Purdue University
Changing Focus to Improve the Success of Low-Income & First-Generation College Students

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Purdue University

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Purdue University

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What are you looking to learn in this session?

Who is here?
Session Agenda and Goals

Today we will be discussing...

Background Information

Goal of today’s session:
To learn how Purdue has used assessment to improve its access programs.

Success Program Development Process

Three Program Overviews

MISSION
OUTCOMES
CURRICULUM
PEDAGOGY
ASSESSMENT

Recommendations

General Q & A
Access

Background Overview

• Shift in Student Finance of Higher Education
  – Federal Shift from Grants to Loans
    St. John, 1991; 2003; Reindl & Redd, 1999
  – Increase Cost of Attending
    Davis, 2000
  – In the 1990’s Loans made up 57% of student aid
    College Board, 2002

• Result
  – Decrease enrollment from low-income and URM
    Ahlburg, & McCall, 1999; Heller, 1998
  – Creating Grant-Loan Imbalance

• Response
  » Federal and State Initiatives
    • Eliminated Insurance and Origination Fee, Work Study, State Student Incentive Grants, Increase Pell Grants
  • State-Level Initiatives
Background Overview

Access at Purdue

– State Funded – Twenty-first Century Scholars
  • Eligibility determined in middle school
  • 4-years funding

– Institutionally Funded – Purdue Opportunity Awards
  • Resident of Indiana and could apply during senior year
  • Opportunity given to students who did not meet state funding criteria
  • 2 years Funding

*Both programs a function of Admissions or Enrollment Management*
• National 6-Year Graduation Rates
  – 66% of full-time four-year college students complete a baccalaureate (Berkner, He, & Cataldi, 2003)
  – “only 15 to 25% of all institutional departures arise because of academic failure” (Tinto 1993, pp. 81-82).

• Purdue
  – 1997 Study (1990 Cohort)
  – 1/5 of students never completed degree
  – 43% dropped after first year and 26% dropped after second year
Lilly Endowment Initiatives
1998-2000

- 10 initiatives
  - LCs, Honors, FY Seminars, etc.
- Higher:
  - semester grade indices
  - cumulative grade indices
  - graduation rates
- Lower:
  - voluntary withdrawal rates than non-participants
**Background Overview**

**LCARP + ONSP = SATS**

- **Learning Communities and Retention Programs (LCARP)**
  - Department responsible learning centered programs and services
    - Twenty-First Century Scholars Regional Support
    - Retention Initiatives
      - Lilly
      - Presidents Fund (FY and SY of College)
      - Strategic Goals
  - Discovery, **learning**, and **engagement**

- **Orientation and New Student Programs (ONSP)**
  - Purdue Opportunity Awards (POA)
  - Boiler Gold Rush (BGR)
  - Day on Campus
Success Program Development Process

MISSION
OUTCOMES
CURRICULUM
PEDAGOGY
ASSESSMENT

Twenty-first Century Scholars
Purdue Opportunity Awards
Purdue Promise

From John Nichols, in a presentation on the 2004 AAC&U report “Taking Responsibility for the Quality of the Undergraduate Degree”
Twenty-first Century Scholars

Scholarships + Non-Targeted Support = Low Success Rates
• In 1990, Indiana created the Twenty-first Century Scholars Program to increase the educational attainment of low- and moderate-income families.

• The goal is to ensure that all Indiana families can afford a college education for their children.

• Pledge of Good Citizenship in 6th, 7th or 8th grade

• Guaranteed the cost of 4 years of undergraduate tuition and fees to any public institution in Indiana
Intended Outcomes

• Reduce the number of students who withdraw from high school before graduation.
• Increase the number of students who are prepared to enter the workforce upon graduation from institutions of higher learning.
• Increase the number of low-income students entering institutions of higher learning.
• Decrease drug and alcohol use by encouraging higher educational pursuits.
• Increase individual economic productivity.
• Improve the overall quality of life for Indiana residents.
• 7th-12th grade support sites around the state

• Support sites provide college access information and guidance for 7th-12th graders
  – College Visits
  – Tutoring
  – FAFSA assistance
  – College Info Nights for families
Curriculum & Pedagogy

Twenty-first Century Scholars

- Universities provide College Mentors for the college level Twenty-first Century Scholars

- Purdue has one advisor from each college or school serve in this capacity.
### 21st Century Students Retention and Graduation Rate

