Purdue Promise

PURDUE
UNIVERSITY
STUDENT SUCCESS

MISSION STATEMENT
The Purdue Promise four-year experience offers the combination of financial assistance and targeted support rooted in four guiding principles of student achievement.

VISION STATEMENT
Purdue Promise seeks to minimize barriers to success and provide individualized care and coaching to retain and graduate scholars prepared for navigating life after college. We aspire to match or exceed success rates of the Purdue undergraduate population as well as the demographic subpopulations scholars represent.

PURDUE PROMISE GUIDING PRINCIPLES

- ✔ ACADEMIC DEVELOPMENT
- ✔ LEADERSHIP DEVELOPMENT
- ✔ SOCIAL DEVELOPMENT
- ✔ LIFE SKILLS DEVELOPMENT

PROGRAM POLICY
"Once Purdue Promise, always Purdue Promise" means all scholars will be offered continued support regardless of maintenance of "on scholarship" status.

PROGRAM GOALS
Purdue Promise staff will:
(1) Provide a safe, inclusive, and equitable environment complemented by an individualized support network for each program participant from enrollment through graduation.
(2) Coach students through a four-year curriculum aimed to increase students' self-efficacy, self-advocacy, help-seeking behavior, and grit by helping them explore the following questions:
   o What do I need to do …? [… to achieve my goal, … to remedy this situation, etc.]
   o What do I already know that can help me do what I need to do?
   o What resources exist that can support me if I need help?
(3) Encourage the maximum utilization of students' personal and professional networks.
(4) Engage students in peer-to-peer learning through mentoring and tutoring.
(5) Track all interactions with students and details about their personal successes and challenges. Use this data for evidence-based decision-making and advocacy.
(6) Strive for 90% of scholars maintaining Satisfactory Academic Progress (SAP), meeting scholarship-associated requirements, and persisting at or above the University average each academic year.
(7) Commit to fostering staff collaborations with campus and community partners in order to best serve program participants by addressing policy changes as well as students' challenges.

LEARNING OUTCOMES
As a result of participating in the Purdue Promise four-year experience, students will:
(1) Describe knowledge and application of Purdue resources and policies, particularly those pertaining to maintaining "on scholarship" status and utilizing scholarship(s) most efficiently.
(2) Reflect on the value of their experiences and transferrable skills gained.
(3) Connect their experiences and transferrable skills to advancement in the four guiding principles of student achievement.
(4) Convey increased self-efficacy, self-advocacy, help-seeking behavior, and grit.
(5) Report enhanced development of relationships in personal and professional networks.
(6) Demonstrate preparation to enter the workforce, professional/graduate school, or military.

Last Updated: January 23, 2015

Purdue Promise programs and services are mapped to the University Core Learning Outcomes in the appendix.

2014-15 PROGRAMS, SERVICES, AND ENVIRONMENTS TO SUPPORT GOALS AND LEARNING OUTCOMES

- STAR / BGR / Band Camp / PMO Camp (Y1)
- GS 197: First-Year Experience (Y1)
- GS 405: Employment and Life after College (Y4)
- personalized success coaching (Y1,2,3,4)
- Blackboard coaching modules (Y1,2,3)
- Learning Communities (Y1)
- peer mentoring (Y1)
- peer tutoring (Y1,2,3,4)
- required study hours (Y1)
- study space (Y1,2,3,4)
- free printing (Y1,2,3,4)
- student leadership in Purdue Promise (Y2,3,4)
- advocacy with campus partners (Y1,2,3,4)

Purdue Promise staff strategically support the following:
- utilizing Supplemental Instruction (SI)
- working on campus (Federal Work Study)
- study abroad
- undergraduate research
- internships and co-ops
- student leadership and involvement

2014-15 ASSESSMENT PLAN

To improve Purdue Promise and to ensure that progress is being made toward the aforementioned goals and desired learning outcomes, a comprehensive assessment plan is conducted. The following assessments will be initiated to assist in our focus on the following two learning outcomes this year:
   (4) Convey increased self-efficacy, self-advocacy, help-seeking behavior, and grit.
   (6) Demonstrate preparation to enter the workforce, professional/graduate school, or military.

