Sullivan 1987-2002
- Lynne Horngren 2002-2006
- Lou Ann Hamilton (interim) 2006-2007
- Dorothy Hughes 2007-2015
- Peggy Favorite 2015-present

**Past Initiatives**
- Early in 1971, the Span Plan Program was cited in the New York Times and was referred to as an “ Advocate for Women’s Adult Education.” 140 grants were awarded that year, totaling $9,000.
- A non-credit course entitled Educational Planning for Women, filled to capacity every semester, was designed for women to examine goals and personal motivation for returning to school. Enrollees got information about the current job market, took vocational interest tests and received personal and career counseling.
- Span Plan was so successful it became necessary to add more staff. Dean Beverley Stone, a strong supporter of the program, authorized the addition of assistant directors Linda Ewing and Sheila Shearon, who provided invaluable administrative and counseling services, which gave all adult learners, both men and women, the confidence and support they needed.
- Span Plan Program was carried on the local Cable TV as a regular series in 1979.
- In the early 1980s the numbers and types of financial grants grew and were opened up to male adult students.
- In 1986 the Adult Center at IUPUI opened, greatly influenced and mentored by the Purdue Span Plan Program.
- An Orientation Program for students 25 years and older was specifically designed by Dean Zissis and assistant program director Peggy Sullivan to fit the needs of older students returning to the
University and provided a forum for them to connect with other students. To this day, the annual adult student orientation program serves as a valuable networking experience and an opportunity to ask questions of a panel of experienced nontraditional student peers.

- The Span Plan Honors Program was initiated by director Peggy Favorite in April 2015 and serves as a family-friendly time to honor scholarship recipients and induct new members into Alpha Sigma Lambda, the national honor society for nontraditional students.
- Purdue was one of eight grant recipients nationwide chosen to pilot the Family Friendly Campus Toolkit to bring to light the needs of student parents on college campuses.
- Erin Britton became the assistant director for Span Plan in November 2015 and spearheaded new branding for the Program.

**Becoming part of Student Success Programs**
Originally, Span Plan was housed under the Vice President for Student Affairs (formerly known as Vice President for Student Services). Span Plan was under the supervision of the Office of the Dean of Students, specifically the associate dean of what was formerly called the “Counseling Area.” In late January 2014, the name was changed to the Student Assistance Center, and changed again to simply the Office of the Dean of Students in spring 2016. The senior assistant director for veteran and nontraditional student programs was moved from Student Success to the Office of the Dean of Students, and the reporting moved from the associate dean to the newly titled senior assistant dean of students for nontraditional programs. The job responsibilities related to the Office of the Dean of Students were gradually phased out. Under the July 1, 2014 reorganization in the Provost’s Office, both Span Plan and veteran student programs were moved to Student Success.

**Campus Partners**
Span Plan staff members frequently interact with several groups on campus throughout the academic year that are vital to providing good and accurate customer service to the nontraditional student population it serves, as well as to market the program and maintain its excellent reputation. Departmental collaborations vital in the success of Span Plan students include:

- **Office of the Dean of Students:**
  - Student Rights and Responsibilities
  - Student Legal Services
- **Student Activities and organizations maintaining wellness:**
  - Counseling and Psychological Services
  - Purdue Psychology Treatment and Research Clinics
  - Purdue University Student Health (PUSH) Center
  - Student Wellness Office
- **Career preparation:**
  - Center for Career Opportunities
  - Writing Lab
- **Academic assistance**
  - Supplemental Instruction
  - Academic Success Center
  - Tutoring programs across campus
  - Disability Resource Center
  - Testing Center
  - Horizons
  - Purdue Promise
- **Division of Financial Aid**
- **Library Services**
YEARLY CYCLE & TIMELINE
There are many major activities year round:

a. Late December – early January
   i. Outreach to nontraditional student admissions via U.S. mail: order and sort through Cognos reports; prepare and collate welcome packets for mailing
   ii. Finalize plans and create RSVP process and PR for spring Lunchtime Learning Programs.

b. January
   i. Outreach to registered students. The second week of each semester is especially busy procuring reports to compile the list of nontraditional students.
   ii. Hiring and matching tutors to tutees the first six weeks of each semester. Filter Cognos report and academic transcripts for potential Alpha Sigma Lambda inductees.

c. February
   i. Form scholarship committees, schedule committee meetings, download letters of recommendation and essays; PR for Ewing scholarship
   ii. Increased student contact with questions about grants and scholarships
   iii. Tutoring administration
   iv. Staff performance reviews

d. March
   i. Attend national conference (ASRR/ANTSHE/ NASPA)
   ii. Scholarship application deadline is March 1
   iii. Reading and processing the scholarship applications for review after the application deadline. Once the Division of Financial Aid approves the final step (this could be 4-10 weeks after the deadline) there is a flurry of activity sending letters and creating student files.
   iv. Convene five scholarship committees
   v. Meet with Alpha Sigma Lambda leaders to plan the ASL invitation and induction processes and assign duties to various officers
   vi. Field emails, phone calls and walk-in visits with questions about the summer Span Plan Grant (deadline April 1)

e. April
   i. Alpha Sigma Lambda Induction and Span Plan Honors Program planning and implementation.
   ii. Further administration of scholarships and summer grants

f. May
   i. Archive spring tutoring information and file
   ii. Hire/match tutors for summer
   iii. Congrats cards for spring grades and graduation
   iv. Send outreach via U.S. mail to nontraditional admissions for summer and fall

g. June
   i. Span Plan Fall Grant administration
ii. During the summer and early fall, there has been considerable student contact checking to see why the scholarship has not posted correctly. Troubleshooting these errors is very time consuming.

