

# Span Plan Adult Student Services



## **MISSION STATEMENT**

Span Plan Adult Student Services provides guidance and support for nontraditional students at Purdue through direct service, programs, funding opportunities and, when needed, advocacy to staff and faculty to resolve student needs.

## **VISION STATEMENT**

Span Plan would like to be a comprehensive portal for all nontraditional students at Purdue, providing guidance and support, addressing questions and concerns through direct support (appointments, email, phone calls, walk-ins, programs, student organizations and funding opportunities), advocacy, programs, funding opportunities and resource referral. Create a nontraditional student and family friendly campus where nontraditional students feel welcome, develop a sense of belonging, and persist through the completion of their degrees.

## **SPAN PLAN POPULATION**

Span Plan Adult Student Services offers an array of support services for adult nontraditional students at Purdue University. The University definition of an adult nontraditional student includes *any* student meeting one or more of the following criteria:

- \* Two year break from school
- \* Married or in a domestic partnership
- \* Parent
- \* Active duty or U.S. military veteran

## **PROGRAM GOALS**

Span Plan Adult Student Services will:

- Continue ongoing programs:
  - a. Outreach to prospective, newly admitted, and registered nontraditional students
  - b. Services/Programs (orientation, tutoring, Lunchtime Learning)
  - c. Advise Adult Student Organizations
  - d. Provide individual attention and support via email, phone, appointment and walk-in
  - e. Funding opportunities: need based grants, need & merit based scholarships
  - f. Send congratulation cards each semester to undergraduates with a semester index of 3.0 or above
  - g. Provide networking opportunities with Purdue Women's Club new members welcome and luncheons
- Collaborations:
  - a. Continue collaborations with campus partners: Academic Advisors, the Division of Financial Aid, Veterans Success Center, Student Success, Student Assistance Center, Span Plan Student Advisory Board
  - b. Continue collaborations with community partners: Purdue Women's Club (PWC), Alpha Sigma Lambda (ASL), Philanthropic Educational Organization (PEO)
  - c. Continue collaboration with professionals from other adult student services programs.

## **LEARNING OUTCOMES**

Span Plan participants will:

1. Identify at least one instance when they were able to relate co-curricular learning to their educational success (survey responses)
2. Identify at least two instances when they sought out a campus or community resource for assistance (survey responses)
3. Articulate at least one career or educational goal they set and achieved during the semester (survey responses)

## **ASSESSMENT PLAN**

To improve Span Plan Adult Student Services' effectiveness and to ensure that progress is being made toward the program goals and desired learning outcomes, a comprehensive assessment approach is planned.

1. Learning outcomes are measured via surveys sent immediately after a program's completion.
  - a. Tutoring participants are surveyed at the end of the semester.
  - b. Students who sought individual contact with Span Plan are surveyed at the end of each semester.
  - c. Lunchtime Learning's learning outcome survey is emailed within an hour of its completion.
2. The surveys are distributed via email.
3. The tools or campus resources used to assess Span Plan's services are:
  - a. Post program surveys sent to participants immediately following the program/service
  - b. Focus groups (evaluating the need for evening and online classes)
  - c. Feedback collected during the RSVP or evaluation process asking open ended questions such as "What would you like Span Plan to know?"
  - d. Attendance/participation
  - e. Student feedback from Span Plan Student Advisory Board
  - f. Feedback generated from conversations with Purdue staff
  - g. Individual coaching from Margaret Wu and Dan Whitely to assure quality assessing
  - h. Cognos reports to analyze demographics
4. What will be your focus for the upcoming year?

In addition to campus tools, Span Plan will use its Facebook page to generate interest in initiatives such as affordable childcare, a nontraditional student center, and priority registration for nontraditional students. Span Plan will work to engage the previous year's participants in the current year's planning and encourage them to participate in the design and delivery of the programs (orientation, honors program, Lunchtime Learning).