Impact on Academic Success
- *Coaching meetings and modules*: Measure whether completion of requirements have a statistically significant effect on GPA and retention.
- *Pilot of new required first-semester freshman study hours*: Gather attendance data to measure whether there was an increase in use of formal campus academic resources. Also compare end-of-first-semester GPAs, probation rates, and SAP warning rates to assess increase or decrease in MAPS eligibility of the 2014 cohort compared to previous cohorts.
- *New MAPS model (customized student success plans and staff coaches)*: Measure success rates compared to the former model (structured curriculum with student ARGs), including changes in GPAs, "probation" vs. "good standing" statuses, and SAP statuses for financial aid.
- *Graduation:* Analyze 2013-14 senior assessments and 2014-15 scholarship contract surveys to determine which issues have impacted their ability to graduate on time.
- *Retention and graduation:* Analyze impact of 30-60-90 credit completion requirement and subsequent increased summer enrollment.

Impact on Alumni Success
- *Graduation*: Team with the CCO to analyze aggregate graduation survey data for Purdue Promise 2009 and 2010 cohorts. Compare rates of job placement, graduate school attendance, and military enlistment of Purdue Promise scholars to the University and College averages. Also compare starting salaries for Purdue Promise scholars to those of similar populations (TFCS not in Purdue Promise, non-TFCS Pell-eligible, Horizons, and Science Bound).
- *Post-graduation success*: See if any of the responses to the Gallup-Purdue Index surveys were from Purdue Promise scholars and investigate their responses compared to responses from other similar populations and average findings.

Last Updated: January 23, 2015

Concerns for Specific Subpopulations
- Investigate trends among 27,000+ contact log entries (e-mails, walk-in appointments, notes from parents and campus partners, on-call duty contacts, phone calls, required coach meetings, social media contacts, and text messages).
- Partner with Diversity & Inclusion and the MMPDs to further examine:
    1. a trend in scholarship appeals submitted predominately by minority males; and
    2. the program's statistically significant higher retention and graduation of Black and Hispanic scholars compared to the Pell Eligible and general University populations.
- Further explore the impact of rural and urban backgrounds on retention and graduation.

CONTRIBUTIONS TO STUDENT SUCCESS
Purdue Promise contributes to the institutional goals of enhancing retention rates, graduation rates, GPA success, and satisfaction levels of Purdue students by:
- Contributing to the University Core Learning Outcomes as per the Foundations of Excellence (FOE) recommendations (see Appendix).
- Surpassing University retention and graduation rates for both Emerging Urban Leaders and Emerging Leaders. First-year retention for the 2011, 2012, and 2013 cohorts is statistically significant.
- Providing personalized success coaching from dedicated staff coupled with career and professional development Blackboard modules. Coaching meetings yield statistically significant higher GPAs in the fall, and modules yield statistically significant higher GPAs in the spring.
- Creating community through seminar courses, peer mentoring groups, program connection all four years, and a welcoming and inclusive environment in the Student Success office suite.
- Serving as advocates for students and connecting them to key resources on campus.
- Creating leadership positions within the program, allowing students to give back to the program while gaining skills they can use in their academic pursuits and future careers.
- Mandating academic support when a student is at risk of losing his/her scholarship.

Purdue Promise also contributes to the Gallup-Purdue Index factors[1] in the following ways:
- *Showing or demonstrating we care about students as individuals* by providing an assigned Purdue Promise instructor and coach to help students feel "[that someone] cared about them as a person was a mentor" and assigning each first-year student an upperclass Purdue Promise student mentor.
- *Encouraging students to pursue their dreams* by reducing student debt for many program participants, and eliminating it for most. The program provides four years of financial support and mandates completion of 30 credits per year to increase four-year graduation rates.
- *Guiding them to applying their classroom learning to jobs, internships, or "real-world" experiences by*:
    o Engaging students in investigating opportunities for internship experiences through sophomore and junior coaching modules.
    o Encouraging students to get on-campus and community non-profit work experience through Federal Work Study.
    o Automatically deferring scholarships to allow students to participate in co-op work experiences.
    o Promoting student employment opportunities through monthly announcements.

---

[1] Indicators for alumni success as defined by the Gallup-Purdue Index. For more information:
http://www.purdue.edu/newsroom/releases/2014/Q2/gallup-purdue-index-releases-inaugural-findings-of-national-landmark-study.html

Last Updated: January 23, 2015

- o Engaging students in reflection on connecting their classroom learning to their post-graduation careers through coaching modules.
  - o Mandating all seniors take GS 405: Life After College.
- *Helping students get involved in extracurricular activities and organizations by*:
  - o Engaging students in finding at least one student organization through freshman coaching modules and at least one leadership experience through sophomore modules.
  - o Providing opportunities for upperclass Purdue Promise students to mentor freshmen, and sharing other student leadership opportunities through monthly announcements.

