

MISSION STATEMENT

Purdue Promise will champion access, affordability, and holistic support to facilitate opportunities for qualifying Indiana scholars to graduate on time, debt-free, and prepared for life after Purdue.

Purdue Promise has three core values:

- **Include:** Embrace and celebrate our diverse community.
- **Support:** Foster caring relationships based on trust and accountability.
- **Empower:** Cultivate confidence and courage in ourselves and others.

VISION STATEMENT

Purdue Promise aspires to be a nationally recognized model for supporting low-income students, including those who identify as first-generation students and students of color.

PROGRAM ELEMENTS (See attached infographic.)

Purdue Promise is both a scholarship and a support program. The “Once Purdue Promise, Always Purdue Promise” policy is a commitment that students will receive support through graduation.

- **Scholarship:** Purdue Promise functions as a gap scholarship, covering remaining financial need after the Division of Financial Aid applies all other eligible aid to students’ accounts. The 21st Century Scholars award covers tuition and regularly assessed fees, whereas Purdue Promise applies to other elements beyond the cost of attendance: room/board, books, transportation, and miscellaneous expenses. Scholarships are both donor-funded and Purdue-funded.
- **Virtual Student Transition, Advising and Registration (VSTAR):** Students meet one-on-one with Student Success Coaches (SSCs) during VSTAR to sign their first scholarship contract. Students must agree to participate in the support program to receive the Purdue Promise award.
- **Boiler Gold Rush (BGR):** The Purdue Promise support program requires participation in BGR, Purdue’s welcome week experience. Purdue Promise covers students’ cost of participation.
- **GS 197:** The course is a first-year seminar offered in the fall semester and designed specifically for Purdue Promise first-year students. The instructors for the course are students’ assigned SSCs. Students meet at least once with coaches outside of class during the semester.
- **Student Success Coaching Meetings:** Between GS 197 and GS 405, students meet with SSCs two to eight times per semester. The program uses an internal color-coding system based on several factors correlated with scholars’ academic standing and/or scholarship status. Green students are least at risk and meet at least twice with their coaches. Yellow students are at risk for academic probation status and meet with coaches two to three times. Red students are most at risk for academic dismissal and/or loss of scholarship. They meet with coaches four to eight times for academic and/or scholarship recovery. The attached data references a publication that demonstrates that meeting completion has a statistically significant correlation to GPA.
- **College Scholar Success Program:** Beginning with the fall 2019 cohort, students must now complete three online requirements via ScholarTrack each year to renew their 21st Century Scholars awards. This state requirement was modeled after and replaced Purdue Promise modules. The attached data references a publication that demonstrates that module completion had a statistically significant correlation to GPA.
- **Free Printing:** Purdue Promise supplements the annual printing quota students receive by offering free printing on the fourth floor of the Krach Leadership Center.
- **GS 405:** The course is a senior seminar titled “Life After College.” Course topics focus on transition into the workplace, financial literacy, and lifelong financial planning.

- **Study Abroad:** When possible, Purdue Promise coordinates and supplements the cost of three-week, three-credit study abroad experience(s) during Maymester. Students typically pay \$500 or less for the trip(s).
- **FAFSA:** We require all Purdue Promise students to complete the FAFSA in the fall semester. Students enrolled in GS 197 or GS 405 completed it as an assignment. All other students complete it as part of student success coaching requirements. Since the FAFSA now opens annually on Oct. 1, having students complete it early ensures they meet the April 15 deadline, and gives us more time to assist with FAFSA edits and verification.
- **Logging Outreach and Mining Data:** Staff track all interactions with students, including details about personal successes and challenges. They use this data for evidence-based decision-making and advocacy. They regularly respond to “issue lists” to reduce barriers to success.
- **21st Century Scholar Campus Mentor Network:** Staff commit to fostering collaborations with campus partners in order to assist participants and to remove barriers to students’ success. Staff also encourage students’ maximum utilization of personal and professional networks.

PROGRAM OUTCOMES

As a result of participating in the Purdue Promise four-year experience, students will:

- Maintain or return to good academic standing.
- Maintain “on scholarship” status and utilize financial aid efficiently to graduate with a higher debt-free rate than the rate for undergraduate Indiana residents at Purdue.
- Report increased confidence in a defined set of life skills.
- Reflect on the value of their experiences and transferrable skills gained.
- Demonstrate preparation to enter the workforce, professional/graduate school, military, and/or supporting a family after college.