<table>
<thead>
<tr>
<th>Entry Year</th>
<th>Number Entered</th>
<th>1-Year Retention Rate</th>
<th>2-Year Retention Rate</th>
<th>4-Year Graduation Rate</th>
<th>5-Year Graduation Rate</th>
<th>6-Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>2,229</td>
<td>79.5%</td>
<td>67.2%</td>
<td>32.3%</td>
<td>56.3%</td>
<td>59.0%</td>
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<tr>
<td>2003</td>
<td>2,281</td>
<td>75.8%</td>
<td>65.8%</td>
<td>33.7%</td>
<td>54.8%</td>
<td>55.9%</td>
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<tr>
<td>2004</td>
<td>2,294</td>
<td>82.3%</td>
<td>70.1%</td>
<td>34.9%</td>
<td>55.7%</td>
<td>64.7%</td>
</tr>
<tr>
<td>2005</td>
<td>3,328</td>
<td>77.6%</td>
<td>60.5%</td>
<td>31.5%</td>
<td>49.8%</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>3,308</td>
<td>80.8%</td>
<td>69.2%</td>
<td></td>
<td></td>
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<tr>
<td>2007</td>
<td>3,384</td>
<td>78.6%</td>
<td>62.3%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2008</td>
<td>3,329</td>
<td>80.5%</td>
<td>68.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>3,319</td>
<td>86.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### University Retention and Graduation Rate

<table>
<thead>
<tr>
<th>Entry Year</th>
<th>Number Entered</th>
<th>1-Year Retention Rate</th>
<th>2-Year Retention Rate</th>
<th>4-Year Graduation Rate</th>
<th>5-Year Graduation Rate</th>
<th>6-Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>6,6432</td>
<td>86.3%</td>
<td>78.3%</td>
<td>40.3%</td>
<td>66.7%</td>
<td>71.8%</td>
</tr>
<tr>
<td>2003</td>
<td>6,568</td>
<td>85.4%</td>
<td>76.9%</td>
<td>39.6%</td>
<td>64.7%</td>
<td>69.7%</td>
</tr>
<tr>
<td>2004</td>
<td>6,963</td>
<td>84.6%</td>
<td>75.7%</td>
<td>39.8%</td>
<td>63.4%</td>
<td>68.2%</td>
</tr>
<tr>
<td>2005</td>
<td>7,330</td>
<td>83.7%</td>
<td>75.2%</td>
<td>38.9%</td>
<td>62.7%</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>7,612</td>
<td>84.5%</td>
<td>76.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>7,022</td>
<td>85.6%</td>
<td>76.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>6,929</td>
<td>85.9%</td>
<td>73.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>6,920</td>
<td>87.3%</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Intended Outcomes not being met at high rates

• Increase the number of students who are prepared to enter the workforce upon graduation from institutions of higher learning.

• Increase individual economic productivity.

• Improve the overall quality of life for Indiana residents.
Response
Twenty-first Century Scholars

• Through scholarship, benchmarking, and Purdue’s assessment, we determined that targeted support needed to be added to the equation

• “Access without Support is Not Opportunity” – Vincent Tinto

• Combination of Scholarship and Support
  — Chronicle of Higher Education article
Purdue Opportunity Awards

Partial Scholarships + Partial Support = Low Success Rates
February 2003, Purdue University’s President Dr. Martin C. Jischke had a vision for the Purdue Opportunity Awards (POA) Program.

- Land-grant mission of greater access to higher education
- For students who might otherwise not be able to attend
- For keeping Purdue accessible to the people of Indiana
Program Overview

Purdue Opportunity Awards

- Granted to students with high financial need and personal hardship or other extenuating circumstances.
- Offers at least one award for each of Indiana’s 92 counties.
- Combines with federal, state, and institutional aid to provide funds for tuition, room and board to cover the student’s financial need during their first year.
- Recipients returning as sophomores are also eligible to receive up to $2500 for second year.
• First Cohort entered in the Fall 2004
• Required first-year support programming included in 2004:
  • Orientation Welcome Week
  • Monthly seminars focused on college transition and first-year success methods
  • Peer mentoring program (beginning in 2005)
  • Dinner with President Jischke
  • Support from 1 professional staff member
• Through the years, support increased
  • More structured peer mentoring program
  • Added a retreat at the beginning of the year and socials throughout the year
  • Transitioned from monthly seminars to a first-year experience course in 2008
  • Increased staffing
## Purdue Opportunity Award 6 year Graduation and Retention Rates