Notable accomplishments:
- In its inaugural year, Purdue Promise was specifically mentioned in the 2009 Student Success and the Student Experience white paper as the strategy for increasing access and success of qualified first-generation and low-income students at Purdue.
- Purdue Promise won the 2011 College Board College Keys Compact Midwestern Region Innovation Award for the "Getting Through" Category.
- Purdue Promise was recognized by The Black Caucus of Faculty & Staff as the Department of the Year for the 2011-12 school year.

NOTABLE CHANGES FROM 2013-14
- Hiring of four new Student Success Coaches who joined the Purdue Promise team in May and June 2014. Restructuring so that Assistant Directors now supervise Student Success Coaches.
- Changing coaching responsibilities so that Student Success Coach caseloads are comprised of "green" (low-risk) and "yellow" (medium-risk) students. Assistant Director caseloads are now comprised of "red" (high-risk) students.
- Instead of ARGs, Assistant Directors now coach students through academic recovery (MAPS).
- Redesigning the first-year mentor program so that Mentors now attend the GS 197 classes with their Mentees, respond to their attendance questions, log the Mentees' study hours, and engage Mentees in meetings and activities outside of class.
- Implementing a new "required study hours" assignment in GS 197. All first-year scholars must complete 5 study hours a week at an official campus resource or in the Student Success Office suite and turn in signatures for those hours. This is one attempt to be more proactive about academic success and prevent students from becoming eligible for MAPS.
- Moved to a new building that allows for expanded study space, accommodates the program's free printing, and provides expanded office space and *private* consultation space.
- Enrolled the largest class in Purdue Promise history with 298 students in the 2014 cohort (an increase of 22 students compared to the 2013 cohort).

OUR DATA
Retention and graduation data are calculated following Census each fall. Census takes place during the fourth week of the fall semester and confirms full-time enrollment for the academic year. An explanation of the current cohorts also follows.

Cohort	2013-14 Academic Year (see data pg. 5)	2014-15 Academic Year (current)
2009	Super Seniors	Alumni or Super Seniors
2010	Seniors	Alumni or Super Seniors
2011	Juniors	Seniors
2012	Sophomores	Juniors
2013	Freshmen	Sophomores
2014		Freshmen

Last Updated: January 23, 2015

Academic Year	Cohort	Original Cohort	1Yr Retention	2Yr Retention	3Yr Retention	4Yr Grad Rate	5Yr Grad Rate	6Yr Grad Rate
2009-10	Purdue Promise (PUP)	171	87.13%	82.46%	72.51%	37.43%	64.91%	
	TfCS only	163	84.05%	77.30%	73.01%	38.04%	61.96%	
	Pell Eligible only	855	83.86%	76.73%	72.05%	38.83%	61.29%	
	Emerging Urban Leaders							
	Horizons	110	86.36%	77.27%	74.55%	32.73%	55.45%	
	University Rate	6166	88.97%	82.50%	78.61%	46.76%	70.60%	
2010-11	Purdue Promise	223	91.93%	82.06%	72.65%	42.60%		
	TfCS only	122	85.25%	77.05%	72.95%	45.90%		
	Pell Eligible only	935	86.84%	79.36%	75.40%	42.89%		
	Emerging Urban Leaders	28	92.86%	85.71%	78.57%	50.00%		
	Horizons	135	90.37%	79.26%	71.11%	34.07%		
	University Rate	6353	90.23%	83.69%	79.19%	49.22%		
2011-12	Purdue Promise	252	90.08%	81.75%	77.78%			
	TfCS only	125	88.00%	86.40%	82.40%			
	Pell Eligible only	886	84.99%	78.67%	74.15%			
	Emerging Urban Leaders	45	97.78%	84.44%	80.00%			
	Horizons	113	96.46%	84.07%	81.42%			
	University Rate	6660	90.57%	84.34%	80.95%			
2012-13	Purdue Promise	244	88.93%	81.15%				
	TfCS only	137	87.59%	78.83%				
	Pell Eligible only	800	86.25%	80.63%				
	Emerging Urban Leaders	33	100.00%	87.88%				
	Horizons	87	91.95%	88.51%				
	University Rate	6329	91.01%	86.10%				
2013-14	Purdue Promise	276	92.39%					
	TfCS only	126	86.51%					
	Pell Eligible only	782	87.21%					
	Emerging Leaders (w/ PUP)	8	100.00%	Scholarships supported by Purdue Promise				
	Horizons	74	93.24%	Statistically significant at p<.05 compared to University Rate				
	University Rate	6319	92.63%	Statistically significant at p<.01 compared to University Rate				

