Purdue’s Student Success Programs empower students to embrace a sense of lifelong learning by providing nationally-recognized, student-centered college success initiatives and services.
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BY EXECUTIVE DIRECTOR DAN CARPENTER

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Hello, and thank you for reading the inaugural edition of the Student Success Programs department overview. For the past several years, all nine Student Success program directors have documented the goals, challenges and accomplishments associated with their respective programs as part of a rigorous internal review process. This effort is reflective of our relentless pursuit of understanding the effect of our work and our department’s culture of continuous improvement. This year, we decided to compile and summarize these nine overviews to provide a bird’s-eye view of our collective undertakings.

In the following pages, you can learn more about each Student Success program and how they all serve three main areas of focus – orientation, academic support, and access and retention. You can also find links to our programs’ annual reports, which further explain how each area assists with students’ progressive stages of development. Our work aims to complement the work of Purdue’s academic colleges, be synchronous with the efforts of all Purdue partners and to continuously evolve as it strives for the best effect.

As a department, we are pleased to contribute to the University’s efforts to transform and improve our collective efforts toward enhancing the success of students. We are fully committed to Purdue’s efforts as a part of the University Innovation Alliance, the implementation of the BoilerConnect collaborative platform and our collective increased focus on serving students who are considered to be at-risk.

While our programs vary in size, scope and purpose, we share goals of increased student degree completion, future employment or study, dedicated citizenship, and responsible leadership in the state, nation and world. We are pleased to offer this report as a reminder that, through all of our student-centered college success initiatives and services, we aim ultimately to empower students’ lifelong learning.

Sincerely,
Dan Carpenter
Executive Director
Student Success Programs

**DISABILITY RESOURCE CENTER**
Facilitating access and designing accommodations for students with disabilities

**HORIZONS STUDENT SUPPORT SERVICES**
Providing first-generation and cost-eligible students an academic home away from home

**PURDUE TESTING CENTER**
Providing testing services to students for career direction, advanced credit, and national exams

**ORIENTATION**
Helping Purdue students transition to college with STAR, BGR, and BGRi

**PURDUE PROMISE**
Helping eligible students succeed through success coaching and financial aid

**SPAN PLAN**
Providing an array of support services for adult nontraditional undergraduate students at Purdue

**ACADEMIC SUCCESS CENTER**
Serving as a hub of Purdue’s academic enhancement initiatives

**SUPPLEMENTAL INSTRUCTION**
Holding informal weekly study sessions to help students pass their classes and share study tips

**VETERANS SUCCESS CENTER**
Providing wrap-around services for Purdue’s veteran students, and easing the transition to higher education

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ORIENTATION PROGRAMS

Purdue Orientation programs facilitate the transition of new undergraduate students by preparing them to be academically successful, educating them on their responsibilities, and guiding their integration into campus culture.

NOTABLE CHANGES FROM 2014-15

- **STAR**: Updated PREMIS (Purdue Registration Event Management Information System), to improve experience for students and guests registering for STAR.
- **Virtual STAR**: Added Top 10 video campaign for Virtual STAR participants.
- **BGRi**: Restructured BGRi Opening Ceremony to include additional information about Indiana and Purdue.
- **BGR**: Restructured BGR hall teams due to the addition of the Honors College; combined Boiler Success Sessions to provide better student experience; added community service program called “Boilers Give Back,” and provided StrengthsFinder assessment to all participants.

FREEDOM OF EXPRESSION SESSION

In May 2015, Purdue became the first public institution to formally commit to uphold free expression by adopting the FIRE-endorsed Chicago Statement and eliminating all of its speech-restricting policies. As a result of this change, Orientation staff helped create a first-of-its-kind free speech presentation for the more than 6,000 incoming freshmen who attended BGR.

Student actors selected from orientation leaders acted out scenarios ranging from encountering an inflammatory campus preacher, dealing with objectionable symbols in residence halls, and handling an in-class disruption. The modules also underscored Purdue’s institutional commitments to civility and mutual respect.