## **CONTRIBUTIONS TO STUDENT SUCCESS**

1. Span Plan works with other campus partners by:
  - a. Having them present at Lunchtime Learning Programs
  - b. Make referrals for tutors
  - c. Solicit feedback about Span Plan's performance
2. Span Plan Adult Student Services contributes to the student retention rates, graduation, and well-being by providing a variety of services and pertinent topics for programming.
3. Span Plan also contributes to the Gallup-Purdue Index findings by<sup>1</sup>:
  - a. Shows or demonstrates they care about students as individuals
    - i. Conducting individual appointments as students consider their return to school

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<sup>1</sup> <http://www.purdue.edu/newsroom/releases/2014/Q2/gallup-purdue-index-releases-inaugural-findings-of-national-landmark-study.html>

- ii. Responding to student emails and phone calls promptly and with accurate information
  - iii. Sending congratulations cards each semester to students earning at least a 3.0
  - iv. Providing support and a sense of belonging for nontraditional students
- b. Helps students become excited about learning
  - i. Provide extra support to students through tutoring in 100 and 200 level math, science, and foreign language courses
  - ii. Offer funding opportunities
  - iii. Develop monthly Lunchtime Learning programs on topics related to career development
- c. Encourages students to pursue their dreams
  - i. Exploring career interests and personal strengths to find the right fit
  - ii. Empowering individuals to make a career change
- d. Guides students to apply their classroom learning to jobs, internships, or “real world” experiences
  - i. Nontraditional students are encouraged to apply their real world experience to classroom learning and time management
  - ii. Introducing resources with specific information on career possibilities and the means to get there
  - iii. Helping students recognize the assets they bring to the classroom because of their outside experiences
- e. Help students get involved in extracurricular activities and organizations
  - i. Annual induction of students into Alpha Sigma Lambda (ASL), the national honor society for nontraditional students
  - ii. Encouraging students to join the Purdue Adult Student Network (PASN)
  - iii. Creating a family friendly campus that welcomes student parents and their children
- f. Create significant projects for students that may take more than a semester to complete
  - i. Mentoring nontraditional students for the duration of their studies, often protracted due to part time status
  - ii. Encouraging participation in the Span Plan Student Advisory Board
  - iii. Providing leadership opportunities in ASL and PASN

**NOTABLE CHANGES FROM 2013-2014 (new in 2013-2014 as compared to 2012-13)**

1. Activities added or removed
  - a. Span Plan Honors Program recognizing Alpha Sigma Lambda inductees and scholarship winners
  - b. Conducted focus group on increased online and evening course offerings
2. Staff added or removed
  - a. Voluntary early partial retirement of director from full time to .75 FTE effective 1/1/14 (target retirement date of August 1, 2016)
  - b. Full time assistant director hired January 2014
  - c. Administrative shift in reporting from Rob Mate, Associate Dean of Students to Jamie Richards, Senior Assistant Dean of Students when Jamie was transferred to Office of the Dean of Students under VPSA from Student Success
3. New collaborations with campus/community partners
  - a. Collaborated with DFA to get lists of students with dependents so they could be added to the Span Plan listserv and receive targeted information for student parents
  - b. Collaborated with two graduate students for an evaluation of graduate student services
  - c. Director attended Commission on Higher Education Advisory Board meeting

- d. Collaborated with the Office of Institutional Equity on excused absence for pregnancy and childbirth
- e. Collaborated with numerous departments regarding improving childcare resources
- f. Collaborated with the DFA and VPSA to streamline scholarship awarding process
- 4. Workflow improvements
  - a. Scholarship process: fewer letters of recommendation; simplified essays and application requirements; review committees for each scholarship, rather than one committee reviewing all applications. The change decreased the time and effort of the committees and allowed for forming committees more specific to the donors' interests
  - b. Tutoring: revised orientation process for new tutor hires based on feedback generated from evaluation process; encouraged online tutor training from Student Success
- 5. Marketing or communications changes
  - a. Added new Span Plan listserv to disseminate targeted information for student parents

### **OUR DATA**

Below is a list of services and the number of participants served:

<b>Span Plan</b>		<b>Student Activity 2013-14 academic year:</b>
<b>Outreach</b>		Initiated contact with nontraditional students
Registered Students	3436	Received outreach email about Span Plan services
New Admitted Students	283	Undergraduates received outreach/PR via email
Orientation	30	Attended the fall group orientation
Welcome Table	56	Visited Welcome Table in Stewart Center
<b>Tutoring</b>		In 100 & 200 level math, science, and foreign language
Students tutored	116	
Student tutors	17	
Paid tutoring hours	1035	
<b>Lunchtime Learning</b>		Lunch and presentation pertinent to adult students
Programs	7	
Attendees	120	Total unique names (many attended multiple times)
<b>Individual Contacts</b>		Appointments, email, phone calls, walk-ins
	307	
<b>Congratulation Cards</b>		Postcards mailed to students completing 6 or more credits with semester index of at least 3.0
Summer	286	
Fall	1105	
Spring	946	
<b>Alpha Sigma Lambda</b>		12 hours of liberal arts credit and at least a 3.0 GPA
Invitations to join	216	
Students Inducted	17	
<b>Funding</b>		Need and merit based grants and scholarships
Applicants	201	
Recipients	92	
Grants Awarded	42	9 summer, 8 fall, 25 spring
Scholarships awarded	79	18 Nontraditional; 19 Schleman; 12 Sullivan; 30 Zissis
<b>Honors Program</b>		ASL inductees and scholarship recipients
Attendees	79	
<b>Facebook</b>		Social media presence
Likes	217	Announcements of interest to nontraditional students

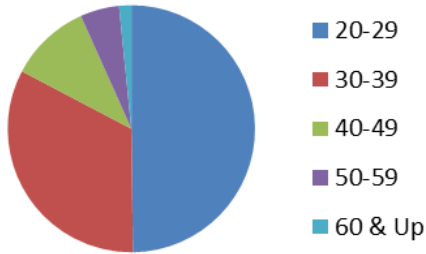
**Span Plan Undergraduate Student Demographics 2013-2014<sup>2</sup>**

		Participants	Eligible Non-Part
		<b>255</b>	<b>3241</b>
Age	20-29	49.8%**	90.1%
	30-39	32.9%**	7.5%
	40-49	10.6%**	1.5%
	50-59	5.1%	0.6%
	60 & Up	1.6%	0.3%
Gender	Female	45.1%**	28.6%
	Male	54.9%**	71.4%
Residency	Foreign	5.1%**	29.0%
	Non-Res	11.0%	12.4%
	Resident	83.9%**	58.6%
Ethnicity	2+ Races	2.7%	1.2%
	Native Am	0.4%	0.2%
	Asian	4.7%	5.5%
	Af-Am	5.5%	3.4%
	Hisp/Lat	4.3%	3.8%
	Interntl	5.1%**	29.6%
	Unknown	3.1%	1.5%
Classification	01	1.2%	3.1%
	02	2.0%	2.2%
	03	3.1%	4.2%
	04	7.1%**	11.1%
	05	7.1%	7.7%
	06	8.6%	10.2%
	07	12.2%	12.6%
	08 <sup>3</sup>	58.0%**	48.4%
College	AG	8.6%	7.8%
	ED	0.8%	1.4%
	ENGR	9.0%**	17.8%
	HHS	16.1%**	11.9%
	CLA	24.7%**	19.6%
	PHAR	0.0%	0.7%
	SCI	11.4%	10.7%
	TECH	21.2%	17.0%
	EXPLO	1.2%	1.5%
	KRAN	3.1%**	9.3%
VET	0.4%	0.4%	

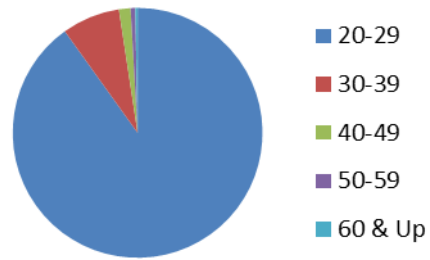
<sup>2</sup> \*\* Indicates the difference between populations is significant at p<0.05

<sup>3</sup> Includes students who are early in their Purdue program and transferred in numerous credits or are seeking a second bachelor's degree