h. July
   i. Adult Student Orientation Preparation
   ii. Lunchtime Learning Preparations
   iii. Send outreach via U.S. mail to fall admissions
   iv. Numerous inquiries about grants and scholarships not posting appropriately.

i. August
   i. Final preparation and implementation of Adult Student Orientation
   ii. Finalize fall Lunchtime Learning schedule and RSVP/ evaluation process
   iii. Grad student resource fair
   iv. Congrats cards for summer students
   v. Archive summer tutoring records

j. September
   i. Outreach to registered students via email. The second week of each semester is especially busy trying to procure and refine reports to compile an accurate list of nontraditional students gathered from Cognos reports, the Division of Financial Aid and Veteran Services.
   ii. Hiring and matching tutors to tutees is very busy the first six weeks of the semester.
   iii. Learning Outcomes assessments
   iv. PACADA retreat
   v. Purdue Adult Student Network Callout
   vi. Advisor Resource Fair
   vii. Purdue Women’s Club New Member Welcome
   viii. APSAC Resource Fair

k. October
   i. Hiring and matching for tutoring program
   ii. Lunchtime Learning
   iii. Ivy Tech Transfer Fair
   iv. Purdue Women’s Club Luncheon and interest fair

l. November
   i. Procure space and speakers for spring Lunchtime Learning
   ii. Increase in student contact due to December 1 grant deadline

m. December
   i. Archive tutoring records; send evaluation requests to students and tutors
   ii. Congrats cards for fall grades
   iii. December 1 is the spring grant deadline
      1. Download applications; verify eligibility; send eligible student IDs to DFA; once need is determined award grants ranked by need; send denial and congrats letters; create paper files to track awardees
   iv. Plan spring Lunchtime Learning programs; create PR for the web; create RSVP and evaluation link
   v. Send Welcome packets for spring admissions

PASN leaders are elected early in the fall semester; ASL leaders are elected in late spring.
**BENCHMARK PROGRAMS**
Span Plan has been investigating nontraditional student support services offered at institutions with similar mission and scope as Purdue University. Span Plan will embark on an in-depth analysis of these institutions and make further determination about appropriate services, staff sizes and best practices.

Important regional and national organizations relating to nontraditional student support are NASPA, ANTSHE, and ASRR. Span Plan staff attend as many conferences of these organizations as time and resources allow.

**OPPORTUNITIES FOR FUNDRAISING AND DEVELOPMENT**
Our dream is to have a nontraditional student center, where parents can bring their children if they need to do group work or study on campus. Ideally, computers would be accessible to students, with free printing available. An area for children would include books, toys, and games to occupy them while their parents study. Such a space would help develop the sense of belonging and community that nontraditional students need to succeed. A pending move to Krach Leadership Center will offer an opportunity to transform a space close to the Span Plan offices for children accompanying their parent. It will take funds to retrofit this space and it will be a good pilot for a standalone center in the future.

Research has shown the impact of small, critical need grants in the survival and success of student parents. Plans are underway to institute a critical need fund and solicit donations to cover emergency expenses.

**LEGEND**
- ANTSHE = Adult Nontraditional Students in Higher Education
- ASL = Alpha Sigma Lambda
- ASRR = Adult Student Recruitment and Retention
- DFA = Division of Financial Aid
- DOE = United States Department of Education
- FAFSA = Free Application for Federal Student Aid
- FFCT = Family Friendly Campus Toolkit
- ODOS = Office of the Dean of Students
- PASN = Purdue Adult Student Network
- PEO = Philanthropic Education Organization
- PUSH = Purdue University Student Hospital
- PWC = Purdue Women’s Club
- VPSA = Vice President for Student Affairs
SPAN PLAN INFOGRAPHIC

SUPPORT SERVICES FOR NONTRADITIONAL UNDERGRADUATE STUDENTS

PERSONALIZED ADVISING, PROGRAMMING, AND TUTORING

CAMPUS AND COMMUNITY RESOURCES

PROGRAMS AND OPPORTUNITIES TO GET INVOLVED

GRANTS AND SCHOLARSHIPS AVAILABLE

STRATEGIES FOR SUCCESS MENTOR PROGRAM

PROVIDING GUIDANCE AND SUPPORT SINCE 1968 FOR MORE DETAILS, CONTACT US

PURDUE.EDU/SPANPLAN
SPANPLAN@PURDUE.EDU

SCHLEMAN HALL 207
(765) 494-5860