### Number/Percent of Original Cohort Enrolled at Fall Census

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Original Cohort Size</th>
<th>1 Year Retention</th>
<th>2 Year Retention</th>
<th>3 Year Retention</th>
<th>4 Year Graduation</th>
<th>5 Year Graduation</th>
<th>6 Year Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>89</td>
<td>74</td>
<td>57</td>
<td>55</td>
<td>25</td>
<td>45</td>
<td>49</td>
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<tr>
<td></td>
<td></td>
<td>83.15%</td>
<td>64.04%</td>
<td>61.80%</td>
<td>28.09%</td>
<td>50.56%</td>
<td>53.93%</td>
</tr>
<tr>
<td>2005</td>
<td>91</td>
<td>76</td>
<td>66</td>
<td>61</td>
<td>29</td>
<td>37</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td>83.62%</td>
<td>72.53%</td>
<td>67.03%</td>
<td>31.87%</td>
<td>51.65%</td>
<td>57.14%</td>
</tr>
<tr>
<td>2006</td>
<td>95</td>
<td>82</td>
<td>72</td>
<td>67</td>
<td>31</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>86.32%</td>
<td>75.79%</td>
<td>70.53%</td>
<td>32.63%</td>
<td>50.53%</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>87</td>
<td>73</td>
<td>61</td>
<td>62</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>83.91%</td>
<td>70.11%</td>
<td>71.26%</td>
<td>42.59%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>90</td>
<td>81</td>
<td>76</td>
<td>76</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>90.00%</td>
<td>84.44%</td>
<td>84.44%</td>
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<td></td>
</tr>
</tbody>
</table>

*Retention is calculated by comparing fall census data to the next fall's census data  
As of Feb 13, 2012*
Program Meets Goals of Getting Students Into College
  - Land-grant mission of greater access to higher education
  - For students who might otherwise not be able to attend
  - For keeping Purdue accessible to the people of Indiana

However, the students were not being retained at the institution

“Access without Support is Not Opportunity”
  – Vincent Tinto
Response

The first-year support is strong, but it needs to go beyond the first-year.

The scholarship package is excellent, but it needs to span at least four years.

The first-year seminar makes a meaningful impact in first-year success.

This supported the outcomes of recent research demonstrating that low-income and first generation students need the combination of aid and support programming designed to their specific needs.

_Koch, Andrew (2008), Purdue Promise: Expanding Access and Success for Twenty-first Century Scholars at Purdue University, Executive Summary_
Purdue Promise

Scholarships + Required Support = High Success Rates
Mission

Purdue Promise

• Spring 2008, Purdue Promise was announced as part of President France Córdova’s Access and Success Campaign

• The intentional combination of financial support and academic programming to enhance Purdue’s access and success of Twenty-first Century Scholars.
Overview

Purdue Promise

• Eligibility Requirements
  – Twenty-first Century Scholar (TfCS)
  – Combined (student and parent) total income of $40,000 or less
  – Gain admittance to Purdue University
  – Complete FAFSA before the deadline.
  – Agree to participate in the four-year Purdue Promise Support Program

• Eligible students receive full financial need for four years
  – (Standard Cost of Attendance – Estimated Family Contribution)
# Overview

## Purdue Promise

<table>
<thead>
<tr>
<th>Purdue Promise Entering Cohort Demographic Information</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1,171</td>
<td>2,223</td>
<td>2,252</td>
</tr>
<tr>
<td>Males</td>
<td>889</td>
<td>97</td>
<td>110</td>
</tr>
<tr>
<td>Females</td>
<td>82</td>
<td>1126</td>
<td>1142</td>
</tr>
<tr>
<td>2 or More Races</td>
<td>0</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Asian</td>
<td>66</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>African American</td>
<td>882</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Hispanic</td>
<td>110</td>
<td>117</td>
<td>227</td>
</tr>
<tr>
<td>Unknown</td>
<td>110</td>
<td>113</td>
<td>2</td>
</tr>
<tr>
<td>White</td>
<td>108</td>
<td>143</td>
<td>144</td>
</tr>
</tbody>
</table>

Note: The percentages are calculated based on the total number of students in each cohort year.
PROGRAM GOALS
Purdue Promise will:
1. Orient Purdue Promise participants to the academic environment and University expectations (Y1)
2. Provide opportunities for participants to build purposeful and meaningful connections (Y 2,3,4)
3. Provide participants with the academic skill sets needed to persist and graduate (Y1,2)
4. Provide students with leadership experiences and professional development (Y 2,3,4)
5. Prepare participants for the job or graduate/professional school search process (Y 3)
6. Prepare students for life after college (Y4)
**Curriculum**

