VISION STATEMENT
The vision of BGR is twofold: first, help all new undergraduate students to Purdue feel safe, comfortable and confident in navigating their educational journey by participating in the premiere orientation program in the nation, Boiler Gold Rush. Second, enhance upper-class students’ leadership skills and development in order to achieve their own academic success and serve as BGR participants during the course of the program. BGR is acknowledged by the University at large and external audiences as effective at enhancing the success of all Purdue students.

MISSION STATEMENT
BGR collaborates with campus partners and synchronizes programming and activities in order to provide a seamless seven-day transition for new Boilermakers, as well as lay a foundation of leadership opportunity and enable student leaders for the betterment of the university.

PROGRAM GOALS
Boiler Gold Rush will provide the following to families, participants and student leaders:

- **Knowledge of academic resources**
  - Participants - introduction to campus and academic resources
  - Leaders - ability to discuss resources to participants
  - University leaders - allowing them to be a part of the program to promote their office and to give expectations of success
  - Families - serve as a resource for their student in time of need

- **Purposeful discussions based on specific topics and personal experiences**
  - Participants - appreciate different cultures, opportunities and experiences available as a student
    - Co-Curricular opportunities such as organizations and clubs
    - Discussions on topics such as:
      - Campus safety and wellness
      - Diversity
      - Academic and classroom experiences
      - Feeling like a Boilermaker (belonging)
      - Common Reading (common first year experiences)
      - Getting involved on campus
      - History and Traditions
  - Leaders - ability to lead discussions on perspectives, experiences and possible hard topics they may not be as knowledgeable on
  - University leaders – introductions to academic responsibilities, expectations in the classroom or simply comforting students about personal philosophies
  - Families – encourage their student to have discussions with campus resources such as the health center and Office of the Dean of Students

- **Sense of Belonging**
Participants - making sure they have had a successful transition (feeling Purdue Pride, knowledge of campus resources, navigate campus, and making friends) to campus and have the opportunity to connect with at least one member of the BGR student staff over the fall semester.

Leaders - ability to promote Purdue pride and passion of BGR and campus and continue the connection to their new students through the first semester

University leader - facilitate connection to new students in their colleges

Families - feel comfortable with their student attending Purdue and are active and supportive of education and activities their student chooses to be involved in.

- **Leadership Opportunities**
  - Participants - chance to learn about co-curricular and extra-curricular opportunities
  - Leaders - develop confidence to facilitate large discussions, learn organization and facilitation skills, demonstrate ability to manage and direct groups of people and strengthen public speaking

- **Build and maintain campus partnerships by being involved in BGR**
  - Continue partnerships with the campus community by improving programming
  - Initiate additional partnerships for programming

**LEARNING OUTCOMES**

As a result of participating in 2012-2013 Boiler Gold Rush:

1. participants and student leaders will learn the success indicators, rigor, and academic expectations of Purdue
   - Success Indicator - interact with faculty and staff from their college
   - Rigor - students experience a mock lecture/academic preview in their academic discipline and clearly understand the level of rigor in their discipline.
2. participants will learn about specific topics by providing discussions based off of our REACTION sessions (safety and wellness, academic experiences, and getting involved on campus.)
3. families will learn that their student is in good hands
4. student leaders will gain transferable leadership skills such as communication and teamwork skills to apply towards other programs around campus and future career paths

**ASSESSMENT**

To improve BGR and to ensure that progress is being made toward our program goals, learning outcomes, and general program outcome, a well-rounded assessment plan will be conducted. The following assessment plan will be put into action for the 2012-2013 program:

- **Academic Awareness:** (PG1, LO1)
  - Compare BGR participants vs non-participants overall academic achievement (retention, GPA, and graduation rates) through university reporting
  - Compare semester to semester GPA’s of student leaders to see the correlation of involvement to GPA standing (if there is any)
  - Program evaluation at the end of BGR to see if presentations and conversations with staff were beneficial to their understanding of academics at Purdue
• Purposeful Presentation and Discussion about Transitional Topics (PG 2, LO 1,2)
  o Pre-program assessment of Team Leaders ability to conduct REACTION discussions held by Team Supervisors.
  o Pre-program evaluation to Team Leaders quantifying their level of comfort with conducting these discussions once they return for the week of BGR.
  o Nightly mid-program reviews with Team Supervisors to discuss the outcomes of REACTION discussions and how we may improve them for the next day.
  o Post-program review with student staff to determine the effectiveness of the REACTION sessions in total
  o Post program survey to participants to see if they were informed, comfortable and interested in the topics discussed, as well as comprehension of the material provided.
  o In person review with the campus cultural centers to get their reaction to the programming as well as the effect it had on their centers (increase/decrease in foot traffic, requests to hold events, partnering efforts across campus, etc.)
  o Calculation and comparison of retention and graduation rates of select groups that participated in our program vs. those that did not.
• Sense of Belonging (PG3, LO 2,3,4,5,6)
  o Post-program survey to students, families, and campus staff to judge overall satisfaction with the program
  o Post-program review between the Team Leaders and Team Supervisors to determine how the program ran, skills gained, and areas for program improvement.
  o Post-program focus groups with identified student demographics (international students, minority students, and majority students) to gain a perspective on how we can better build a connection between those students and the university.
  o First semester touch points with the Team Leaders and Team Supers to see how the progress of the first semester is going for their new students
  o Calculation of retention rates between first and second semester for new students that participated vs. non-participants, as well as first year to second year retention rates for both populations.
• Leadership Opportunities (PG 4; LO 2,4,6)
  o Pre and post-test with BGR student leaders to see the growth in leadership skills
  o Post-program survey to new students asking if they have attended a callout or joined a club they were introduced to at BGR
  o Professional Staff review of the 2013 program and student involvement
• Debrief campus partners (PG 5)
  o Face-to-face discussions with campus partners to determine what needs to be better for the following year
  o Brainstorming opportunities for potential programming

The Data
BGR participants consistently have significantly higher GPA and retention rates than non-participants, and this is especially true for participating women and underrepresented minorities. More importantly, BGR participants tend to graduate at a higher rate than their non-participating peers.
FIRST SEMESTER GPA

Fall 2011 GPA
BGR Participants 2.97
BGR Non-Participants 2.84

RETENTION

<table>
<thead>
<tr>
<th></th>
<th>Retention Rate</th>
<th>(Fall 2010 to Fall 2011) Female</th>
<th>URM</th>
</tr>
</thead>
<tbody>
<tr>
<td>BGR Participants</td>
<td>91.22%</td>
<td>91.75%</td>
<td>90.80%</td>
</tr>
<tr>
<td>BGR Non-Participants</td>
<td>86.79%</td>
<td>87.33%</td>
<td>82.35%</td>
</tr>
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</table>

1-Year Retention by Entry Year

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2005 Cohort Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>BGR Participants= 4931</td>
<td></td>
<td>BGR Participants= 4376</td>
</tr>
<tr>
<td>Non Participants= 1423</td>
<td></td>
<td>Non Participants= 2681</td>
</tr>
<tr>
<td>Participants</td>
<td>91%</td>
<td>39%</td>
</tr>
<tr>
<td>Non Participants</td>
<td>87%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Ethnic Group/Citizenship**

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2005 Cohort Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>BGR Participants= 4931</td>
<td></td>
<td>BGR Participants= 4376</td>
</tr>
<tr>
<td>Non Participants= 1423</td>
<td></td>
<td>Non Participants= 2681</td>
</tr>
<tr>
<td>Black Participants</td>
<td>88%</td>
<td>22%</td>
</tr>
<tr>
<td>Black Non Participants</td>
<td>87%</td>
<td>17%</td>
</tr>
<tr>
<td>International Participants</td>
<td>92%</td>
<td>25%</td>
</tr>
<tr>
<td>International Non Participants</td>
<td>88%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Student leader grades and demographics

BGR Staff Fall 2012 (472 Total staff)

Average Overall GPA Spr. 12- 3.35
Average Overall GPA Fall 12- 3.37
Contributions to Student Success

The BGR program contributes to the institutional goal of enhancing retention and graduation rates with our student leaders, GPA success and satisfaction levels of Purdue students by:

1. Providing an outlet for new students to meet other peers through meaningful discussions focused on experiences they may have on campus, i.e. classroom experience or organization involvement.
2. Connecting new students to resources on campus, both academic and social, to enhance student success.
3. Enhancing knowledge of campus and ease of finding resources to be successful.
4. Provide leadership experiences for student leaders to gain knowledge to use in future careers, i.e. facilitation devices, diversity insight and team building activities.
5. Connecting student leaders to other programs in the Student Success at Purdue office, i.e. BGR student leaders becoming Academic Resource Guide’s with Purdue Promise or Supplemental Instruction leaders!

History of Boiler Gold Rush

“Corn Camp” was the original name of Boiler Gold Rush! In 1993 Roger Sharritt, a hall manager in Cary Quad (oldest residence hall on campus) founded our orientation program. In 1994, corn camp became Boiler Gold Rush. The first program involved about 100 students and 15 student leaders. Today, the program is over 5,000 new students and over 450 student leaders and involves all of the residence halls!

The 2011-2012 stories—to name a few...

- Since we are so large (student leaders and new students), we strive to be very intentional with our trainings and programming. Because of this, we are recognized as one of the top orientation programs in the country.
- We implemented new programs that have received excellent feedback!
  - Mock lecture sessions with faculty from the College of Science
  - Boilermaker GetInvolved Organization Fair
  - FaithFest- Religious Fair
  - Boiler Up Rally moved locations thanks to Athletics! We had a successful program in Mackey Arena.
  - New Student Induction
- Our student chair implemented a few initiatives that will end up being staples in our program!