NOTABLE CHANGES

- In May 2020, Purdue shifted all instruction to be online in response to the COVID-19 pandemic. Purdue Promise staff were on telework from March 16, 2020 to Aug. 4, 2020, and then returned to 100% in-person work. This resulted in the following changes for 2020-21.
 - We assisted with piloting the Protect Purdue Plan during Summer Start 2020. Coaching meetings for Purdue Promise students in the 2020 Summer Start cohort were held in person, and the assigned Purdue Promise coach taught GS 120 and attended Catalyst and Purdue Student Union Board events in person.
 - Some staff members were temporarily displaced from their shared offices spaces into vacant private offices to increase social distancing for staff and mitigate the challenges in shared spaces of meeting with students via masks and over white noise machines.
 - Staff members were offered the opportunity to do 1:1 meetings with supervisors in person or virtually.
 - We planned for all 2020-21 activities to be offered both in-person and virtually, including GS 197, GS 405, and coaching meetings.
 - Coaching meetings for fall 2020 and spring 2021 were offered in-person and virtual. Students received two different appointment campaigns and were able to select the meeting type they were most comfortable with. Virtual meetings were held via WebEx.
 - We canceled the annual Maymester study abroad program to Spain for May 2021.
 - We canceled the inaugural Maymester study abroad program to Scotland for May 2021 (The program was originally supposed to launch in May 2020 and had been cancelled.)

- Virtual STAR continued in summer 2021 and began in May instead of June. Staff conducted all Purdue Promise VSTAR meetings virtually via WebEx.
 - We developed online-only sections of GS 197 and GS 405.
 - We prepared to work short-staffed (by three staff members) for fall 2020 due to the institution's staff hiring freeze. This led to (a) increased caseloads for all coaches, (b) a caseload for the Director, (b) increased GS 197 sections for coaches, (d) four sections of GS 405 for the Director, and (d) supervision of all coaches by the Assistant Director.
 - We delayed QPR training for the 2020 cohort as virtual training was not allowable.
- Over summer 2020, the University implemented Brightspace and decommissioned Blackboard. We had to re-build GS 197, GS 405, and the study abroad application process in Brightspace.
- The following Purdue policy changes as a result of COVID-19 influenced our success rates:
 - temporary extensions to switch to pass / no pass (P/NP) grading scale;
 - temporary extensions to withdraw from individual courses;
 - changes in processes regarding confirming enrollment and paying bills; and
 - temporary changes to credit completion policy for 21st Century Scholars (the state waived up to 15 credits for spring 2020).
- Jazmine Clifton was promoted to Senior Assistant Director in October 2020.
- Joe Strickler was promoted to Assistant Director in November 2020.
- A search for new SSCs (as a result of hiring freeze vacancies and promotions) was conducted in fall 2020, and three new coaches were hired to start in spring 2021. Dylan Whipple and Tyra Baker began January 2021, and McKalahi Mitchell began in February 2021. McKalahi was hired out of the ScholarCorps 21st Century Scholars Specialist role, which created a vacancy on the team to support 21st Century Scholars not in Purdue Promise. Catie Casapao was hired as a part-time ScholarCorps member to finish out the academic year. Out of this group of new coaches, the program hired our first Purdue Promise alumna.
- Michelle Ashcraft and Jazmine Clifton presented at the Student Advocates Conference in December 2021 on "Adulthood 101: GS 405 Senior Seminar."
- Joe Strickler and Sarah Rice received Bravo Awards in spring 2021.
- Jaimee Barr and Tyra Baker presented at the IAAN 2021 Virtual Conference in April 2021 on "Micro Messages: What Are We Communicating to Students?"
- Emily Shaw and Abby McBride departed their SSC roles for new opportunities in May 2021 and August 2021, respectively, creating vacancies to fill for 2021-22. Alli Stubbs and Joplyn Raavel were hired as the newest coaches in July 2021.
- In 2019-20 Purdue University was a pilot campus for implementing the new College Scholar Success Program for 21st Century Scholars, a new requirement beginning with the 2019 cohort. The program was implemented statewide in 2020-21. In 2019-20 we released a page on our website that outlined how students can complete their requirements at Purdue. In response to COVID-19, we collaborated with campus partners to identify virtual opportunities to complete requirements in 2020-21. At the end of the year, the State decided to exempt the requirements for the 2019 and 2020 cohorts due to complications statewide with students being able to complete requirements due to the pandemic. The requirement will now start in 2021-22.
- All Purdue Promise staff continue to certify in Mental Health First Aid and as QPR Gatekeeper Instructors. QPR is a suicide prevention training we provide to all Purdue Promise first-year students. As a result of COVID-19, QPR certification for some new coaches was delayed. In summer 2021 the following staff were certified as QPR Gatekeeper Instructors: Emily Shaw, Jaimee Barr, McKalahi Mitchell, Dylan Whipple, and Tyra Baker.