**Purdue Promise**

**Freshmen**

- **Orientation**
  - STAR
  - Boiler Gold Rush
  - Learning Community
  - First Yr Experience Class
  - Fall Kickoff
  - Welcome Reception
  - Mentoring
  - Tutoring (if needed)
  - Academic Review
  - FAFSA
  - End of Year Celebration

- **Sophomore**
  - **Purpose/Connections**
    - Sophomore Career Intensive
    - Soph. Connection Night
    - Tutoring (if needed)
    - Academic Review
    - Leadership (encouraged)
    - End of Year Celebration

- **Career Preparation:**
  - Jr. Professional Institute
  - Welcome Back Event
  - Tutoring (if needed)
  - Academic Review
  - Leadership (encouraged)
  - End of Year Celebration

- **Junior**
  - Application/Life Skills

- **Senior**
  - Work Track
    - Expectations
    - Independence
    - Productive Lifestyle
    - Keeping a Job
    - Increasing Marketability
    - Workplace Conflict
    - Communication
    - Team Dynamics
    - Getting out of Debt
    - Self Branding
    - 5 Year Plan
    - Post-College Skills
    - Reflection

  - Grad/Prof Sch. TK
    - Expectations
    - Communication
    - Personal Statement
    - Prog/Faculty Profiles
    - Timelines
    - Financing
    - Building Community
    - Program Applications
    - Supporting Yourself
    - Post-Docs/Publications
    - 3-5-8 Year Plans
    - Post-College Skills
    - Reflection

Two credit class:
- Transition to Purdue
- Effective Communication
- College Success Skills
- Realistic Self-appraisal
- Healthy Behavior
- Expectations of College Life
- Money Management
- Resume Basics

One credit class:
- Career/Major clarity
- Academic Plan
- Leadership Opportunities
- Understanding Career Options
- Connections/Internships
- Resume/Cover Letters
- Informational Interview
- Development of Plan B
- Community Engagement
- Group Dynamics

Two Day Career Institute
- Job Search How-To's
- Nuts & Bolts of Interviewing
- Job Research
- Targeted Resume/Cover
- Business Etiquette
- Mock Interviews
- Networking
- Elevator Pitch
- Ethics and Values

01/2012
Pedagogy

Provided by 4.5 full time professional staff and over 100 student leaders:

- Structured Courses
  - Embedded Outcomes
- Peer Learning and Mentorship
- Identifying Signs of Risk
- Structured Academic Support
- Professional and Leadership Development
- Collaboration across units
Assessment
Orient New Students to the Academic Environment Part 1

Outcomes
- 94% attendance university’s orientation (BGR)
- Stronger SRI scores in Academic and Social Engagement
  - Survey at BGR (34% response rate, n=1651)
    - familiarity with academic resources
    - knowledge of co-curricular opportunities
    - awareness of their academic responsibility

Opportunity - Some Purdue Promise students receive an exemption from attending BGR. Those students are currently not provided an alternative experience.

### Average SRI* Scores of Purdue Promise Students Who Attended BGR

<table>
<thead>
<tr>
<th></th>
<th>2011 Participants</th>
<th>2011 Non Participants</th>
<th>2010 Participants</th>
<th>2010 Non Participants</th>
<th>2009 Participants</th>
<th>2009 Non Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Activity</td>
<td>46</td>
<td>44</td>
<td>51</td>
<td>56</td>
<td>55</td>
<td>54</td>
</tr>
<tr>
<td>Social Connection</td>
<td>51</td>
<td>42</td>
<td>57</td>
<td>54</td>
<td>58</td>
<td>53</td>
</tr>
<tr>
<td>Academic Success Index</td>
<td>67</td>
<td>62</td>
<td>71</td>
<td>69</td>
<td>72</td>
<td>68</td>
</tr>
</tbody>
</table>

*SRI or the Student Readiness Index (ENGAGE College), is a National self-report inventory sponsored by ACT
Assessment
Orient New Students to the Academic Environment Part 2

- 90% Pass the First-Year Course
  - Outcomes from the course include enhancing academic and life skills
    - Self-Reflection Papers
    - Passport
    - Meeting with Professions

- Over 92% typically attend the Kickoff
  - Meet Mentors
  - Team building
  - Meet other students

Opportunity- Students want more information about financial aid and study skills in the first-year GS course.