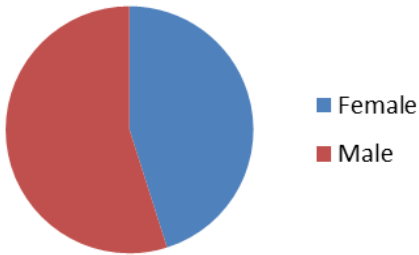
### Participant Age



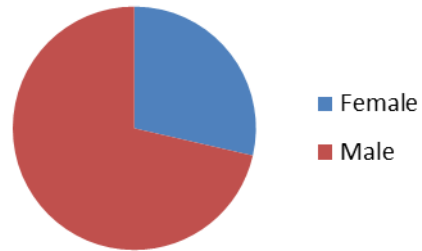
### Non-Participant Age



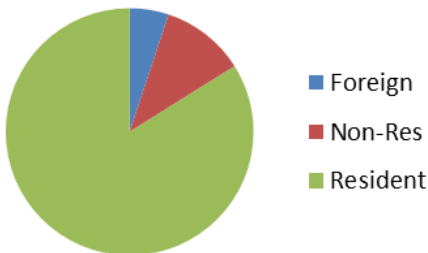
### Part. Gender



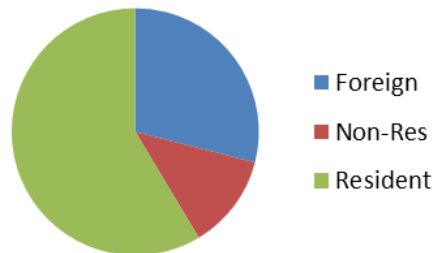
### N-P Gender



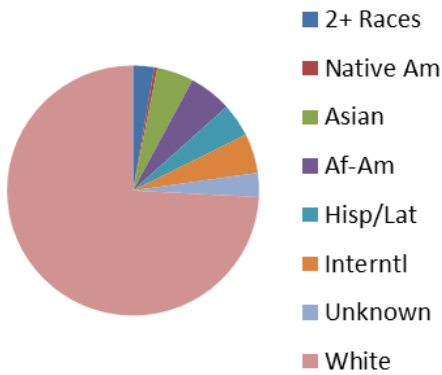
### Part. Residency



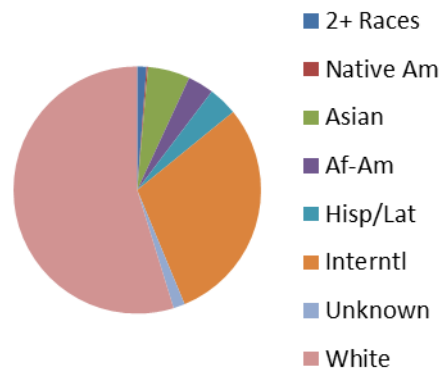
### N-P Residency



### Part. Ethnicity



### N-P Ethnicity



Note: A comprehensive list of nontraditional students is challenging to create. For example, younger students who are married or parents are not identified in Cognos reports.

## **OUR STORY**

### *History of Span Plan*

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

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

### *Span Plan Leadership*

The following list contains the Directors of Span Plan:

- Dean Helen Schleman 1968-1970
- Dean Cecelia Zissis 1970-1987
- Peg Sullivan 1987-2002
- Lynne Horngren 2002-2006
- Lou Ann Hamilton (interim) 2006-2007
- Dorothy Hughes 2007-present

### *Past Initiatives*

Some significant initiatives of Span Plan through the years:

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

### *Becoming part of Student Success at Purdue*

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

### *Campus Partners*

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

- Office of the Dean of Students:
  - Student Assistance Center
  - Disability Resource Center
  - Testing Center
  - Student Rights and Responsibilities
  - Horizons
  - Student Legal Services
- Student Activities and organizations maintaining wellness:
  - Counseling and Guidance Center
  - Counseling and Psychological Services
  - Purdue Psychology Treatment and Research Clinics
  - PUSH
  - Student Wellness Office
- Career preparation:
  - Center for Career Opportunities
  - Writing Lab
- Academic assistance
  - Supplemental Instruction
  - Academic Success Center
  - Tutoring programs across campus
- Division of Financial Aid
- Library Services
- Study Abroad Office
- Office of Undergraduate Admissions
- Office of the Registrar
- Office of the Bursar
- Academic advising offices
- Athletics
- College of Technology, Lafayette
- Clerical and Service Staff Advisory Committee
- Graduate school