OUR DATA

2020-21 Purdue Promise Data

Retention and Graduation Outcomes

The program collaborates with staff in Institutional Data Analytics + Assessment (IDA+A) to calculate retention and graduation data following Census each fall. Census typically takes place during the third week of the fall semester and confirms full-time enrollment for the academic year. A liaison from IDA+A confirmed Purdue Promise data for 2020-21 on Sept. 13, 2021. An explanation of cohorts follows.

Cohort	2020-2021 Academic Year (Census year)	2021-2022 Academic Year (current year)
2009	Alumni	Alumni
2010	Alumni	Alumni
2011	Alumni	Alumni
2012	Alumni or Super Seniors	Alumni or Super Seniors
2013	Alumni or Super Seniors	Alumni or Super Seniors
2014	Alumni or Super Seniors	Alumni or Super Seniors
2015	Alumni or Super Seniors	Alumni or Super Seniors
2016	Alumni or Super Seniors	Alumni or Super Seniors
2017	Seniors	Alumni or Super Seniors
2018	Juniors	Seniors
2019	Sophomores	Juniors
2020	First-Years	Sophomores
2021		First-Years

To understand the populations represented in the following retention and graduation chart, please review the following definitions.

- **All Purdue Promise:** Purdue Promise program participants – All students are Indiana 21st Century Scholars. The 2009-2012 cohorts had a total family income requirement of \$40,000 or less. Since then the total family income requirement has been \$50,000 or less.
- **TfCS only:** First-time, full-time 21st Century Scholars enrolling in a fall semester and not served by Purdue Promise.
- **Pell Eligible only:** First-time, full-time Pell Eligible students enrolling in a fall semester and not served by Purdue Promise nor 21st Century Scholars.
- **Indiana Residents:** All first-time, full-time Indiana residents enrolling in a fall semester.
- **University Rate:** All first-time, full-time students enrolling in fall semester.

The retention and graduation chart shows one-year, two-year, and three-year retention rates, along with four-year, five-year, and six-year graduation rates since the program began in 2009.

The narrative following the retention and graduate charts includes a brief explanation of the impact of the COVID-19 pandemic on four-year graduation rates for the 2017 cohort. In reality, the pandemic impacted retention and graduation for all cohorts enrolled in 2019-20 and 2020-21. We anticipate higher five-year graduation rates post 2021-22 and moving forward, as a result. We are also working closely with many students regarding their plans to return to Purdue to finish their degrees following breaks away from campus, some of which were by force and others of which were by choice.

2020-2021 Purdue Promise Data (Purdue Promise without Emerging Urban Leaders)