<table>
<thead>
<tr>
<th>By Position</th>
<th>% of Females Overall</th>
<th>% of URM Overall</th>
<th>% of Females TL</th>
<th>% of URM TLs</th>
<th>% of Females TS</th>
<th>% of URM TSs</th>
<th>% of Females SOC</th>
<th>% of URM SOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>(56%) 266 Female</td>
<td>(90%) 430 N</td>
<td>(10%) 41 Y</td>
<td>(56%) 222 Female</td>
<td>(90%) 359 N</td>
<td>(10)% 35 Y</td>
<td>(56%) 39 Female</td>
<td>(91%) 64 N</td>
<td>(9%) 6 Y</td>
</tr>
<tr>
<td>(44%) 205 Male</td>
<td>(91%) 64 N</td>
<td>(9%) 6 Y</td>
<td>(44%) 172 Male</td>
<td>(10%) 35 Y</td>
<td>(9%) 6 Y</td>
<td>(44%) 31 Male</td>
<td>(100%) 8 N</td>
<td>(0%) 0 Y</td>
</tr>
</tbody>
</table>
Check-in Coordinator at each hall for move-in. This person will help organize the check-in process with the move-in coordinator and hall staff.

T-shirt exchange- new students bring a high school or transferring college shirt and exchange it for a Purdue shirt. The student chair worked with other organizations on campus to donate left over shirts to give to new students.

- Hosted a meet and greet with BGR International students to prepare them for the switch to BGR.
- Staff members also receive feedback from the evaluations to all participants. Below are some comments regarding their experience:
  - “I came to Purdue thinking that I was going to be in my room a lot, studying by myself, having a lot of work that I wasn’t going to have a social life. But that’s definitely changed, BGR definitely brought me out of my expectations.” (Exponent 9.19.12)
  - “Great overall experience and transition into college!”
  - “BGR was a great experience that really helped me with finding my way around campus. Very awesome for kids like me who worried about getting lost.”

- BGR student leaders are constantly becoming president and exec board members in prestigious and large organizations on campus; for example, Purdue Student Government, Purdue Dance Marathon and Old Masters.
- BGR student leaders continue to grow personally through experiences such as FreeZone, the diversity segment that continues to exceed their own expectations about learning about themselves.
- One of our speakers, David Coleman-Dating Doctor (Real life Hitch) helps student’s further relationships in a healthy manner. He individually takes in about four students and gives tips online to about 1000 of our students!
- Every year the BGR Student Orientation Committee participates in case studies at NODA Regional. In 2012, the SOC brought back several awards!
- The Exponent wrote daily BGR papers promoting the program in positive ways- stories from previous day, new student columns, and schedule of the day.
- We campaigned to educate the campus on BGR learning outcomes and goals by visiting department and group meetings.
- Focused on branding BGR events through the start of term.

**Benchmark programs**

Boiler Gold Rush benchmarks against the following programs:

- Similar Structure (400+ student staff)- by having discussions with colleagues at these institutions, we are able to gain new ideas of programming/training.
  - Cal Poly Tech—WOW program (week of welcome)
  - Minnesota – Welcome week
  - University of Kentucky
  - University of Waterloo in Canada

We are active participants on an annual basis at the following conferences:

- National Orientation Directors Association Conference (NODAC)
- Kasi is the Co-Indiana State Coordinator (along with a colleague at Ball State)
  - NODA Region 7
    - Kasi is on the planning committee and in charge of the Regional Orientation Leadership Institute. This program during the regional conference challenges the top student leaders in the region.
  - American College Personnel Association (ACPA)
    - Kasi is on the Admissions, Orientation and First Year Experience Commission
  - Big 10 Orientation meeting
- Literature important to train our student leaders:
  - Facilitation guides (FISH)
    - Leadership (Strengthsquest)
- Best Practices that we consistently use and guide us in our programming:
  - CAS
  - Other colleagues
- For 2013, we intend to carefully study the results of the coming department-wide effort to study institutions whose retention rates far exceed what is predicted. We feel that may lead us to productively compare ourselves with institutions that have effective programs.

**Opportunities for Growth**

Some ways BGR can fully reach its potential......

- BGR is often seen as an “immature and cheesy” by some of our colleagues that work with underrepresented students. Having these colleagues on board with the great things our program has to offer would benefit in many ways!
- BGR is considered by all participants and University at large to be Sunday, the week before start of term, to the first day of classes full of programming by us or campus partners for the new students.
- Adding the expectation of student leaders to connect with their new students at the end of BGR week and throughout the first semester. We hope they can go from a guide to a mentor and friend.
- Continuing our focus of academic partnerships. This year was a great start with the College of Science scheduling mock lectures in core large freshman courses.
- Continuing partnership with International Students and Scholars (ISS) and University Residences to give our new international students a successful BGR International experience. Not only continuing the partnership but integrating it/them smoother into BGR.
- In order to have effective training with our student leaders, it would be nice to have bigger rooms/space on campus that does not have a charge and lets us bring in our own food. It is difficult as it is to find good space for what is needed with our student leaders. Most of these come with a price as well.
- In order for the whole campus to be on board and understand how important orientation is to our new students, we would like to have a “town hall” for just BGR and BGR International and invite the campus community. This would allow for more brainstorming and to include suggestions made by those that participate. Another idea for the campus would be to send out weekly reminders beginning in July and highlight some of our campus partners.
• A possible reorganization of the whole week of BGR. Expanding the week and growing our campus partner participation to give our new students an overall excellent transition to the start of term.
• Expanding the Boilermaker GetInvolved Organization Fair.
• Develop a more involved Family experience over move-in weekend and make parents, siblings, and other family members feel more involved in their student’s transition to Purdue.
• Synchronizing calendars, scripts and schedules across print and mobile not only for our use but for the University at large. This would include campus partners as well.
Military Veteran and Non-Traditional Student Programs

VISION STATEMENT: Create an inclusive environment for all veterans, members of the military, immediate family members, and non-traditional students where individuals and groups are provided with the tools needed to meet their goals. Our success is two-fold; student success and national recognition as a leader among peer institutions.

MISSION STATEMENT: The Military Veteran and Non-Traditional Student Programs will engage the students, faculty, staff, and community in order to provide a comprehensive suite of wrap-around services. The intent is to create a consistent experience, a streamlined pipeline for students, the removal or limiting of hurdles, and the creation of a playbook for student success.

PROGRAM GOALS (Overarching goals for your program / Why do you exist? What do you accomplish with your program?)
Military Veteran and Non-Traditional Student Programs will:
1. Determine who we serve and assess their needs.
2. Identify and synchronize existing services and develop programming based upon student needs, data collection, benchmarking, and best practices.
3. Establish the office as a trusted, consistent, and valuable resource to students, faculty, staff, and the community.

STRATEGIC OUTCOME (What are you doing to reach your Program Goals?)
As a result of participating, students will learn:
1. Determine who we serve and assess their needs. The intent is to identify the population being served on campus and determine existing gaps and problematic issues.
   a. Conduct demographic and data assessment.
   b. Assess student needs.
   c. Assess faculty and staff needs.
2. Identify and synchronize existing services and develop programming based upon student needs, data collection, benchmarking, and best practices.
   a. Utilize the ACE Veteran Friendly Toolkit as framework for establishing a program.
   b. Communicate with all Big Ten institutions to develop relationships as well as determine what programming and services are working for their campus.
   c. Visit two Big Ten peer institutions and another national peer institution to use as benchmarks.
   d. Hire a VA Work Study Student to help with administrative work and programming.
   e. Coordinate with existing campus services to create a veterans resource team:
      i. Disability Resource Offices, Counseling Services in Student Affairs, Career Center, Learning Communities, Tutoring, and SPAN Plan.
   f. Programming:
      i. Develop a comprehensive veteran’s orientation and mentoring program.
      ii. Host a veteran’s graduate reception.
g. Update and maintain the Purdue veteran’s web presence to include addition of Twitter and Facebook account.

h. Work with the Federal and State Department of Veterans Affairs to provide services on campus:
   i. Vocational Rehabilitation & Employment Counselor access to campus, VetSuccess Program, and Upward Bound Program

3. Establish the office as a trusted, consistent, and valuable resource to students, faculty, staff, and the community.
   a. Establish internal partnerships.
      i. Financial Aid, Registrar, University Residences, Off-Campus Student Services, Admissions, Disability Resource Offices, Counseling Services in Student Affairs, ROTC Programs, Career Center, Learning Communities, Undergraduate Studies, Diversity Offices, PACADA, MFRI, and SPAN Plan.
   b. Establish student partnerships:
      i. Develop and strengthen the Student Veterans Organization and establish and develop a relationship with the Purdue Adult Student Network.
   c. Establish community partnerships:
      i. Veterans Resource Council, Tippecanoe County Veterans Service Officer, and the Veterans Home.
   d. Establish external partnerships:
      i. AVECO, NAVPA, the Department of Veterans Affairs and Student Veterans of America and contribute to the scholarly national dialogue.

As a result of your Strategic Goals, Purdue will:
1. Determine where gaps exist and develop programming to meet those gaps.
2. Remove duplication of services.
3. Develop a streamline process for students from intake through graduation.
4. Develop a playbook of success designed to address varied student needs.
5. Increase student engagement.
6. Increase student retention and completion.