OUR STORY

Purdue Promise was created in 2009 as a response to 21st Century Scholars graduating at 10% lower rates than the Purdue University rate. Many institutions offer financial aid *or* specialized support programming for students from low-income backgrounds. Purdue Promise combines the two intentionally for a four-year package; making the program one of the strongest 21st Century Scholars (TFCS) support mechanisms in the State. For students from a combined family income of $50,000 or less, Purdue Promise combines the TFCS award with Federal, State, and institutional grants as well as Federal Work Study.

Purdue Promise evolved from the Purdue Opportunity Awards (POA) program. Early positive results from the support program and services gained University-wide attention and led to the addition of Emerging Urban Leaders (EULs) participating in the program in fall 2010. The last cohort of EULs enrolled in fall 2012; however, fall 2013 marked the inaugural enrollment of Emerging Leaders (ELs). Purdue Promise serves as a secondary support program for students who qualify for both scholarships.

Purdue Promise is both an access *and* success program. The populations the program serves are under-resourced and historically labeled as "at risk" for low matriculation and degree attainment. The Program enhances access with the offer of financial support. Students regularly report that the funding offered by the scholarships supported by Purdue Promise enabled them to realize their dreams of attending

Last Updated: January 23, 2015

college. The Program's main purpose is to retain and graduate students who believe they *can* succeed, know how to advocate for themselves, and have the help-seeking skills to overcome life's obstacles during college and post-graduation. Purdue Promise exists to make campus a feel like "home away from home" by creating a smaller, more inclusive, and equitable space for our students to learn and develop.

The 2014-15 academic year marks the sixth year of Purdue Promise. The first four years of the program were designed based on research about "best practices" for specific cohorts - what "worked" for freshmen vs. sophomores vs. juniors vs. seniors. However, assessment of the first senior cohort revealed that a "one size fits all" approach was not working. Though the program's retention rates were often greater than those for TFCS students not in Purdue Promise and Pell-eligible students who were not TFCS/Purdue Promise, many scholars still did not persist and/or graduate on time. Seniors revealed that the "high touch" support given in the freshmen and sophomore years was not sustained junior and senior year.

Thus, spring 2013 marked a complete overhaul of the program as well as the pilot of a personalized one-on-one coaching model with the 2010 cohort. Fall 2013 marked the start of every Purdue Promise participant being assigned to a specific staff member who serves as a Coach to a specific caseload of students. (The goal is a 150:1 student to staff ratio.) Coaches will teach students in the Purdue Promise courses, meet with them at least twice a semester, guide them through online modules focused on career and professional development, and serve as their "one-stop shop" resource and advocate.

Purdue Promise coaches strive to become acutely aware of scholars' specific needs and help them navigate campus and community resources to minimize barriers that stand in the way of their ultimate success: graduation.

YEARLY CYCLE & TIMELINE

August	- monitor students confirming enrollment and maintaining full-time registration - BGR or other orientation experience (required for freshmen scholars) - Mentor training - MAPS Orientation - Purdue Promise GS courses begin (197 for freshmen and 405 for seniors) - fall tutoring schedule finalized and published
September October November	- sophomore and junior required coach meetings (2 minimum) - sophomore and junior Blackboard coaching modules (3 - 4 per cohort) - swap freshmen Purdue Promise scholarships to POA scholarships - Mentor / Mentee and Learning Community activities - MAPS meetings (8 total, 1 hour every other week) - grade checks for freshmen (midterms) and MAPS students (as assigned) - grade checks for "yellow" students and credit completion concerns (2 per semester) - freshmen log 5 study hours per week for GS 197 - freshmen complete donor thank you letters in GS 197 - monitor students maintaining full-time enrollment - monitor weekly holds preventing registration, graduation, and release of transcripts
December	- Study Slams - Purdue Promise GS course end (freshmen and seniors) - Final Exams
January	- monitor students confirming enrollment and maintaining full-time registration - Mentor training