<table>
<thead>
<tr>
<th>GS 197 Student Evaluations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of the course I learned about...</td>
<td></td>
</tr>
<tr>
<td>Purdue Resources</td>
<td>51.90%</td>
</tr>
<tr>
<td>Study Skills</td>
<td>35.30%</td>
</tr>
<tr>
<td>Time management</td>
<td>21.80%</td>
</tr>
<tr>
<td>Diversity</td>
<td>18.00%</td>
</tr>
<tr>
<td>Health</td>
<td>15.80%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Survey Results from the Kickoff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Got to know about Purdue Promise students</td>
<td>4.47</td>
</tr>
<tr>
<td>Got to know peer mentor</td>
<td>4.50</td>
</tr>
<tr>
<td>I felt a sense of community</td>
<td>4.16</td>
</tr>
<tr>
<td>Understood the expectations of a mentor/mentee relationship</td>
<td>4.49</td>
</tr>
</tbody>
</table>

Likert Scale (1-5) 1-low 5-high
Social Integration

- 84% of Purdue Promise students participate in a Learning Community
- LC Participants have a 4% Higher Retention
- 75% involved in club by junior year
  - 21% executives
- NSSE - Higher Perception of SCE

Opportunity - Purdue Promise students are more engaged when they participate in multiple High Impact Practices such as Learning Communities.
Pre-college characteristics were similar between the cohorts.

Purdue Promise pre-college characteristics are slightly below the University average.

Purdue Promise H.S. Academic Profile

<table>
<thead>
<tr>
<th></th>
<th>PuP Avg. SAT Comb MVW</th>
<th>ACT Equiv</th>
<th>PuP Avg. GPA</th>
<th>Univ Avg. SAT Comb MVW</th>
<th>Univ Avg. GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1609</td>
<td>23</td>
<td>3.29</td>
<td>1695</td>
<td>3.33</td>
</tr>
<tr>
<td>2010</td>
<td>1618</td>
<td>23</td>
<td>3.39</td>
<td>1704</td>
<td>3.38</td>
</tr>
</tbody>
</table>
Retention on par with the university average part 2

- **1st-2nd Yr. Retention**
  - 91.93 (1.69%)
  - Similarities for women and URMs

- **1st-3rd Yr. Retention**
  - 82.46 (82.52 univ.)
  - Similarities for women and URMs

Nationally, retention rates for similar populations are normally about 10% lower than the general student population

Opportunity- Students appreciate and benefit from structured academic and social support.
Assessment
Retention on par with the university average part 3

• MAPs
  - More than half of students on MAPs raise their G.P.A. above their scholarship’s minimum requirement the semester they are on MAPs.

**Opportunity** - While students on MAPs see significant increases in their grades the semester they are on MAPS, decreases in G.P.A. are evident in subsequent semesters.
74% of the 2009 Cohort had an internship or conducted academic research by their junior year.

The majority of students make significant improvements on their resume after receiving initial consultation.

Opportunity: More students are expressing interest in graduate school. More opportunities should become available to accommodate this growing interest.

### Resume Appointments

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Received Advice on Resume</td>
<td>114</td>
</tr>
<tr>
<td>Number of Resumes Resubmitted after Receiving Advice</td>
<td>86</td>
</tr>
<tr>
<td>Average Score Pre-Review:</td>
<td>79%</td>
</tr>
<tr>
<td>Average Score Post-Review:</td>
<td>94%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2011</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Received Advice on Resume</td>
<td>94</td>
</tr>
<tr>
<td>Number of Resumes Resubmitted after Receiving Advice</td>
<td>71</td>
</tr>
<tr>
<td>Average Scores Before Review</td>
<td>70%</td>
</tr>
<tr>
<td>Average Score for Resume Turned In after Review</td>
<td>93%</td>
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</tbody>
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Looking Back to Outcomes

Purdue Promise

MAPs Fall 2011 was the first time a full time staff member was devoted to the program. Over 70% of students successfully completed MAPs (20% increase).

More attention needs to be devoted to supporting these students through their academic plan beyond their MAPs consultation.

Students should participate in High Impact Practices such as Learning Communities, Welcome/Bridge Programs, etc.

Students are increasingly interested in graduate school.

Peer Mentorship provides a resource for understanding students needs.
• What does the current state of the retention field look like to you, from your personal perspective, from your institution’s perspective, as a state?

• What is going on that excites you?

• What is not happening that you wish would be happening?
DISCUSSION

Contact: sats@purdue.edu