ASSESSMENT PLAN
In order to improve the program each year and to ensure that we are making progress on our goals and desired learning outcomes, we conduct a comprehensive assessment plan where we gather data and use it to inform future decisions. We engage veterans in the following assessment efforts:
- Collect recent survey’s (Dave Hankins and PSVO).
- Initial data collection to analyze and determine who is on campus.
- Initial welcome survey to analyze and determine if there are any initial gaps that exist.
- Comprehensive spring survey to analyze and determine the expectations and needs of the veteran population
- Graduation survey to analyze and determine the veterans experience was at Purdue University.

CONTRIBUTIONS TO STUDENT SUCCESS
The program contributes to the institutional goal of enhancing retention rates, graduation rates, GPA success, and satisfaction levels of Purdue students by:
- Assess student needs and benchmark other successful programs in order to determine what opportunities for programming and student engagement exist.
- Coordinate existing Purdue services to create a play book of success and to connect existing services into a more streamlined process.
• Troubleshoot in order to help remove or round off the corners of barriers faced by students.
• Raise awareness regarding the unique attributes of those in the military, veterans, and nontraditional students.
• Fill gaps in academic success and support for veterans.
• Maintain visibility of students experiencing academic or personal difficulties.

NOTABLE CHANGES FROM 2011-2012
This is a new program and all steps should be positioned towards forward progress.

THE DATA
Recently the data for GIBILL using benefit as well as those who mark non-using benefit veterans on the admissions application were validated by Enrollment Management. This step will provide us easier access to collect data and start evaluating needs. Some initial data for the fall 2012 term:

Veterans and Family Members

<table>
<thead>
<tr>
<th>Benefit Category</th>
<th>Veterans Non-Benefit</th>
<th>Veterans Using GIBILL</th>
<th>Family Using GIBILL</th>
<th>Purple Heart</th>
<th>Child of a Disabled Vet</th>
<th>National Guard Supplemental Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Benefits</td>
<td>124</td>
<td>271</td>
<td>122</td>
<td>2</td>
<td>347</td>
<td></td>
</tr>
<tr>
<td>State Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vets = 501
Family = 469
Total = 970

GIBILL and Non-Benefit Veterans by College or School

THE STORY
While Purdue admirably supported the approximately 6,500 student who compose the veterans, military, and non-traditional student populations, until October 1st of 2012 there was no program coordinator. This position was recommended and created due to the impetus of the Purdue Student
Veterans Organization in coordination with the Office of the Provost, Student Success at Purdue, and the Veterans Advisory Team. Without a coordinator there were challenges simply identifying the veteran population. Another significant challenge was the knowledge of what services and programming already exist for veterans.

**BENCHMARK PROGRAMS**
The Veteran Military and Nontraditional program at Purdue University benchmarks against the following nationally recognized comparative programs:

1. Indiana University—a well-established suite of wrap around services with a veterans resource center. The center is run by Margaret Baechtold who is a nationally recognized expert that serves on the board of user organizations and is often called upon to testify before Congress regarding Veterans Education Benefits.
2. Communicate with all Big Ten Universities to conduct a veterans benchmarking survey. This will help create a “lay of the land” and experiential information regarding what services are or are not being provided.
3. Toolkit for Veteran Friendly Institutions produced by the American Council on Education—this is a customizable standard that allows an institution to mark progress as well as search other school programs.

**OPPORTUNITIES FOR GROWTH**
The first year of this program will see a sharp growth as new programming is implemented. After the initial year the next steps would be focused upon the following:

- Veterans Orientation and Mentoring Program—this should be in place for start next fall.
- Veterans Success Center—if this is determined to be a needed option at Purdue then dedicated space is required to bring to fruition.
- Nontraditional student programming—after initial programming an ramping up of veteran military services, then a sharper focus and pattern of success will help to coordinate and improve services to this segment of the population.
Overview of Purdue University’s Common Reading Initiative

Provided to the AY 2013-14 Common Reading Selection Committee
Updated October 22, 2012

This document provides a broad overview of the Common Reading Program and includes an overview of the mission, goals, learning outcomes, homework assignment, selection process, calendar, and subcommittee membership and responsibilities.

Mission

To provide a common, academic-based first year experience for all new — an experience that sets high academic expectations for students from the onset of the undergraduate experience.

Goals and Learning Outcomes

• Provide a common first-year experience for Purdue’s newest students
• Set an intellectual standard for students
• Connect students to their faculty/instructors
• Connect students to their peers
• Foster involvement in campus activities by linking programs and events to the common reading
• Enhance student success by emphasizing reading as an intellectual skill central to student achievement
• Enhance student success by setting higher academic expectations and modeling academic behaviors

By the end of the Common Reading experiences students should:
• Share a common intellectual experience with other students (Count of Books Distributed)
• Understand the expectations for reading and utilizing the book (Survey)
• Have engaged in discussions about the book (Convocation Counts, Evals at BGR)
• Feel less surprised by the level of rigor associated with Purdue University as a result of having read the common reading book (survey, Retention and Academic Success Data)
• Participate in at least one conversation about the Common Reading book outside of welcome week (Exhaustive Event Tracking and Reporting)

Homework Assignment
During the STAR period you should receive a copy of The Boy Who Harnessed the Wind. Before arriving on campus this fall, please complete the below assignment.

1) If you could ask the author one question, what would it be and why are you interested in his or her response?
2) How are your attitudes and beliefs different from one of the characters in the book?
3) What are some of the differences between a community or culture portrayed in the book and your own? Find two articles about an aspect of the book that interested you and cite those documents in your response.

Selection Process and Related Calendar

September – October 2012

- The whole campus – students, faculty, and staff – will be invited to submit reading selection via an on-line book nomination form.
- The Common Reading Program committee will hold its Kick-off Meeting in October.

November 2012 – early January 2013

- The Selection subcommittee will review and vet the books received through the nomination process and will select 3-5 books as finalists.
- The entire Common Reading Program Committee will each receive a copy of the 3-5 finalists in early December 2012.
- The members of the Common Reading Program committee will read the 3-5 finalists between the semester break.

January – February 2013

- The Common Reading Program committee will meet in mid-January to review the 3-5 finalists and will discuss strengths and weaknesses of each selection. The committee will then submit their rankings of the final selections.
- The book selection will be announced as part of the February Academic Leadership Forum. Additional announcements will be shared via email with Deans, Vice Presidents, Department Heads, Directors and an array of other campus constituencies so that programming for the 2013-14 academic years can reflect the book title and theme.

Spring/Summer/Fall 2013

- The book will be distributed to new students during the summer advisement and registration program (STAR). Electronic versions of the book will be sent to international students and domestic students who have a STAR attendance exception.
- A convocation on the Sunday before the start of classes will (ideally) feature the author.
Sub Committees

• Selection
• Curricular & Co-Curricular Applications
• Assessment, Evaluation, and Scholarship
• Marketing, Promotion, and Communications
Purdue Promise

Note: A legend can be found at the end of this document for understanding of acronyms, codes, and lingo.

VISION STATEMENT
Purdue Promise seeks to retain and graduate competent and engaged citizens at rates equal to or higher than the all-Purdue undergraduate average, and equal to or higher than the state and national averages for the demographic categories participants represent.

MISSION STATEMENT
The Purdue Promise four-year experience is comprised of financial assistance and targeted support rooted in four Guiding Principles: academic, social, leadership, and life skills development.

PROGRAM GOALS
Purdue Promise will:
1. Provide structured learning environments that allow for growth and development in academic, social, leadership, and life skills. (Y1,2,3,4)
2. Facilitate the formation of students’ peer, professional, and academic networks. (Y1,2,3,4)
3. Enable student participation in leadership experiences and professional development. (Y2,3,4)
4. Serve as students’ advocate and liaison to provide individualized support. (Y1,2,3,4)
5. Empower staff to develop professionally to better serve program participants.
6. Inform University partners, stakeholders, and colleagues of program successes and challenges.

LEARNING OUTCOMES
As a result of participating in one or more structured learning environments, Purdue Promise students will demonstrate gains in academic, social, leadership, and/or life skills development. Students will:
1. Demonstrate knowledge (Y1) and application (Y2,3,4) of Purdue resources.
2. Report increased connection and social integration to Purdue University and the program. (Y1)
3. Maintain satisfactory academic progress, meet scholarship-associated academic requirements, and persist at or above the University average each academic year. (Y1,2,3,4)
4. Demonstrate leadership development through articulation of the value of transferrable skills gained. (Y2,3,4)
5. Demonstrate preparation to enter the workforce or professional/graduate school. (Y2,3,4)

ENVIRONMENTS THAT SUPPORT LEARNING OUTCOMES
The following represent strategically-supported learning environments through which Purdue Promise students will be able to make gains in the aforementioned learning outcomes.
- Orientation Programming (STAR and BGR)
- Learning Communities
- Peer and Staff Mentoring
- Social and Cultural Events
- Diversity Awareness Programming
- Tutoring
- Supplemental Instruction
- Study Space
- One-on-One Academic Coaching
- Leadership Opportunities in Purdue Promise and SATS
- Undergraduate Research
- Internships
- Study Abroad
- Seminar Courses and Junior Professional Institute
2012-13 PROGRAM OUTCOME
As a result of synchronizing student data, students will realize more intentional, individualized support from Purdue Promise professional and student staff.