READ ORIENTATION PROGRAMS’ 2015-16 ANNUAL REPORT

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NOTABLE CHANGES FROM 2014-15

• Staffing: The ASC restructured its staff model and added an Assistant Director position; both AD positions were filled in 2016 and each entails a specialized area of responsibility (Peer Success Coaching Program and Workshop and Consultation Services). Additionally, the ASC no longer has continuing lecturer or undergraduate teaching assistant positions.

• Consultations: The ASC will pilot the new BoilerConnect scheduling and note-taking system starting Spring 2017.

• Peer Success Coach Program: The number of Peer Success Coaches (PSCs) increased from 17 to 25.

• Tutoring Resource Management: The ASC has connected tutor resources and websites to the Purdue-developed app for students, Forecast.

SUMMER START COURSE PILOT
During summer 2016, General Studies 29001 was piloted as part of Summer Start, an early admittance bridge program. The course’s schedule and curriculum were adjusted to fit the five-week Summer Start module. Seven sections were offered, requiring instructors from various campus units. After the pilot, it was determined that a general first-year seminar course would be a better fit for future Summer Start sessions.

NEW LOCATION
In summer 2017, the ASC will move from its current location on the fourth floor of the Krach Leadership Center to Wiley Hall.
Supplemental Instruction (SI) develops academic support communities of higher level thinkers and self-empowered learners. This self-selecting, course-specific, peer-led program seeks to promote active, collaborative learning involving critical thinking and transferable study skills.

### NOTABLE CHANGES FROM 2014-15

- **Development:** Supplemental Instruction received an endowment with a matching amount from The Lilly Foundation, for supplementing foundational and non-foundational high-risk courses and adding leaders to existing courses with burgeoning attendance. Courses in the following disciplines continue to offer SI sessions: Science, Engineering, Health and Human Sciences, Management, Agriculture, Nursing and Pharmacy.

- **Staffing:** Supplemental Instruction hired two new Assistant Directors.

- **Recognition:** SI created the “Professor’s Recognition Award” in fall of 2016. This award provides faculty linked with the SI Program an opportunity to nominate a leader who they believe is going above and beyond in their role. Three SI leaders received the inaugural award.

### RETENTION DATA

- Retention data from year one to year four continues to suggest a correlation between SI participation and students’ re-enrollment. The significance is p<0.01 when comparing students who attended SI and those who did not.

- For the 2012 cohort, the four-year graduation rate is 5 percentage points higher for students who attended one or more SI sessions than for those who never attended SI.

### NEW LOCATION

In summer 2017, SI will move from its current location on the fourth floor of the Krach Leadership Center to Wiley Hall.

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**WHY ATTEND SUPPLEMENTAL INSTRUCTION?**

- **50 MINUTE FREE WEEKLY STUDY SESSIONS**
- **LOCATED ALL OVER CAMPUS**
- **PEER-LED INFORMAL STUDY GROUPS**
- **A PLACE TO SHARE STUDY TIPS**
- **1 HOUR OF SI = 2 HRS INDEPENDENT STUDY TIME**
- **SUPPORTS 30+ TOUGH COURSES**
- **SCHEDULE ON BOILERGUIDE**
- **BRING YOUR COURSE MATERIALS & PUID COME READY TO WORK TOGETHER**

**Purdue.Edu/SI #PurdueSI**

**READ SUPPLEMENTAL INSTRUCTION’S 2015-16 ANNUAL REPORT**
The Disability Resource Center (DRC) mission is to ensure universal access to classes, programs and activities for students with disabilities by determining reasonable accommodations and by partnering with faculty.

**NOTABLE CHANGES FROM 2014-15**

- **Staffing:** “Accommodation specialist” title changed to “access consultant” to be more reflective of work performed and better aligned with higher education disability services; hired a new director, Randall Ward, who also serves on the professional development committee for the Association on Higher Education and Disability (AHEAD).
- **Improvements:** Expanded hours for accommodated testing; began courier service to expedite pickup and delivery of accommodated exams; completed business case analysis to buy electronic system that will automate DRC business practices; worked with Provost’s office and Space Management to develop a plan for moving the DRC to a more accessible location; partnered with Purdue Testing Center to develop on-call system that provides both PTC and DRC with proctored exam coverage.