Cohort Year	Cohort	Original Cohort	1 Year Retention	2 Year Retention	3 Year Retention	4 Year Graduation	5 Year Graduation	6 Year Graduation
2009	All Purdue Promise	171	87.13%	82.46%	72.51%	37.43%	64.91%	69.59%
	TfCS only	163	84.05%	77.30%	73.01%	38.04%	61.96%	66.26%
	Pell Eligible only	855	83.86%	76.73%	72.05%	38.83%	61.29%	67.60%
	Indiana Residents	3804	88.80%	82.60%	77.60%	45.10%	69.30%	74.70%
	<i>University Rate</i>	6166	88.97%	82.50%	78.61%	46.76%	70.60%	75.43%
2010	All Purdue Promise	195	91.79%	81.54%	71.79%	41.54%	64.10%	67.69%
	TfCS only	122	85.25%	77.05%	72.95%	45.90%	68.85%	72.13%
	Pell Eligible only	935	86.84%	79.36%	75.40%	42.89%	66.95%	71.34%
	Indiana Residents	3746	89.90%	83.10%	78.80%	47.60%	71.40%	76.00%
	<i>University Rate</i>	6353	90.23%	83.69%	79.19%	49.22%	72.61%	76.97%
2011	All Purdue Promise	207	88.41%	81.16%	77.29%	42.51%	64.25%	69.08%
	TfCS only	125	88.00%	86.40%	82.40%	57.60%	79.20%	81.60%
	Pell Eligible only	886	84.99%	78.67%	74.15%	43.45%	68.28%	71.56%
	Indiana Residents	3484	90.60%	84.90%	81.10%	51.90%	73.90%	78.70%
	<i>University Rate</i>	6660	90.57%	84.34%	80.95%	51.49%	74.19%	78.74%
2012	All Purdue Promise	211	87.20%	80.09%	75.83%	53.55%	65.40%	70.62%
	TfCS only	137	87.59%	78.83%	74.45%	45.26%	68.61%	70.07%
	Pell Eligible only	800	86.25%	80.63%	76.75%	51.38%	70.00%	74.88%
	Indiana Residents	3446	91.20%	86.10%	82.60%	56.80%	76.20%	76.18%
	<i>University Rate</i>	6329	91.01%	86.10%	82.92%	55.85%	77.15%	81.18%
2013	All Purdue Promise	277	92.06%	87.00%	77.62%	55.60%	70.40%	73.64%
	TfCS only	125	87.00%	76.00%	74.40%	55.20%	69.60%	72.80%
	Pell Eligible only	782	87.21%	81.07%	76.47%	50.26%	67.26%	72.76%
	Indiana Residents	3461	92.50%	87.50%	82.60%	59.50%	76.63%	81.07%
	<i>University Rate</i>	6319	92.63%	87.69%	83.49%	58.52%	78.15%	82.20%
2014	All Purdue Promise	292	92.81%	85.27%	81.85%	62.67%	76.71%	79.45%
	TfCS only	160	93.13%	88.75%	80.00%	56.25%	72.50%	75.63%
	Pell Eligible only	688	90.26%	84.16%	78.63%	54.95%	71.52%	76.02%
	Indiana Residents	3304	92.90%	87.90%	83.50%	62.20%	78.60%	82.48%
	<i>University Rate</i>	6408	92.76%	88.03%	84.00%	60.25%	79.26%	83.27%
2015	All Purdue Promise	347	90.20%	82.71%	75.79%	56.77%	70.32%	73.78%
	TfCS only	215	87.44%	80.93%	73.95%	57.68%	70.70%	73.49%
	Pell Eligible only	730	88.36%	84.25%	77.95%	55.89%	73.70%	77.95%
	Indiana Residents	3532	91.80%	87.50%	82.22%	62.12%	78.34%	82.36%
	<i>University Rate</i>	6855	91.76%	87.26%	82.99%	60.55%	79.07%	83.03%

Note: See the next page for *p* values that correspond to the various shades of gold and the bold/italicized font. The *p* values represent significance when comparing any particular rate for a given year to the University Rate for that year.

2020-2021 Purdue Promise Data (Purdue Promise without Emerging Urban Leaders)

Cohort Year	Cohort	Original Cohort	1 Year Retention	2 Year Retention	3 Year Retention	4 Year Graduation	5 Year Graduation	6 Year Graduation
2016	All Purdue Promise	308	90.26%	83.44%	<i>77.92%</i>	60.06%	72.40%	
	TfCS only	240	92.50%	87.50%	81.67%	62.08%	75.42%	
	Pell Eligible only	762	86.35%	81.10%	76.38%	54.59%	71.65%	
	Indiana Residents	3802	91.30%	86.90%	<i>81.51%</i>	63.18%	<i>78.35%</i>	
	University Rate	7229	91.64%	87.44%	83.00%	62.64%	79.69%	
2017	All Purdue Promise	356	86.52%	79.21%	72.75%	<i>58.99%</i>		
	TfCS only	195	<i>85.64%</i>	77.95%	70.26%	<i>56.41%</i>		
	Pell Eligible only	808	88.00%	82.30%	75.00%	59.41%		
	Indiana Residents	4085	91.43%	86.98%	<i>81.57%</i>	65.24%		
	University Rate	7548	91.94%	87.80%	83.08%	65.01%		
2018	All Purdue Promise	313	84.66%	79.23%	72.84%			
	TfCS only	212	89.15%	85.38%	81.60%			
	Pell Eligible only	944	87.29%	80.72%	74.05%			
	Indiana Residents	4258	90.98%	87.15%	80.72%			
	University Rate	8328	91.57%	87.43%	82.66%			
2019	All Purdue Promise	317	90.85%	82.02%				
	TfCS only	122	92.62%	82.79%				
	Pell Eligible only	796	89.45%	81.78%				
	Indiana Residents	4032	93.48%	<i>86.90%</i>				
	University Rate	8011	93.55%	87.95%				
2020	All Purdue Promise	315	<i>87.30%</i>					
	TfCS only	156	80.13%					
	Pell Eligible only	859	86.15%					
	Indiana Residents	4315	<i>90.68%</i>					p < 0.01
	University Rate	8778	91.58%					<i>p < 0.05</i>