ASSESSMENT PLAN
To improve Purdue Promise and to ensure that progress is being made toward the aforementioned goals, desired learning outcomes, and desired program outcome, a comprehensive assessment plan is conducted. Data is gathered and used to inform future decision. The following assessment efforts are in practice:

- Retention (PG1; LO3)
  - Compare persistence to the University average and comparison groups after census each year using retention data and breaking out by demographic and academic profile.
  - Gain an understanding of why Purdue Promise students do not persist by conducting exit surveys at the end of each academic semester.
- Academic Development and Success (PG1,2; LO3,5)
  - Compare GPAs of students who participated in academic support regularly (both mandatory and voluntary) with students who did not participate more than once.
  - Review semester evaluations from ARGs, Tutors, and MAPs to identify successes and needs for improvement.
  - Compare academic drop rate of Purdue Promise participants with comparison groups.
- Mentoring and Social Development (PG1,2,3,4; LO2)
  - Evaluate SSTs, Mentor Leaders, Peer Mentors and Peer Facilitators at end of semester to determine satisfaction and impact.
  - Compare number, type, and quality of Mentor and Peer Facilitator contacts between students who are retained and students who are not.
  - Compare social activity attendance between students who are retained and students who are not.
- Knowledge Acquisition at Developmental Stages in College (PG1,3; LO1,3,4,5)
  - Demonstration of Knowledge in Year 1: Orientation and Social Integration
    - Personal Reflection, Pre/Post Test (Intake Survey and Course Evaluation), Noel-Levitz College Student Inventory and Mid-Year Student Assessment
  - Demonstration of Knowledge in Year 2: Purpose and Leadership Development
    - Personal Reflection, Pre/Post Test, Noel-Levitz Second-Year Student Assessment
  - Demonstration of Knowledge in Year 3: Professional Development and Job Search Skills
    - Personal Reflection, Mock Process Completion, Portfolio
  - Demonstration of Knowledge in Year 4: Preparation for Life After College
    - Personal Reflection, Course Evaluation, Final Portfolio

CONTRIBUTIONS TO STUDENT SUCCESS
Purdue Promise contributes to the institutional goal of enhancing retention rates, graduation rates, GPA success, and satisfaction levels of Purdue students by:

- Enhancing first-to-second year retention rates of participants, thus increasing the University retention rate.
- Creating community through seminar courses, peer mentoring groups, program connection all four years, and a welcoming and inclusive environment in the SATS office.
- Connecting participants to multiple support services through personal attention at STAR, paying for and requiring Boiler Gold Rush participation, requiring learning community participation, heavily promoting Supplemental Instruction and tutoring, providing peer and staff mentoring, and developing and intentional four year graduation plan.
- Creating leadership positions within the program allowing students to gain skills they can use in their academic pursuits and future careers.
- Mandating academic support (MAPs and study hours) when a student is at risk of losing his/her scholarship.

**NOTABLE CHANGES FROM 2011-2012**
- Successfully implemented the first Junior Professional Institute.
- Developed two senior capstone courses in preparation for the first senior cohort.
- Increased resources (staffing and funding).
- Increased academic recognition efforts.
- Achieved a record recruitment pool for Purdue Promise student leadership.
- Increased total students served.
- Changed office location.
- Increased tutoring course offerings and hours.

**THE DATA**
Retention data is calculated following Census each year. Below is retention data for the 2009-10 and 2010-11 cohorts through the 2010-11 academic year. This information will be updated and data on the 2011-12 cohort will be added after new Census data becomes available in September 2012.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Cohort</th>
<th>Original Cohort</th>
<th>1st-2nd count</th>
<th>Percent Retained</th>
<th>1st-3rd count</th>
<th>Percent Retained</th>
<th>1st-4th count</th>
<th>Percent Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>Purdue Promise</td>
<td>172</td>
<td>150</td>
<td>87%</td>
<td>142</td>
<td>83%</td>
<td>125</td>
<td>74.42%</td>
</tr>
<tr>
<td></td>
<td>TiCS not in Purdue Promise</td>
<td>171</td>
<td>141</td>
<td>82%</td>
<td>131</td>
<td>77%</td>
<td>124</td>
<td>74.85%</td>
</tr>
<tr>
<td></td>
<td>Pell Elig. not in TiCS/Promise</td>
<td>916</td>
<td>759</td>
<td>84%</td>
<td>698</td>
<td>76%</td>
<td>659</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>University Retention Rate</td>
<td>6166</td>
<td>5496</td>
<td>89%</td>
<td>5087</td>
<td>83%</td>
<td>4847</td>
<td>80%</td>
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<tr>
<td>2010-11</td>
<td>Purdue Promise</td>
<td>223</td>
<td>205</td>
<td>92%</td>
<td>183</td>
<td>82%</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>TiCS not in Purdue Promise</td>
<td>131</td>
<td>112</td>
<td>85%</td>
<td>99</td>
<td>76%</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Pell Elig. not in TiCS/Promise</td>
<td>1021</td>
<td>891</td>
<td>87%</td>
<td>813</td>
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<td>University Retention Rate</td>
<td>6353</td>
<td>5732</td>
<td>90%</td>
<td>5317</td>
<td>84%</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Emerging Urban Leaders</td>
<td>28</td>
<td>26</td>
<td>93%</td>
<td>24</td>
<td>86%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>Purdue Promise</td>
<td>254</td>
<td>229</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TiCS not in Purdue Promise</td>
<td>127</td>
<td>113</td>
<td>89%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pell Elig. not in TiCS/Promise</td>
<td>960</td>
<td>823</td>
<td>86%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>University Retention Rate</td>
<td>6660</td>
<td>6032</td>
<td>91%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emerging Urban Leaders</td>
<td>45</td>
<td>44</td>
<td>98%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purdue Opportunity Awards (POA)</td>
<td>102</td>
<td>94</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**THE STORY**
- Purdue Promise was created as a response to 21st Century Scholars graduating at 10-11% lower rates than the Purdue University rate. Purdue Promise evolved from the Purdue Opportunity Awards program and continues to serve those students. Positive results from the support
programming have gained University-wide attention and led to the addition of the Emerging Urban Leaders participating in the program.

• The combination of academic, social, and financial support, Purdue Promise is considered one of the strongest Twenty-first Century Scholars support mechanisms in the state.

• Many institutions offer financial aid or support programming for students from low-income backgrounds. Purdue Promise combines these two intentionally based on recent research that shows all low-income and first-generation students can benefit from the combination.

• Purdue Promise combines the Twenty-first Century Scholarship with federal, state, institutional grants and Federal Work Study funding to stretch scholarship dollars to serve as many students as possible.

• Purdue Promise is specifically mentioned in the 2009 Student Success and the Student Experience white paper – it is the strategy identified by that white paper’s working team for increasing access and success of qualified first-generation and low-income students at Purdue.

• Several programs in SATS independently demonstrate correlations between program participation and higher retention, satisfaction, and graduation rates. Data has shown that participating in multiple success programs increases rates even more, so Purdue Promise requires participation in multiple SATS success programs.

• Purdue Promise students are introduced to many leadership opportunities through the first-year experience class, involvement in all SATS programs, and through formal and informal interactions with SATS leaders. Purdue Promise students are serving in leadership roles in all other SATS programs.

• Purdue Promise won the 2011 College Board College Keys Compact Midwestern Region Innovation Award for the “Getting Through” Category.

• Purdue Promise has retention rates higher than all peer comparison groups and equal or higher retention rates than the University average. These early signs indicate that Purdue Promise is making huge strides in supporting low-income and first-generation college students in their quest for success at Purdue, and in doing so, is increasing Purdue’s overall retention and graduation rates.

**BENCHMARK PROGRAMS**

Purdue Promise benchmarks against the following programs:

4. University of North Carolina – Chapel Hill – Carolina Covenant – closest program to Purdue Promise that also combines financial aid with support programming.

5. Texas A&M – Regents Scholarship – scholarship for students with $40,000 or less, like Purdue Promise’s funding model. Some support elements included but not as comprehensive.

6. Indiana University – IU Covenant – IU’s equivalent Twenty-first Century Scholarship program, but Purdue’s support is much more intentional and comprehensive

7. Nichols College – 4 Year Course Model we utilized for 4-Year Graduation Plan

Purdue Promise also utilizes the following resources to stay up-to-date on research and best practices:

1. CAS Standards
2. National Resource Center on the First-Year Experience and Students in Transition (NRC FYE-SIT)
3. National Academic Advising Association (NACADA)
4. Peer Mentoring Symposium
5. National College Access Network (NCAN)
6. Indiana College Access and Support Network (ICASN)
This year Purdue Promise staff will participate in a SATS-wide effort to benchmark against a list of 22 institutions who graduate students higher than their expected graduation rates.

**OPPORTUNITIES FOR GROWTH**

Purdue Promise anticipates having served 811 students after the first 4-year cycle of the program. However, the number of students Purdue Promise could, and should, be serving is much greater. In looking at the number of at-risk, low-income students on campus, the pool of potential students to serve grows drastically. According to the Division of Financial Aid, approximately 30% of in-state undergraduate students are Pell eligible which means there are roughly 1,500 more students each fall that could be added to the Purdue Promise program.