**OPPORTUNITIES**

The Disability Resource Center aims to move to a more accessible and central location to better serve its students. Additionally, the DRC is engaged in the Provost’s Advisory Committee on Diversity (ACD) and contributes to ACD action items in the following ways:

- **Increase diversity:** DRC will help develop a more welcoming environment for prospective students. Additionally, the DRC will promote disability as another form of diversity, with the same tenets of civil rights and social justice.
- **Create inclusive classroom settings:** DRC staff will work with instructional designers in an effort to develop more inclusive classroom practices that recognize disability; DRC staff also will advocate for the inclusion of the Disability Studies academic field in the design of course content.

Along with faculty from the Disability Studies minor, the DRC will co-sponsor public speaking offerings and other co-curricular activities that address disability-related issues.

**NEW SOFTWARE SYSTEM**

The DRC recently purchased a third-party software system that will automate case-management processes and assist staff with tracking and evaluating student-DRC interactions. This integrated system, scheduled to be implemented in 2017, may also be used to explore trends and demographics within the DRC student population.

**READ THE DRC’S 2015-16 ANNUAL REPORT**
NOTABLE CHANGES FROM 2014-15

- **Exams:** Prometric testing was added at the PTC this year as a satellite site for MCAT exams. A total of six MCAT exams were given between April and August. Unfortunately, in October, Prometric increased testing dates for 2017 at the main Prometric testing centers and recalled the contracts for all satellite sites. This ended the ability to offer the MCAT exam.

- **Staffing:** No permanent staffing was changed this year. On-call staffing for emergency coverage of the testing center was completed but then dissolved with staff changes within the DRC unit.

- **Partnerships:** Collaborations expanded with the DRC Testing Center this year to assist with finals and other emergency testing needs; discussions were held with Digital and Professional Education as well, to find potential areas to support each other; the PTC additionally continued support of advising units by participating in the Advising Resource Fair. Annual distributions of CLEP information continued this year to Advising units, Veterans Success, and other Student Success areas; inquiries regarding potential Prometric and Pearson exams came in from the Veterinary School and Purdue HR, but the vendors would not allow the exams to be given at the PTC.

CENTRAL TESTING LOCATION

Various campus units, including the Purdue Testing Center, the Disability Resource Center and the University Senate, have discussed creating a central testing unit and location to provide a more synchronous and economical testing service to the University. Discussions are expected to continue in 2017.
Purdue Promise is a four-year experience offering financial assistance and targeted support for eligible Indiana residents. Created as a response to 21st Century Scholars graduating at 10-11% lower rates than the Purdue rate, the program is rooted in four guiding principles of student achievement – academic, leadership, social, and life skills development – to assist students in strengthening their self-efficacy, self-advocacy, help-seeking skills, and grit.

**NOTABLE CHANGES FROM 2014-15**

- **Study Abroad:** In May 2016, Purdue Promise partnered with Horizons to pilot the possibility of a Purdue Promise study abroad experience. One Purdue Promise staff member attended the Horizons four-week trip to Granada, Spain and Meknes, Morocco with 10 Purdue Promise students. In 2017, Purdue Promise will host its first programmatic trip for three weeks to Valencia, Spain. The program coordinator, an assistant director, and 20 students will participate. Students will earn three credits through EDPS 490: Global Leadership.

- **Summer Start:** In summer 2016, the University launched Summer Start, a conditional admit program that required students to enroll in seven credits during the summer to earn fall admission. Purdue Promise was the support mechanism for students, and was thus granted a graduate assistant to help coach the incoming cohort. The GA and Purdue Promise staff serve 180 students in the inaugural cohort. Students could earn a $500 scholarship toward fall semester by completing 5 digital badges, earning a 3.0 GPA, and meeting with their coaches twice in the summer. They could earn an additional $500 toward spring 2017 by meeting with their coaches twice in fall 2016.

- **Partnerships:** Purdue Promise negotiated a pilot with the Indiana Commission for Higher Education to batch appeal for students participating in co-op work experiences that would cause them to not meet the State’s credit completion requirement for 21st Century Scholars awards. Purdue Promise successfully partnered with the Office of Professional Practice and the Division of Financial Aid to compile a historical list of co-op participants back to fall 2013 and submitted to the State, preventing hundreds of individual appeals.