Last Updated: January 23, 2015

	• MAPS Orientation • Purdue Promise GS independent studies begin (197 for freshmen) • spring tutoring schedule finalized and published
February March April	• freshmen, sophomore, and junior required coach meetings (2 minimum) • freshmen, sophomore, and junior Blackboard coaching modules (3 - 4 per cohort) • Mentor / Mentee activities • MAPS meetings (8 total, 1 hour every other week) • grade checks for MAPS students (as assigned) • grade checks for "yellow" students and credit completion concerns (2 per semester) • monitor FAFSA completion for current and prospective students • promote summer aid application • award prospective students and monitor accepting admission • monitor students maintaining full-time enrollment • monitor weekly holds preventing registration, graduation, and release of transcripts • Study Slams • Purdue Promise GS independent studies end (197 for freshmen) • recruit new professional staff (as needed) • recruit new Mentors
May	• Final Exams • monitor students confirming enrollment for summer terms • prepare to meet with incoming scholars during STAR
June July	• meet with new scholars during STAR • monitor release of upperclass student financial aid packages • assist upperclass students with scholarship appeals (as needed) • monitor new scholars' registration for BGR and issue waivers

BENCHMARK PROGRAMS

In the early years of the program Purdue Promise benchmarked against the following programs:
• Indiana University – IU Covenant
• University of North Carolina – Chapel Hill – Carolina Covenant
• Texas A&M – Regents Scholarship

Additionally, as Purdue Promise seeks to retain and graduate scholars at rates equal to or higher than the all-Purdue undergraduate average, and equal to or higher than the State averages for the demographic categories participants represent, program data is compared the following:
• TFCS students at Purdue who are not in Purdue Promise
• Pell-eligible students at Purdue who are not in Purdue Promise and do not have TFCS awards
• Participants in Horizons Student Support Services program
• All undergraduate students at Purdue University
• All TFCS-supported students enrolled at other colleges and universities throughout Indiana
• All Pell-eligible students enrolled at other colleges and universities throughout Indiana

Purdue Promise also utilizes the following resources to stay up-to-date on research and best practices:
• CAS Standards
• National College Access Network (NCAN)
• National Resource Center on the First-Year Experience and Students in Transition (NRC FYE-SIT)
• Indiana College Access and Support Network (ICASN)
• Peer Mentoring Symposium

Last Updated: January 23, 2015

- National Academic Advising Association (NACADA)
- Learn More Indiana
- CollegeBoard
- Lumina Foundation

OPPORTUNITIES FOR FUNDRAISING & DEVELOPMENT

Purdue Promise awarded scholarships to 893 students in the first four years of the program, enrolling a larger class each year. In 2013-14 the program enrolled a record size class of 281, partially due to an increase in the total family income (TFI) eligibility requirement. Historically the TFI has been $40,000; for 2013-14 it is $50,000. The newest cohort has increased again at 298, corresponding to an increase in the number of eligible 21st Century Scholars (TFCS) statewide. Despite rollercoaster changes in student-to-staff ratios over the years, the program has shown great success in retaining TFCS at higher rates than before the program started; and pilot year success suggests the new one-on-one Coaching Model is expected to produce even better results. However, there is always room to do more.

Future Growth: Students and Scholarships

Various data sources project increased growth in eligible scholars. The increase in the TFI eligibility limit yielded an increase of 55 students for the 2013 Cohort. However, each year between 325 and 400 new TFCS students enroll at Purdue, meaning Purdue Promise has only annually served 43-70% of this low-income population. Beginning fall 2014 the number of TFCS students graduating high school eligible to attend college increased from an average of 12,000 annually to over 21,000. The population peaks in 2016 at nearly 25,000 students. The TFCS population enrolling at Purdue will increase, thus increasing the number of Purdue Promise scholars served *and* the number of TFCS students at Purdue potentially not served by a dedicated support program.

Additionally, approximately 30% of in-state undergraduates and 12% of out-of-state undergraduates receive Pell Grants. Applying that percentage to an undergraduate in-state enrollment average of nearly 20,000 for the last 10 years, there are approximately 5,000 undergraduate students who could possibly benefit from the additional financial support and services offered by Purdue Promise. "Dream big" ideas have included:
- What if Purdue Promise could serve all TFCS students at Purdue?
- What if Purdue Promise could serve all Pell-eligible students at Purdue?