## **YEARLY CYCLE & TIMELINE**

1. There are many major activities year round:
  - a. Late December – early January
    - i. Outreach to nontraditional student admissions via U.S. mail: order and sort through Cognos reports; prepare and collate welcome packets for mailing
    - ii. Finalize plans and create RSVP process and PR for spring Lunchtime Learning Programs.
  - b. January
    - i. Outreach to registered students. The second week of each semester is especially busy procuring reports to compile the list of nontraditional students.
    - ii. Coordinate Welcome Table for spring admissions
    - iii. Extended walk in hours for new admissions
    - iv. Hiring and matching tutors to tutees is very busy the first six weeks of each semester.
    - v. Filter Cognos report and academic transcripts for potential Alpha Sigma Lambda inductees.
  - c. February
    - i. Form scholarship committees, schedule committee meetings, download letters of recommendation and essays; PR for Ewing scholarship
    - ii. Increased student contact with questions about grants and scholarships
    - iii. Tutoring administration
    - iv. Staff performance reviews
  - d. March
    - i. Attend national conference (ASRR/ANTHSE)
    - ii. Scholarship application deadline is March 1
    - iii. Reading the scholarship applications for review and getting the applications processed is time consuming for the first week or two after the application deadline. Once the Division of Financial Aid approves the final step (this could be 4-10 weeks after the deadline) there is a flurry of activity sending letters and creating student files).
    - iv. Convene five scholarship committees
    - v. Meet with Alpha Sigma Lambda leaders to plan the ASL invitation and induction processes and assign duties to various officers
    - vi. Field emails, phone calls and walk-in visits with questions about the summer Span Plan Grant (deadline April 1)
  - e. April
    - i. Alpha Sigma Lambda Induction and Span Plan Honors Program planning and implementation.
    - ii. Further administration of scholarships and summer grants
  - f. May
    - i. Archive spring tutoring information and file
    - ii. Hire/match tutors for summer
    - iii. Congrats cards for spring grades
    - iv. Send outreach via U.S. mail to nontraditional admissions for summer and fall
  - g. June
    - i. Span Plan Fall Grant administration
    - ii. During the summer and early fall, there has been considerable student contact checking to see why the scholarship has not posted correctly. Troubleshooting these errors is very time consuming.

- h. July
    - i. Adult Student Orientation Preparation
    - ii. Lunchtime Learning Preparations
    - iii. Send outreach via U.S. mail to fall admissions
    - iv. Numerous inquiries about grants and scholarships not posting appropriately.
  - i. August
    - i. Final preparation and implementation of Adult Student Orientation
    - ii. Finalize fall Lunchtime Learning schedule and RSVP/evaluation process
    - iii. Grad student resource fair
    - iv. Congrats cards for summer students
    - v. Archive summer tutoring records
    - vi. Welcome Table for new admissions/extended walk-in hours
  - j. September
    - i. Outreach to registered students via email. The second week of each semester is especially busy trying to procure and refine reports to compile an accurate list of nontraditional students gathered from Cognos reports, the Division of Financial Aid and Veteran Services.
    - ii. Hiring and matching tutors to tutees is very busy the first six weeks of the semester.
    - iii. Learning Outcomes assessments
    - iv. PACADA retreat
    - v. Purdue Adult Student Network Callout
    - vi. Advisor Resource Fair
    - vii. Purdue Women's Club New Member Welcome
    - viii. APSAC Resource Fair
  - k. October
    - i. Hiring and matching for tutoring program
    - ii. Lunchtime Learning
    - iii. Ivy Tech Transfer Fair
    - iv. Purdue Women's Club Luncheon and interest fair
  - l. November
    - i. Procure space and speakers for spring Lunchtime Learning
    - ii. Increase in student contact due to December 1 grant deadline
  - m. December
    - i. Archive tutoring records; send evaluation requests to students and tutors
    - ii. Congrats cards for fall grades
    - iii. December 1 is the spring grant deadline
      - 1. Download applications; verify eligibility; send eligible student IDs to DFA; once need is determined award grants ranked by need; send denial and congrats letters; create paper files to track awardees
    - iv. Plan spring Lunchtime Learning programs; create PR for the web; create RSVP and evaluation link
    - v. Send Welcome packets for spring admissions
2. PASN leaders are elected early in the fall semester; ASL leaders are elected in late spring.
  3. Assessment schedule
    - a. See Assessment Plan above.
  4. The assessment results are reviewed within a week of being compiled and as plans for future events develop.