**READ PURDUE PROMISE’S 2015-16 ANNUAL REPORT**
**NOTABLE CHANGES FROM 2014-15**

- **Achievements:** Received the Department of Education’s Student Support Services TRIO grant award for funding 2015-2020; implemented the first collaborative four-week study abroad experience with Purdue Promise. The experience took place in Granada, Spain and Meknes, Morocco. This served as a pilot program for Purdue Promise to institute its own program in 2017; increased the recruitment of peer mentors with the expectation of increasing the number of students who receive peer mentoring in 2016-17; created a financial aid administrator position with Student Success as a pilot program that will serve all access programs including Horizons.

- **Staffing:** Hired a 100 percent FTE STEM Program Specialist; hired a 100 percent FTE Assistant Director for Academic Success.

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**HORIZONS STUDY ABROAD**

Statistics show that students who study abroad represent less than 10 percent of the 2.6 million students graduating with an associates or bachelors degree each year. The number for first-generation and underrepresented minority students is significantly less. Access to international opportunities is a barrier for under-served populations. Specifically, the paramount costs associated with courses abroad makes these opportunities near impossible. That’s why Horizons developed a tailored program that addresses student concerns through a holistic process that seeks to change student perceptions, address misconceptions, and provide students with an all-inclusive experience for nearly 65 percent less cost than a traditional short-term study abroad program at Purdue. More than 100 participants have studied abroad with Horizons since 2012 in places including Cape Town, South Africa; San Jose, Costa Rica; Valencia, Spain; Thessaloniki, Greece; Granada, Spain, and Meknes Morocco.
Purdue's Veterans Success Center (VSC) provides an array of resources and support for veteran students and those still serving in the military, as well as their dependents. In addition to providing a physical space in the Purdue Memorial Union where students can gather, the VSC serves as an on-ramp to navigating and accessing military-related education benefits.

**NOTABLE CHANGES FROM 2014-15**

- **Partnerships:** Created a stronger PAVE orientation including a campus tour, introductory videos on iPads, and a welcome luncheon; developed a PAVE yearly timeline; consulted with Purdue’s Technology, Leadership and Innovation program to help them develop specific outreach and programming for veteran and military students; assisted the Purdue Student Veterans Organization with their proposal for priority registration for veteran and military students, which was approved; the Purdue Student Veterans Organization carried the Bicentennial Indiana torch on campus in honor of veteran and astronaut Gus Grissom

- **Staffing:** Hired two VA work-study students to support the Education to Occupation (E2O) program and had them trained by the Center for Career Opportunities (CCO) as Peer Consultants; hired a graduate research assistant to document Purdue’s history with military and veteran students (which included a simple Prezi timeline to outline some of that history; Teresa Harris, Veterans Certifying Official, received the 2016 NAVPA Service Award; Jamie Richards, VSC director, co-authored a book on developing programs and supporting student veterans on college campuses.

**EDUCATION TO OCCUPATION**

The VSC is at times inundated with employers reaching out to connect with our students. In the fall of 2015 an IRB research project was submitted to survey current students, graduates, and employers to determine their needs. The outcomes of this research are being used to develop an Education to Occupation (E2O) transition program. According to the research, the biggest perceived gaps of preparedness between current students and employers are translating military to civilian skills, preparing a resume, face-to-face interviews, job searching strategy and social media etiquette. The E2O program aims to help Purdue’s military and veteran population narrow these gaps.

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**READ THE VSC’S 2015-16 ANNUAL REPORT**
NOTABLE CHANGES FROM 2014-15

- **FFCT Pilot**: A new emphasis on student parents began with a grant to pilot the Family Friendly Campus Toolkit (FFCT), 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.

- **Staffing**: 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 be effective online.

- **Mentorship**: Span Plan launched a new Classroom to Career Mentor Program, which aims to help nontraditional students in their professional growth and development. The program pairs working professionals in the community with Purdue students, many of whom have children, spouses, or are returning to school after at least a two-year break in formal education. Mentor pairs are matched by similar majors, career goals, or interests.