The number of students taking advantage of Purdue Promise is expected to grow each year based upon anticipated higher retention rates for the current freshmen, sophomore, and junior cohorts, as well as long-term projections of anticipated growth of the incoming class. The projected growth, passed on an increase of 20 students per cohort, follows:

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>171</td>
<td>223</td>
<td>252</td>
<td>257</td>
<td>277</td>
<td>297</td>
<td>317</td>
<td>337</td>
</tr>
<tr>
<td>Sophomores</td>
<td>148</td>
<td>205</td>
<td>227</td>
<td>231</td>
<td>249</td>
<td>267</td>
<td>285</td>
<td></td>
</tr>
<tr>
<td>Juniors</td>
<td></td>
<td></td>
<td>141</td>
<td>190</td>
<td>214</td>
<td>218</td>
<td>236</td>
<td>252</td>
</tr>
<tr>
<td>Seniors</td>
<td></td>
<td></td>
<td></td>
<td>137</td>
<td>178</td>
<td>201</td>
<td>206</td>
<td>222</td>
</tr>
<tr>
<td>Total</td>
<td>171</td>
<td>371</td>
<td>598</td>
<td>811</td>
<td>900</td>
<td>965</td>
<td>1026</td>
<td>1096</td>
</tr>
</tbody>
</table>

* Numbers are based on a projected 90% first-to-second year retention rate, an 85% first-to-third year retention rate, and an 80% first-to-fourth year retention rate – which would be vast improvements over the previous rates of 21st Century Scholars.

Another reason Purdue Promise works is because of the high-touch, intrusive advising and coaching that comes from a lower student-to-staff ratio. The desired ratio for Purdue Promise is 150:1, which is where the program was for 2011-12 and the metric for which future growth is based. Maintaining this ratio will require additional staff as outlined below.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>150:1</td>
<td>203:1</td>
<td>225:1</td>
<td>241:1</td>
<td>257:1</td>
<td>274:1</td>
</tr>
<tr>
<td>5</td>
<td>120:1</td>
<td>162:1</td>
<td>180:1</td>
<td>193:1</td>
<td>205:1</td>
<td>219:1</td>
</tr>
<tr>
<td>6</td>
<td>100:1</td>
<td>135:1</td>
<td>150:1</td>
<td>161:1</td>
<td>171:1</td>
<td>183:1</td>
</tr>
<tr>
<td>7</td>
<td>86:1</td>
<td>116:1</td>
<td>129:1</td>
<td>138:1</td>
<td>147:1</td>
<td>157:1</td>
</tr>
<tr>
<td>8</td>
<td>75:1</td>
<td>101:1</td>
<td>113:1</td>
<td>121:1</td>
<td>128:1</td>
<td>137:1</td>
</tr>
</tbody>
</table>

Additional opportunities for growth and expansion of services include:

- Increase scholarship monies.
• Receive increased funding to support the average $575 per student it costs to run the program.
• Increase course sections offered to offer small class sizes. This requires recruitment of non-staff instructors and funding for overload pay.
• Explore new links through the Purdue Promise Learning Community to courses with high DFW rates.
• Form a more intentional partnership with Supplemental Instruction.
• Explore opportunities for junior and senior Purdue Promise students to have options regarding the order they complete requirements, specifically related to “senior” courses and the Professional Institute.
• Better support students with unique needs through collaborations with offices staff can refer students to for assistance and/or who can train staff on best practices.
• Work with campus partners to share student data, resources, and strategies to better support students by understanding them better.

**LEGEND**

- Y = Year (ex. Y1 = Year 1)
- STAR = Summer Transition, Advising and Registration
- BGR = Boiler Gold Rush
- PG = Program Goal (ex. PG1 = Program Goal 1)
- LO = Learning Outcome (ex. LO1 = Learning Outcome 1)
- ARGs = Academic Resource Guides
- MAPs = Meetings for Academic Progress
- SST = Student Success Team
Supplemental Instruction (SI)

VISION STATEMENT

Supplemental Instruction (SI) at Purdue will help students enrolled in historically difficult courses succeed at higher rates and continue their education in a timely manner. SI at Purdue will become an exemplary, effective academic assistance model through which students will engage in success-oriented behaviors, and by which other institutions can benchmark.

MISSION STATEMENT

Purdue University’s Supplemental Instruction (SI) Program provides academic support communities of higher level thinkers and self-empowered learners. This self-selecting, course-specific, peer-led program promotes active, collaborative learning involving critical thinking and transferable study skills. Its efforts are aimed at improving the retention rate of students enrolled in the SI-linked courses and helping students pass these courses at a higher rate.

PROGRAM GOALS

Supplemental Instruction will:

4. Link with historically difficult, high enrollment courses at the freshman/sophomore level
5. Help students earn a higher course grade than their peers who did not attend the study sessions, in particular, those students who attend the study sessions weekly
6. Reduce the number of D, F, and W grades for the students attending SI study sessions
7. Improve retention rates for students attending the SI study sessions
8. Provide an active, engaging learning environment for students in the SI-linked sessions that is relaxed, inclusive, and conducive to greater understanding of and appreciation for difficult course material
9. Reinforce course material and instill leadership abilities and potential among the student leaders
10. Build strong relationships with faculty by:
   a. Involving faculty in the selection of quality student leaders
   b. Helping faculty better understand the pedagogical methods and learning theories of SI
   c. Inviting them to pre-and post-semester events
11. Expose interested stakeholders to the philosophical purpose and effectiveness of SI

LEARNING OUTCOMES

As a result of participating in SI, students will learn:

1. To increase their understanding of course concepts and be able to apply them to different sets of problems
2. To develop critical thinking skills that mature beyond memorization in a way that enables them to evaluate, analyze and demonstrate evidence of their learning
3. To acquire transferrable study skill behavior which will allow students to become more confident in their approach to mastering difficult material
4. As a result of participating in SI, student leaders will learn to develop and improve upon their group facilitation and leadership skills.

As a result of participating in SI, faculty will understand the pedagogical theories of the SI Program acknowledge the program as a viable learning tool for students enrolled in their courses.

**ASSESSMENT PLAN**

In order to improve SI each year and to ensure that we are making progress on our goals and desired learning outcomes, we conduct a comprehensive assessment plan where we gather data and use it to inform future decisions. We engage in the following assessment efforts:

- Comparisons of course grades for the SI attendees versus those who did not
- Comparisons of course grades for those who attended 1-2, 3 – 4, 5-6, or 7+ study sessions
- Comparisons of D, F, and W grades for those who attended SI study sessions versus those who did not
- Examine concept mastery of particular concepts within a SI session by in-session pilot assessment using pre- and post-diagnostics
- Examine students’ perception of understanding of course material having attended SI study sessions through end-of-semester survey
- Examine students’ perception of their acquisition of learning strategies through the end-of-semester survey
- Examine faculty perceptions of SI theory and practices through mid-semester interviews
- Examine the benefits of being a SI leader through the end-of-semester survey

**CONTRIBUTIONS TO STUDENT SUCCESS**

SI contributes to the institutional goal of enhancing retention rates, graduation rates, GPA success, and satisfaction levels of Purdue students by:

- Offering peer-to-peer, weekly academic study sessions for students enrolled in foundational courses
- Providing an environment where students learn to ask thoughtful, course-specific, conceptual questions of themselves and each other
- Exchanging study strategies that can apply to non-SI courses as well
- Increasing students’ confidence in attacking tough course material
- Enhancing leadership skills and opportunities for students

**NOTABLE CHANGES FROM 2011-2012**

- Electronic attendance gathering
  - Magnetic ID card swiping is proving to be an efficient and accurate method of gathering SI attendance for sessions in locations where computers are available
  - Texting to an SI phone number is the other method of attendance gathering in locations where a computer is not available
- Implementing a student learning assessment that is embedded into the SI session
  - Students are given a pre and post assessment as part of the SI study session
It attempts to measure whether an unclear concept is mastered in the course of a SI session
- Piloted in the spring 2012 semester in two weekly study sessions
- Will expand to four this semester and then assess to see if this method of measuring learning outcomes is helpful and accurate

- Increasing the number of student visits by 1,000 students from fall 2011 to spring 2012
- Crafting a faculty SI agreement and sharing it with the faculty in individual interviews
  - *(see appendix)*
- Initiating an informative SI video

**THE DATA**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Student Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>MA 153,154,159,161,162; BIOL 203; CS 159; MGMT 200; STAT 301; COM 318; PHYS 172</td>
<td>22</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>MA 153, 154, 161, 162; BIOL 204, 111; CS 159; MGMT 200; STAT 301, 113; COM 318; PHYS 152; CHM 115</td>
<td>21</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>MA 153, 161, 162; BIOL 203, 110; CHM 115, 116; MGMT 200; STAT 113; PHYS 172; CS 159</td>
<td>22</td>
</tr>
</tbody>
</table>

**Fall 2011:**
- Number of visits for the fall 2012 semester was 3,411.
- There is a correlation between regular attendance and semester grades. Of those students who attended 8 or more SI sessions, 95% of them earned a grade of C or better.

**Responses to the End-of-Semester Survey are as follows:**
- Of those who attended 7 or more times, 90% indicated they had a much better understanding of the course material.
- A little less than 30% of the students responding to the survey knew that there was a SI leader connected to the course

**Spring 2012:**
- Total visits numbered 4,522, which exceeds the number from the fall semester by 1,111
- 1,033 individual students attended SI in the Spring 2012
- Students who attended SI study sessions had higher course grades and fewer D,F,W grades
- Of the students who attended 8 or more study sessions, almost 90% earned a grade of C or better
- Of the students who attended 8 or more study sessions, 68% earned a grade of B or better
- Of the students who attended 8 or more study sessions, almost 40% earned an A
Fall 11

<table>
<thead>
<tr>
<th>Grade</th>
<th>3 or more (%)</th>
<th>5 or more (%)</th>
<th>8 or more (%)</th>
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<tr>
<td>C or Better</td>
<td>88</td>
<td>90</td>
<td>96</td>
<td>74</td>
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<tr>
<td>B or Better</td>
<td>53</td>
<td>57</td>
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<td>A</td>
<td>25</td>
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<td>20</td>
</tr>
<tr>
<td>DFW</td>
<td>12</td>
<td>10</td>
<td>4</td>
<td>26</td>
</tr>
</tbody>
</table>

N= 377 221 150 7817

Total Distinct Participants 967
Non Participants 7817

Spring 12

<table>
<thead>
<tr>
<th>Grade</th>
<th>3 or more (%)</th>
<th>5 or more (%)</th>
<th>8 or more (%)</th>
<th>Zero (%)</th>
</tr>
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<tbody>
<tr>
<td>C or better</td>
<td>90</td>
<td>89</td>
<td>89</td>
<td>78</td>
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<td>B or better</td>
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<tr>
<td>A</td>
<td>30</td>
<td>33</td>
<td>39</td>
<td>22</td>
</tr>
<tr>
<td>DFW</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td>22</td>
</tr>
</tbody>
</table>

N= 430 270 161 9270

Total Distinct Participants 1033
Non Participants 9270

Responses to the end-of-semester student survey are as follows:

- SI helped me better understand the material. 83% either agree or strongly agree
- I felt comfortable talking with the SI leader. 77% either agree or strongly agree
- I believe my grade has improved as a result of attending SI. 62% either agree or strongly agree

The DFW rate for SI Non-attendees was 14 – 26 percentage points higher.