## **BENCHMARK PROGRAMS**

1. There is no other Big Ten university that has a support program for nontraditional students as extensive as Span Plan's.
  - a. At Big 10 universities the services offered for nontraditional students are:
    - i. Social activities/resource referrals
    - ii. Parent support group/ elder care seminars
    - iii. Tips for adult students
    - iv. Monthly meetings/mentors/handbook
    - v. Student organization/email group
  - b. Span Plan aspires to benchmark against the following programs:
    - i. Ohio State University Office of Diversity and Inclusion  
<http://odi.osu.edu/centers/access-collaborative/access-home/>
    - ii. IPFW Center for Women and Returning Adults <http://www.ipfw.edu/cwra/>
    - iii. Indiana University Southeast <http://www.ius.edu/campuslife/adultstudents/>
    - iv. Kennesaw State [http://www.kennesaw.edu/stu\\_dev/alp/](http://www.kennesaw.edu/stu_dev/alp/)
2. They are benchmarks because:
  - a. Ohio State the ACCESSS Collaborative Program providing services and support for low income single parents: programming on parenting/life skills; child development and financial planning; single parent support group, priority registration, funding, mentoring, professional development, evening childcare, housing assistance and skill building workshops. Ohio State also hosts the annual Student Parent Support Symposium each May.
  - b. IPFW has one staff person and several student workers who do a variety of programs The Center for Women and Returning Adults is within the Office of Diversity and Inclusion. The website has extensive resource and scholarship information.
  - c. IU Southeast has an Adult Student Center that offers jumpstart programs to refresh basic skills; family program, assistance with campus resources/services, and a place to network with other nontraditional students.
  - d. Kennesaw State has a lifelong learning center and provides:
    - i. Help desk and peer advocates
    - ii. Social and networking area
    - iii. Tutoring stations
    - iv. ITS computer lab
    - v. Resource library
    - vi. Equipment check out
    - vii. Free coffee and tea
    - viii. Kitchenette
    - ix. Business fax and phone
    - x. Office supplies
    - xi. Seminars
    - xii. Financial assistance including book subsidy, childcare and scholarships
3. The following national and regional conferences provide up-to-date research and best practices, as well as opportunities to collaborate and exchange ideas with colleagues:
  - a. ANTSHE (Adult Nontraditional Students in Higher Education) Conference & Listserv
  - b. ASRR (Adult Student Recruitment and Retention) Conference
  - c. Ohio State Student Parent Support SymposiumAdditional personal and professional development/leadership training provides further ideas and techniques that can be used in Span Plan programs and services.

### **OPPORTUNITIES FOR FUNDRAISING AND DEVELOPMENT**

- Nontraditional student center
- Affordable childcare for student parents
- Drop-in childcare
- Internship to coordinate family friendly/Purdue Parents Network
- Clerical staff
- Mentoring program
- Outreach to students on academic probation
- Discounts/conveniences for nontraditional students
- Offer Lunchtime Learning programs more than once
- Evening hours
- Staff to coordinate services for nontraditional graduate students

### **LEGEND**

- ANTSHE = Adult Nontraditional Students in Higher Education
- ASL = Alpha Sigma Lambda
- ASRR = Adult Student Recruitment and Retention
- DFA = Division of Financial Aid
- ODOS = Office of the Dean of Students
- PASN = Purdue Adult Student Network
- PEO = Philanthropic Education Organization
- PUSH = Purdue University Student Hospital
- PWC = Purdue Women's Club
- VPSA = Vice President for Student Affairs