Increased scholarship dollars could help make those ideas a reality. Additional scholarship funds could also address the following.
- *Residency requirement*: 21st Century Scholars requires students *and* their parent(s) to remain in-state residents during eligibility. If a parent moves out of state for a new job, a promotion, or for personal reasons, the students loses his/her 21st Century Scholars and Purdue Promise eligibility even though that situation is beyond the student's control.
- *Summer enrollment*: Purdue as an institution is promoting summer enrollment to help students stay on track to graduate on time, or early. Additionally, the State's new 30-60-90 credit completion requirement may lead to an increase in summer enrollment to help students stay on track to meet State aid requirements. Additional scholarship dollars could help students minimize debt in summer terms, or promote students enrolling in summer terms to possibly graduate early.

Future Growth: Staff

Purdue Promise works because of the high-touch, intrusive coaching and support the staff are able to offer. Such requires a reasonable student-to-staff ratio, the lower the better. The maximum desired

Last Updated: January 23, 2015

ratio for Purdue Promise is 150:1. Thus, expansion of the student population served by the program would warrant a complementary expansion in staffing. The ratio originally assumed that the program would only serve students who maintained their scholarships during their four years of eligibility. However, realistically 100% of students will not graduate in four years, and the "Once Purdue Promise, Always Purdue Promise" policy now means we support those who lose scholarships and those who are enrolled beyond four years. With 1024 students on campus fall 2014, the program ratio is 171:1.

Future Growth: Support Services
Additional opportunities for growth and expansion of support services include:
- Discretionary gift / emergency funds to temporarily assist students experiencing unexpected challenges related to extenuating circumstances;
- Support monies to award students for books, testing fees (for licensing exams, etc.), graduate preparation classes and exams, and travel for professional development or interviews;
- Dedicated space for Purdue Promise programming, to be used for study hours, computer use and printing, tutoring appointments, mentor group meetings, and study slams;
- Individual private offices for all staff to protect the confidentiality of one-on-one Coaching meetings between students and staff who currently share offices with each other and consultation spaces with the entire department;
- Dedicated support staff for Purdue Promise to answer phones, direct appointments, sign for study tables, and complete other tasks; the addition of study hours for fall 2014 and increase in coaching appointments saw an increase pf 2890 walk-in student interactions with the department secretary from the last 2013-14 quarter to the first 2014-15 quarter; and
- General program funding to support the average $575 per student costs.

LEGEND
- ARGs = Academic Resource Guides
- BGR = Boiler Gold Rush
- CCO = Center for Career Opportunities
- MAPS = Meetings for Academic Planning and Success (academic recovery program)
- MMPDs = Multicultural Minority Program Directors
- SAP = Satisfactory Academic Progress (measure of financial aid eligibility)
- STAR = Summer Transition, Advising and Registration
- TfCS / TFCS = 21st Century Scholar
- Y = Year (ex. Y1 = Year 1)

Last Updated: January 23, 2015

APPENDIX

University Core Learning Outcomes Mapping

Foundational Learning Outcomes (First Year)	Program/Event/Course	Assessment Artifact/Evidence
Human Cultures		
Information Literacy	GS 197: First-Year Experience - field trips and campus partner presentations: • Writing Lab	GS 197 Pre-Course Assessment GS 197 Post-Course Assessment
Oral Communication		
Science, Technology, and Mathematics		
Written Communication	GS 197: First-Year Experience Freshmen Blackboard Modules	"Who I Am" assignment Résumé and Cover Letter Assignments Donor "Thank You Letter" Assignment "Reflection and Goal Setting" Module

Embedded Learning Outcomes (Ongoing)	Program/Event/Course	Assessment Artifact/Evidence
Creative Thinking		
Critical Thinking		
Ethical Reasoning		
Global Citizenship and Social Awareness		
Information Literacy	GS 405: Employment and Life After College • "Your Paycheck & Benefits" by Subaru HR • "Financial Literacy & Student Debt" by Purdue Student Employment and Outreach • "Managing Your Finances" by 1st Source Bank • "Planning for Retirement" by WestPoint Financial	GS 405 Pre-Course Assessment GS 405 Post-Course Assessment