Students who attended 8 or more sessions earned a B or better by 17 percentage points more than those who did not attend.
I would recommend SI to a friend. 78% either agree or strongly agree

I didn’t know there was a SI leader for this course. 20%

Through SI, I have learned some techniques to succeed in this course such as how to read a textbook, how to take multiple choice exams, how to prepare for exams, anti-procrastination strategies, or other study tools 59%

**Responses to the SI leader survey:**

| I developed leadership skills that will transfer to other areas and my future career. | 95% |
| I gained confidence and skill in the following areas: | |
| • Speaking skills | 95% |
| • Ability to plan for diverse learners | 90% |
| • Facilitating a group discussion | 95% |
| • Solid command of the subject matter | 95% |
| • Improvement of my own studying techniques | 10% |

**THE STORY**

In fall 2010 the Provost directed Student Access, Transition and Success Programs (SATS) to establish Supplemental Instruction (a proven, evidence-based form of peer-led academic assistance) as a student success program at Purdue University.

The SATS Director formed a Task Force, sponsored by the Vice Provost for Undergraduate Academic Success, to help determine the courses that would be linked with SI, the methods of communication about the program, and a robust assessment plan. The Task Force was reassembled before the Spring 2012 semester and recommended some new courses for SI, such as BIOL 110 and CHM 115.

Eighty-two students attended the SI Leader callouts for Fall 2012. Twenty-two student leaders were selected to supplement eleven different courses. SATS colleagues and current student leaders helped with both the group interviews and the individual interviews. Five faculty members participated in the individual interviews. Eighty-six percent of the fall SI leaders are on the Dean’s List. These promising young leaders represent seventeen different majors from six colleges. Fourteen percent are underrepresented minorities; eighteen percent are international students; and they are evenly divided between gender.

Faculty members of SI-linked courses are becoming more involved in the selection of leaders for their courses by participating in the interviewing process, and by allowing the student leader more visibility and advertising in the lectures. A noticeable correlation between professor endorsement and involvement, and higher attendance at the study sessions, is beginning to emerge.
This fall there will be fifty-one study sessions occurring weekly in four different residence halls, the Minorities in Engineering Program (MEP) tutoring center, the Kissell Center, and in numerous on-campus classrooms.

**BENCHMARK PROGRAMS**

The Supplemental Instruction (SI) Program at Purdue University benchmarks against the following nationally recognized SI Programs:

8. Texas A&M - similar to Purdue in size and focus – won Outstanding SI Program in 2006
9. Clemson University – won Outstanding SI Program in 2004
10. Ball State University – has a similar SI Program
11. South Carolina University – expanding SI Program and adaptable program practices
12. International SI Conference, hosted by the International Center for SI in Kansas City, MO, May 30 – June 2, 2012 (Katie Bowen and Ethel Swartzendruber did a total of four presentations)

**OPPORTUNITIES FOR GROWTH**

We are receiving requests for SI leaders from professors of difficult course material, IMPACT instructors, advisors, and department heads of difficult curricula. We have to explain that we are limited by a set budget, but would like to pursue that opportunity in the future. There are several courses that would immediately benefit from linking with the SI Program. A proposal for linking a course with the program needs to be in place.

While one SI Coordinator and one half-time SI Assistant is sufficient for current size of the program, any expansion would require more staffing to maintain the quality. A former SI leader will help with the observation of the study sessions this fall. As the program continues to grow, a tiered supervision structure of former or more experienced leaders can be implemented.

Partnerships between SI and various centers across campus are being explored and will continue to be piloted. Currently, we partner with the MEP Program, using their tutoring room for a SI study session after their operating hours. Various residence halls, McCutcheon, Hillenbrand, Shreve, and Wiley Halls are scheduled for SI sessions for Fall 2012. The HICKS Undergraduate Library is also a great space for evening SI study sessions.

A future collaboration with the Athletic Department is beginning this fall. One of our algebra study sessions will be held in the Kissell Center, under Ross-Ade stadium, on Sunday evenings. This session will be open to any student taking MA 153. Other partnerships may include the Latino Cultural Center, and the Greek organizations.

If we were to partner with other tutoring programs or help rooms on campus, the ideal space would be a large center where students could come to swipe their ID cards to use either the tutoring services or the SI services. A central location would help students identify that as the place to go for academic help. While having SI sessions located in residence halls, the library, and classrooms, is manageable now, there are students (survey comments) and faculty members (when answering student inquiries about SI) who complain about the unfamiliarity of the location and difficulty in finding it, or trying to tell someone
where it is. One easily recognizable central location for these services would provide better accessibility and familiarity, and would most likely increase session attendance.

Clearly, working with faculty to help them understand the pedagogical differences between SI and tutoring is an ongoing effort. Having a faculty agreement is a step in that direction; however, a constant turnover of faculty for certain SI courses creates a need for continual individual contact with professors. A faculty tab on our website will include quotes from faculty, course grade comparisons, and helpful documents such as a syllabus blurb about SI that they can access quickly and insert in their syllabus. Several SI research articles will be part of this tab as well.

Now that the program is in its third semester, retention analysis is an area of assessment we plan to add. In addition, we would like to investigate the possibility of assessment related to a process called self-regulated learning (SRL), a system of measuring the individual progress a student makes in discovering and utilizing study strategies that work for that individual and how it affects the academic progress of that student. This system of measurement is being tested at the University of South Carolina, one of our benchmarking institutions.

Discovering that almost 30% of the students who responded to the Fall 2011 end-of-semester survey, and that almost 20% of the students who responded to the Spring 2012 end-of-semester survey indicated that they had never heard of SI, reinforces the need for better communication and publicity. Individual interviews with faculty and the initiation of a faculty agreement are an attempt to communicate expectations and the need for their endorsement and promotion of the program. Other forms of advertising are currently in place, particularly in courses that have several different lectures with only two or three SI leaders assigned to the course. An informative SI video was recently produced and will be used in advertising within and without the classrooms. We are working with Purdue Marketing and Media on some new areas of advertising. Additionally, ITap is working on setting up a mobile application for SI that will allow students to download the session schedules into their calendars and send them reminders.
Learning Communities

VISION STATEMENT
Through intense collaboration with campus constituents, LCs are intentional groups of generally 20-30 students centered around a theme or academic area and pursue the creation of a cohesive and comprehensive experience for students which engages them actively in the University, demonstrates that learning is not restricted to the confines of a classroom, and plants the seeds of the possibility and responsibility they have for and in their education.

MISSION STATEMENT
Purdue University’s Learning Communities (LC) Program is an effort to provide an intentional and connective foundation for students that eases their transition to college and supports their pursuit of success through empowering them to maximize the opportunities and resources that surround them.

PROGRAM GOALS
Learning Communities will:
12. Help students engage in connective social and academic interaction with peers both inside and outside of the classroom
13. Provide a platform for students to gain exposure to faculty and staff through curricular, co-curricular, and extracurricular events and activities marked by small-group interaction
14. Create significant opportunity for students to gain exposure to academic, cultural, organizational, and social resources of the University and community at large
15. Help students be retained at higher rates than their university counterparts
16. Help students graduate at faster and higher rates than their university counterparts
17. Train participating faculty and staff (Learning Community Instructors) in the philosophy, execution, and impact of LCs
18. Support LCIs in the logistics and planning of events and activities that expose students to academic, cultural, social, professional, and life-skills resources available on campus and in the greater community
19. Inform LCIs of the substantial impact that they have had in a single semester by sharing data

LEARNING OUTCOMES
As a result of participating in a learning community, students will learn to:
4. Interact (socially and academically) with a peer group marked by shared interests
5. Interact with faculty and staff at a significant level through planned events and activities, many unique to participating LC students
6. Gain exposure to a multitude of campus resources of academic, cultural, social, professional, and life-skills orientation

As a result of serving as a Learning Community Instructor, participating faculty and staff will:
7. Learn the philosophy behind LCs at Purdue and faithfully adhere to it in execution
8. Learn the impact of intentional planning and interaction on students
9. Plan and execute multiple events that highlight academic connection (practical application/enhancement of concepts introduced in class)
10. Plan and execute multiple events that introduce students to academic, cultural, social, professional, and life-skills related campus resources
11. Understand and utilize the logistical support services provided by the LC office in planning events

**ASSESSMENT PLAN**
In order to improve the Learning Community program each year and to ensure that we are making progress on our goals and desired learning outcomes, we conduct a comprehensive assessment plan where we gather data and use it to inform future decisions. We engage in the following assessment efforts:

- Exhaustive tracking and counting of LC events
  a. Number of events
  b. Number of points of participation
  c. Number of contact hours between LC students and LCIs
- Careful categorization and analysis of types of events
  a. Academic
  b. Social
  c. Cultural
  d. Campus resource
  e. Common Reading
  f. Service
- Calculation and comparison of retention and graduation rates
- Tracking and analysis of enrollment/participation rates and levels of event activity of individual LCs
- End-of-semester LC participant satisfaction survey
- End-of-semester LCI experience survey (forthcoming)
- Calculation and comparison of LC participant GPAs (forthcoming)
- Analysis of LC participant retention, graduation rates, GPAs by individual LC and by college (forthcoming)

**CONTRIBUTIONS TO STUDENT SUCCESS**
The Learning Communities program contributes to the institutional goal of enhancing retention rates, graduation rates, GPA success, and satisfaction levels of Purdue students by:

- Providing an immediate, intentional environment for easy peer interaction
- Creating a less-threatening and more cohesive academic experience through clustered courses
- Dedicated LCIs planning events and activities with vital connections to academic content, cultural exposure, and identification of campus resources
- Intentional efforts to inculcate a sense of belonging and institutional fit for students through the important result of making a large university seem much smaller

**NOTABLE CHANGES FROM 2011-12**
- Utilized Hobsons through Admissions for LC recruitment emails; we will pursue more sophisticated and automated use for the next recruitment cycle
- Established a significant Facebook presence; monitored and posted on 3 pages, as well as created two pages specific to prospective LC students and families and placed participants, respectively
- Added an Assistant Director position, successfully filled
- Increased placement of Purdue Promise students in major-/interest-specific LCs
- Expanded LC offerings for 2012; several new LCs are notably successful
- Increased interaction with other institutions interested in our program and processes

THE DATA

### Learning Community Participation from 1999-2012

| Academic Year | LC | Non LC | LC | Non LC | LC | Non LC | LC | Non LC | LC | Non LC | LC | Non LC | LC | Non LC | LC | Non LC | LC | Non LC | LC | Non LC | LC | Non LC | LC | Non LC | LC | Non LC | LC | Non LC | LC | Non LC | LC | Non LC | LC | Non LC |
|---------------|----|--------|----|--------|----|--------|----|--------|----|--------|----|--------|----|--------|----|--------|----|--------|----|--------|----|--------|----|--------|----|--------|----|--------|----|--------|----|--------|----|--------|----|--------|----|--------|----|--------|
| One Year Retention Rate | 89.00% | 84.56% | 87.83% | 83.65% | 86.60% | 84.73% | 91.75% | 85.30% | 92.81% | 86.15% | 91.51% | 88.36% | 93.68% | 89.33% |
| Two Year Retention Rate | 80.23% | 76.02% | 79.66% | 76.05% | 81.27% | 77.87% | 82.17% | 76.14% | 86.24% | 79.47% | 85.20% | 81.88% |
| Three Year Retention Rate | 76.73% | 70.09% | 76.88% | 73.93% | 78.29% | 75.01% | 79.34% | 71.94% | 84.03% | 76.51% | 76.29% | 74.82% |
| Four Year Graduation Rate | 39.82% | 37.82% | 35.54% | 38.02% | 40.05% | 39.00% | 44.97% | 41.11% | 44.97% | 40.05% | 39.00% | 34.82% |
| Five Year Graduation Rate | 66.89% | 63.27% | 62.34% | 62.95% | 66.61% | 64.44% | 68.75% | 64.11% | 69.24% | 66.61% | 64.44% | 60.05% |
| Six Year Graduation Rate | 74.00% | 68.39% | 69.85% | 68.05% | 68.61% | 64.44% | 74.00% | 41.11% | 69.85% | 68.61% | 64.44% | 60.05% |

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<td>152</td>
<td>184</td>
<td>135</td>
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<td>452</td>
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<td>480</td>
<td>434</td>
<td>429</td>
<td>473</td>
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<td>1071</td>
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<td>1537</td>
<td>1888</td>
<td>1998</td>
<td>16545</td>
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*Students in a Course Based LC may also have participated in a Residential Only LC

### Learning Community Event Activity (fall semesters)

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<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td>Number of Events</td>
<td>143</td>
<td>243</td>
<td>531</td>
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THE STORY
Learning Communities at Purdue began as a retention initiative generously supported by a five-year Lilly Endowment grant in 1999. LCs became institutionalized and continued to grow at a moderate pace. The fall of 2011 marked an aggressive expansion of roughly 30%, supported by the Office of the Provost. We grew from 49 to 63 LCs (3 of which are sophomore LCs), with a growth in capacity from about 1600 students to about 2000 students, and enrolled 25% of the incoming class in LCs. A second straight expansion resulted in additional significant growth for fall 2012 (now approximately at 82 sections of 45 unique themes for first-year students, serving 30% of the incoming class). Currently, we manage course space for LC students in over 230 course sections (many unique to LC students) and enjoy the dedication of over 100 faculty and staff serving as Learning Community Instructors (LCIs), approximately 50% of whom are faculty and instructors of various rank, including assistant, associate, and full professors and Dean-level participants. Additionally, specifically because of the dedication of the LCIs, significant gains in LC event activity and quality were pursued and achieved, as detailed in the chart above. We are a successful and robust program, fortunate to enjoy the support of the institution and of the faculty and staff, and we share their dedication and promote their efforts regularly at national conferences.

BENCHMARK PROGRAMS
The Learning Communities program at Purdue University benchmarks against the following nationally recognized learning community programs:

13. Auburn University
14. University of Illinois
15. Indiana University/Purdue University - Indianapolis
16. University of South Florida
17. We have also hosted visits from the University of North Texas, Southern Methodist University, and shared a phone interview on making and managing course connections in LCs with the University of South Carolina
18. We respond to many institutions seeking guidance on LC programs. These include the University of Iowa, University of Nebraska, and Illinois State University, as well as an invitation for consulting from Northfield Community College (Mesquite, Texas)
19. We are active participants and presenters on an annual basis at the National Learning Communities Conference and the Annual Conference on the First-Year Experience, with a combined 17 presentations and two preconference workshops since 2010.

OPPORTUNITIES FOR GROWTH
In order for the Learning Communities offering at Purdue University to reach its full potential....
- What are your needs? Staffing? Programming dollars?

As we do not anticipate another large-scale expansion effort, staffing is now appropriate with the addition of an Assistant Director position.
We will be pursuing the feasibility of purchasing video equipment (including editing software) as part of a multimedia recruitment plan that would allow the recording and posting of LC events so that prospective students can more readily see and understand the opportunity. We envision a general recruitment piece as well separate videos for every LC profile on the website.

We will also be pursuing options for handling STAR as a staff in the future. We favor a “Command Center” model that has all three of us in one location to maximize efficiency, accuracy, and service while minimizing opportunity for potentially disastrous mistakes.

- How do you plan to grow your program in the future? What do you need in order to do so?

Future growth in LC number and student capacity may be possible, but there is a saturation point that will emerge and be unwise to exceed. While isolated growth will occur (we have been approached by FNR, HHS, and CS about new LC possibilities), more likely growth in the near future will be in the nature and quality of LC events and activities, including continued efforts to enhance the connections of planned events to academic content, cultural exposure, awareness of campus resources, service elements, and the Common Reading. We have also been successful in slowly improving the LCI understanding of the philosophy behind LCs at Purdue, and intend to continue to promote LCs as an excellent transition program, with impact far beyond retention and graduation rates. This occurs through the intentional communication of data, results, and goals to the LCIs by the LC staff.

We are also committed to that same kind of information and experience being shared with other institutions and professionals. We will be seeking continued support to the best level possible from the department to sponsor presentations at conferences and other such professional development/profile-raising opportunities.

Lastly, we anticipate focused effort on strengthening our relationships with academic advising offices on campus. Our stronger relationships seem to yield higher interest and thus greater placement of students in LCs; we believe that some of our advising relationships could be fortified and garner better (if not similar) results.
Summer Transition, Advising and Registration (STAR)

VISION STATEMENT
The Summer Transition, Advising and Registration (STAR) program provides all new undergraduate students with excellent and equitable experiences with regard to advising and registration. Every student is connected with their Academic Advisor, provided sound academic advice, given access to all of the courses they need to make academic progress, afforded opportunities to take care of necessary processes and provided all the assistance they need to do these things. Additionally, students and their families are provided the education and experiences they need to ensure a successful transition to Purdue. STAR will be the first and firm step toward making students and their families a part of the Purdue community. The program will have a student-centered philosophy and communicates the message of “High expectations/great support”. STAR will be highly regarded within and outside the University as the premiere summer transition program.

MISSION STATEMENT
The Summer Transition, Advising and Registration (STAR) program is a synchronized event (in iterations) that facilitates the academic units’ ability to interact with their students in a meaningful way while providing students with the experiences required to begin their first term at Purdue. SATS coordinates a program whereby the entire incoming undergraduate class for the fall term receives academic advice, creates their course schedule, and accomplishes other important business in preparation for the start of their academic careers. It is designed to promote inter and intradepartmental commitment to an equitable, student-centered introduction to the academic and business components of the student experience at Purdue University.