Last Updated: January 23, 2015

Integrative Knowledge		
Intercultural Knowledge and Effectiveness		
Leadership and Teamwork	Freshmen Coaching Blackboard Modules Sophomore Coaching Blackboard Modules Guiding Principle: Leadership Development	"Getting Involved on Campus" Module "Leadership Experience" Module Purdue Promise student leadership positions / experiences: ▪ Mentors ▪ Tutors ▪ Student Workers / Student Interns
Oral Communication	4-Year Coaching Curriculum Sophomore Coaching Blackboard Modules Junior Coaching Blackboard Modules GS 405: Employment and Life After College - presentations: ▪ "Negotiating Your First Job Offer" by CCO ▪ Workplace Communication & Etiquette	Database notes from required Coach meetings "Preparing for Professional Interviews" Module "Professional References / Letters of Reference" Module "Interview Stream Practice Interview" Module "Attend a Job or Career Fair" Module "Interview Skills Polishing" Module GS 405 Pre-Course Assessment GS 405 Post- Course Assessment
Quantitative Reasoning		
Written Communication	Junior Coaching Blackboard Modules	"Résumé and Cover Letter Update" Module
Student Development Learning Outcomes (Ongoing)	**Program/Event/Course**	**Assessment Artifact/Evidence**
Appreciation of Arts and Culture		
Campus and Community Knowledge	GS 197: First-Year Experience - field trips and campus partner presentations: ▪ Division of Financial Aid (DFA) ▪ Office of Dean of Students (ODOS)	GS 197 Pre-Course Assessment GS 197 Post-Course Assessment

Last Updated: January 23, 2015

	- Student Wellness Office (SWO) - Purdue Police Department (PUPD) - Counseling & Psychological Services (CAPS) - Writing Lab - Center for Career Opportunities (CCO) - Purdue Student Employment	
	Sophomore Coaching Blackboard Modules	"Set Up Your CCO Express Account" Module
	Junior Coaching Blackboard Modules	"Attend a Job or Career Fair" Module
	GS 405: Employment and Life After College - presentations: - "Negotiating Your First Job Offer" by CCO - "Financial Literacy & Student Debt" by Purdue Student Employment and Outreach	GS 405 Pre-Course Assessment GS 405 Post- Course Assessment
Engagement, Commitment, and Community	GS 197: First-Year Experience - aforementioned field trips and campus partner presentations	GS 197 Pre-Course Assessment GS 197 Post-Course Assessment Donor "Thank You Letter" Assignment
	Freshmen Coaching Blackboard Modules	"Getting Involved on Campus" Module
	Sophomore Coaching Blackboard Modules	"Leadership Experience" Module "Professional References / Letters of Reference" Module
	GS 405: Employment and Life After College: - "Negotiating Your First Job Offer" by CCO - Meaningfully Contributing to Your Organization - "Financial Literacy & Student Debt" by Purdue Student Employment and Outreach - "Being a Purdue Alumni" by Purdue Alumni Association	GS 405 Pre-Course Assessment GS 405 Post- Course Assessment
	Guiding Principle: Social Development	- Boiler Gold Rush (BGR) registration and participation - Learning Community participation rates - Coach, Mentor, Tutor Relationships - number, type, quality, satisfaction - Attendance at Purdue Promise events

	Guiding Principle: Leadership Development	Purdue Promise student leadership positions / experiences: ▪ Mentors ▪ Tutors ▪ Student Workers / Student Interns
Equity, Diversity, and Inclusion		
Health and Wellness	Freshmen Coaching Blackboard Modules GS 405: Employment and Life After College: ▪ Making a First Impression / Getting to Know Your Organization ▪ Workplace Communication & Etiquette ▪ Workplace Challenges: You, Your Supervisor, and Your Coworkers ▪ Meaningfully Contributing to Your Organization ▪ "Your Paycheck & Benefits" by Subaru HR ▪ "Financial Literacy & Student Debt" by Purdue Student Employment and Outreach ▪ "Managing Your Finances" by 1st Source Bank ▪ "Planning for Retirement" by WestPoint Financial Group	"Organize Yourself" Module "Reflection and Goal Setting" Module GS 405 Pre-Course Assessment GS 405 Post- Course Assessment
Identity Development	GS 197: First-Year Experience Freshmen Coaching Blackboard Modules Sophomore Coaching Blackboard Modules Junior Coaching Blackboard Modules	"Who I Am" assignment Résumé and Cover Letter Assignments "Organize Yourself" Module "Getting Involved on Campus" Module "Reflection and Goal Setting" Module "Career Exploration" Module "Internship Search (or Grad. School Preparation)" Module "Preparing for Professional Interviews" Module "Leadership Experience" Module "Professional References / Letters of Reference" Module "Interview Stream Practice Interview" Module "Attend a Job or Career Fair" Module