PROGRAM GOALS
STAR will:
1. Coordinate and synchronize all University communications with students about the STAR program to ensure a consistent message.
2. Provide all new undergraduate students, and their families, with the information and experiences they need to be prepared to begin their academic career at Purdue.
3. Connect students with their academic program to receive academic advice and needed information about their department; facilitate students learning about their program
4. Support students in preparing their first course schedule and learning the registration process at Purdue
5. Ensure that course space is managed in an equitable manner with regard to students
6. Ensure the participant experience is equitable across multiple iterations
7. Introduce students to the Common Reading Program and provide them a copy of the book
8. Manage University-level processes to support students who cannot attend
9. With campus partners, provide a consistent approach to conveying information about and registering students for special targeted population programs that are done in conjunction with STAR.
10. Provide a well-trained staff of student leaders to interact with all participants
LEARNING OUTCOMES (for 2013)

- As a result of receiving pre-STaR 2013 communications, all attendees gain a clear understanding of pre-arrival preparations, event logistics, and expectations of the day.
  - Assessment Question: We want to know if this is achieved, if the messages are consistent and without conflict (across the colleges and University).
- As a result of participating in an alternative program designed for non-attendees (so-called Virtual STaR), students accomplish the same tasks and achieve the same outcomes as STaR 2013 attendees.
  - Assessment Question: We want to know if non-attends are as prepared to begin their career at Purdue as attends.
- As a result of efforts to improve equitable program delivery, attendees will achieve similar outcomes regardless of date of attendance or affiliated program.
  - Assessment Question: We want to know how and if the experience for attendees on day 1 of STaR differs from the experience of attendees on day 18.
- As a result of STaR 2013 attendance (or participation in Virtual STaR), parents and families will be more directly connected to the University as a partner in their student’s education and gain a thorough understanding of what they can do to help their student be successful.
  - Assessment Question: Are parents attending optional STaR sessions and what value do they find in these sessions?

ASSESSMENT PLAN

It is important that we understand, as best as possible, the general effect STaR participation has with regard to student success. The primary means by which we will this is each year will be a series of related post-surveys (student, family member, involved Purdue faculty/staff, non-attends, and student leaders). The content of these surveys will be related (from target population to target population) and be as consistent across the years as makes sense in order to support longitudinal study. Survey results would be collated with attendance and other data.

Additionally, in order to understand our success with regard to the 2013 learning outcomes, we propose to do the following:

- Communications: analyze STaR-related messages and patterns of all Purdue Hobsons CRM clients to determine consistency and identify any areas of conflict. This may include non-Hobsons communications as well.
- Non-attends: analyze how students use the online platform (TBD), frequency of use, duration, etc. Additionally, we want to know what they learn from the experience and relate it to what attendees learn from actually being on campus. We also need to study their registration patterns.
- Equitable Program Delivery: We already know that attendance patterns (based on demographic, residency, disciplines and other measures) are different across the 18 days of the existing program. What we need to know is, if the program were more balanced, with similar numbers across disciplines and days of the program, would the attendance pattern change? Additionally, would the variability in outcomes (as seen in the participant surveys) be reduced?
- Parents/Families: If the program (in-person and Virtual) focused more specifically and carefully on parents and families, and if the University were able to effectively create a parent track, would parents and families be more knowledgeable and effective?

CONTRIBUTIONS TO STUDENT SUCCESS
STAR contributes to the institutional goal of enabling student success by:

- Improving pre-arrival communications with all undergraduate students
- Connecting students with success programs
- Supporting the connection of parents and families to the University
- Facilitating academic advice
- Synchronizing University-level information and processes so that all students have similar experiences
- Enable the equitable distribution of and access to course spaces
- Complementing the University message regarding high expectations coupled with great support
- Support fall yield by enhancing admitted students’ connection to the University

**NOTABLE CHANGES FROM 2011-2012**

- Through a Task Force process and coordination with the colleges, we definitely improved STAR-related communications with both domestic and international students. STAR communications are far more synchronized.
- Created a NODA intern position to assist with STAR. We learned a lot in this process and plan to bring in an intern every year and continually make more effective use of this asset.
- We dramatically improved the experience and impact of STAR student workers. The program was completely altered to be a student leader experience rather than simply a student job. The result of this change in focus was countless positive reports of these students’ effectiveness along with increased student worker/leader satisfaction.
- The focus of the parent and family experience was shifted to VPSA.
- The Dean of International Programs agreed to support the concept of Virtual STAR and SATS support to BGRi.

**THE DATA**

The comprehensive STAR survey report and all of the raw data is available at S:\Shared\STAR\STAR 2012\Assessment. The relevant piece of information to consider for STAR 2013 relates to the variability in participation experience below. This is consistent with the 2009 report.

<table>
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<th>Total Participation</th>
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<tr>
<td>Day 1</td>
<td>527 (9%)</td>
<td>117 (22%)</td>
<td>31 (8%)</td>
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<td>Day 18</td>
<td>129 (2%)</td>
<td>55 (43%)</td>
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<thead>
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<td>Day 1</td>
<td>309 (59%)</td>
<td>41 (8%)</td>
</tr>
<tr>
<td>Day 18</td>
<td>129 (36%)</td>
<td>18 (14%)</td>
</tr>
</tbody>
</table>

The surveys also revealed:

- 5,827 students participated
- 42% of STAR participants attended during the first week. Less than 10% during the last week
• Out of state students attended STAR at higher rates during week three.
• Women attend STAR in much larger proportions during the first two weeks of STAR.
• URM participation peaks sporadically throughout the STAR period. Just about 8% of the attendees on day one were from the URM population versus 14% on day 18.
• FY Engineering and LA held sessions all 18 days. HHS, Science, and Technology held sessions 17 of the 18 days. Agriculture, Education Pre-pharmacy, USP and Management hosted students between 10-14 days (primarily during the first two weeks).
• Students generally took longer to register the first couple of days of STAR. Overall registration time was reduced the days the schedule assistant was available.
• 89% of the survey respondents said they attended STAR with parents or a guardian
• 89% of the parent respondents (n=316) who participated in STAR with their student enjoyed their experience. Those that did not enjoy their experience cited not enough time to do everything and felt rushed to complete the day

Additionally, in fall 2011 we conducted a benchmarking survey of 11 institutions to determine how our peers coordinated their summer advising and registration programs. That file is located at S:\Shared\STAR\STAR Task Force\STAR 2012 TF. The general trend as it relates to Purdue is:
   All institutions (except Purdue) cap their daily program attendance in order to ensure an equitable program experience.
   All institutions (except Purdue and Iowa) separate parents from students for the academic advising and other portions of the day.

**THE STORY**

For many years the University coordinated a program referred to as Day on Campus (DOC). This program served to bring the incoming domestic class to campus in a manner that supported the academic units' need to provide academic advice. The program was voluntary, students connected solely with their college (there was no University-level programming), and there was no use of registration priorities to encourage attendance. Additionally, up until this time, students did not self-register for courses. Academic Advisors registered students for their courses. The result was that less than 80% of eligible students attended DOC and actually met with their Advisor, University-level information was provided inconsistently, and international students were not able to create course schedules prior to arrival on campus.

As a result of a two-year long Task Force process, the program was modified for 2009 in many key ways. Domestic students were now required to attend, students would self-register for courses (with the advent of Banner), registration time tickets would be coupled with STAR attendance, international students would access the course registration system from afar at the same time as their peers and there would be University-level programming.
**BENCHMARK PROGRAMS**

For 2013, we intend to carefully study the results of the coming department-wide effort to study institutions whose retention rates far exceed what is predicted. We feel that may lead us to productively compare ourselves with institutions that have effective programs.

Additionally, as we develop the idea of Virtual STAR, we will continue our conversations with the following:

- University of Southern California (USC) who has a well-developed pre-arrival education program for international students
- University of Illinois who facilitates a virtual advising process for international students
- Michigan State University who have highly regarded programs in support of international students

**OPPORTUNITIES FOR GROWTH:** It is clear that the benefit of STAR to students continues to be uneven. International students are unable to partake of the program's benefits for the simple reason that they cannot come to campus in the summer. Additionally, domestic students who attend have highly varied experiences depending on date of attendance (first two weeks v. last two weeks). Finally, the University is unable to effectively teach and partner with parents.

- International Students – SATS will develop a virtual experience (Virtual STAR) for international students. This will be developed with the support of the Dean of International Programs and in close consultation with the academic programs and the continued work of the STAR Internationals Task Force. Virtual STAR will address pre-STAR educational needs (previously identified by the TF) and offer the advising community with tools to enable and encourage virtual advising. It will also offer effective peer mentorship to international students as they engage with this program. Finally, we envision offering all or part of this experience to domestic non-attends.

- Daily session variability - SATS must continue to evaluate and assess the program and share the analysis with the colleges and the University in order to adequately address the inequity in individual experience.

- Parents and Families - We seek to develop a more robust Parent/Family program during STAR in concert with our colleagues in VPSA. We envision working with the academic departments to develop a program where parents/families will gain what they need from both the University and the academic units.

- We will continue to improve the STAR communication plan to better synchronize messaging.
• We need to refine the program to more specifically address the needs of non-traditional (transfer and other) students. Currently, these students are required to attend STAR with beginners. However, the entire STAR program is developed based specifically on the needs of beginners. Additionally, research tells us that we ought to attend to these students specifically either through separate programming or a derivative (from STAR) program.

• We will continue to enhance the Student Leader aspect of the program by creating clear (written) STAR Ambassador statements of expectation. Additionally, the program needs to offer tiered leadership opportunities that allow for past leaders to serve in senior leader roles which will enable staff to delegate more to student leaders.

• Develop a more effective signage plan to support the program. Forego info stations in favor of putting lawn signs and way-finding signs all over the place.