Last Updated: January 23, 2015

		"Résumé and Cover Letter Update" Module "Internship Search (or Grad. School Preparation)" Module "Student's Choice" Module "Interview Skills Polishing" Module
	GS 405: Employment and Life After College - presentations: ▪ "Negotiating Your First Job Offer" by CCO ▪ Making a First Impression / Getting to Know Your Organization ▪ Workplace Communication & Etiquette ▪ Workplace Challenges: You, Your Supervisor, and Your Coworkers ▪ Meaningfully Contributing to Your Organization ▪ "Being a Purdue Alumni" by Purdue Alumni Association	GS 405 Pre-Course Assessment GS 405 Post- Course Assessment
	Guiding Principle: Academic Development	MAPS participation and success rates ▪ Grade Checks - increase / decrease Rates ▪ Hours / locations tracked for study hours ▪ Workbook reflections and assignments Tutoring and Supplemental Instruction (SI) ▪ Attendance at SI sessions ▪ Use of Purdue Promise Tutors ▪ Referrals to campus tutoring and help lab resources ▪ Hours / locations for freshmen study hours Academic Success Center services ▪ Enrollment in SI-supported courses and ASC study skills courses ▪ Use of Tutor Request service ▪ Attendance at success skills workshops
Interpersonal Relationships	GS 197: First-Year Experience Freshmen Coaching Blackboard Modules Sophomore Coaching Blackboard Modules	Donor "Thank You Letter" Assignment "Getting Involved on Campus" Module "Leadership Experience" Module "Preparing for Professional Interviews" Module "Professional References / Letters of Reference" Module

Last Updated: January 23, 2015

		"Interview Stream Practice Interview" Module
	Junior Coaching Blackboard Modules	"Interview Skills Polishing" Module
	GS 405: Employment and Life After College - presentations: ▪ "Negotiating Your First Job Offer" by CCO ▪ Making a First Impression / Getting to Know Your Organization ▪ Workplace Communication & Etiquette ▪ Workplace Challenges: You, Your Supervisor, and Your Coworkers ▪ Meaningfully Contributing to Your Organization ▪ "Being a Purdue Alumni" by Purdue Alumni Association	GS 405 Pre-Course Assessment GS 405 Post- Course Assessment
Metacognition and Lifelong Learning		
Self-Efficacy and Self-Advocacy	GS 197: First-Year Experience - aforementioned field trips and campus partner presentations	GS 197 Pre-Course Assessment GS 197 Post-Course Assessment Study Hours assignment
	Freshmen Coaching Blackboard Modules	"Organize Yourself" Module "Getting Involved on Campus" Module "Connecting Your Schooling to the Real World" Module "Reflection and Goal Setting" Module
	Sophomore Coaching Blackboard Modules	"Career Exploration" Module "Internship Search (or Grad. School Preparation)" Module "Preparing for Professional Interviews" Module "Leadership Experience" Module "Professional References / Letters of Reference" Module "Interview Stream Practice Interview" Module
	Junior Coaching Blackboard Modules	"Attend a Job or Career Fair" Module "Résumé and Cover Letter Update" Module "Internship Search (or Grad. School Preparation)" Module "Organize Your Employment Documents" Module "Student's Choice" Module

Last Updated: January 23, 2015

		"Interview Skills Polishing" Module
	GS 405: Employment and Life After College ■ "Negotiating Your First Job Offer" by CCO ■ Making a First Impression / Getting to Know Your Organization ■ Workplace Communication & Etiquette ■ Workplace Challenges: You, Your Supervisor, and Your Coworkers ■ Meaningfully Contributing to Your Organization ■ "Your Paycheck & Benefits" by Subaru HR ■ "Financial Literacy & Student Debt" by Purdue Student Employment and Outreach ■ "Managing Your Finances" by 1st Source Bank ■ "Planning for Retirement" by WestPoint Financial Group ■ "Being a Purdue Alumni" by Purdue Alumni Association	GS 405 Pre-Course Assessment GS 405 Post- Course Assessment

Last Updated: January 23, 2015