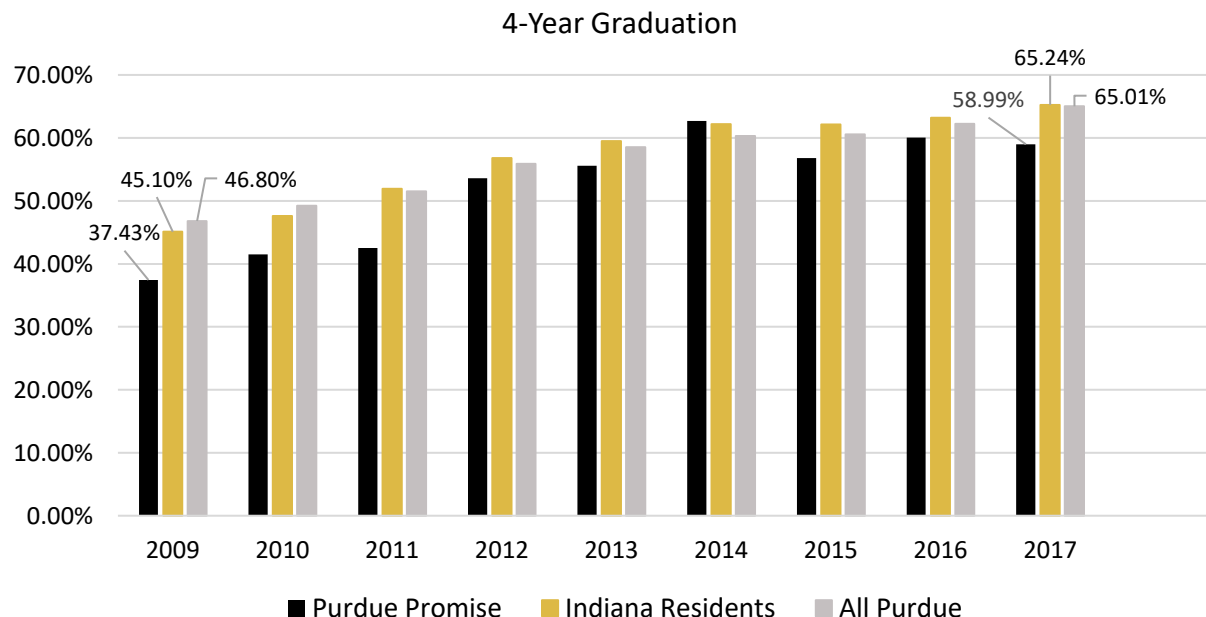
Note: See the *p* values that correspond to the various shades of gold and the bold/italicized font. The *p* values represent significance when comparing any particular rate for a given year to the University Rate for that year.

Closing the Opportunity Gap to Increase Degree Attainment

When the university created Purdue Promise, 21st Century Scholars were graduating approximately 10% behind the Purdue all-undergraduate four-year graduation rate. Since then the goal has been to reduce educational debt and close the opportunity gap for the students served by Purdue Promise. That happened with the 2014 cohort. Their four-year graduation rate was 62.67% and *exceeded* the Purdue rate of 60.25%. It is important to note that the 2014 cohort was the first to receive the current Purdue Promise coaching model all four years. The model was piloted in spring 2013 with the then junior cohort (students who enrolled in fall 2010), and piloted with all cohorts in 2013-14 (students who enrolled in 2011 and 2012 only received coaching for part of their Purdue experience). As the previous table demonstrates, the program started to see increases in graduation rates after implementing the model.

There is high variability in the Purdue Promise cohorts in terms of size, demographics (see charts for students who identify as first-generation or underrepresented minorities below), and experiences. That variability contributes to shifts in retention and graduation rates year-to-year. However, in spite of that variability, there is steady progress, and students in Purdue Promise continue to graduate at higher rates compared to the rates preceding implementation of the program. The growth in four-year graduation rates for Purdue Promise since 2009 currently represents a 21.56 percentage point increase (2009-2017) compared to a 18.25 percentage point increase for all Purdue over the same period.

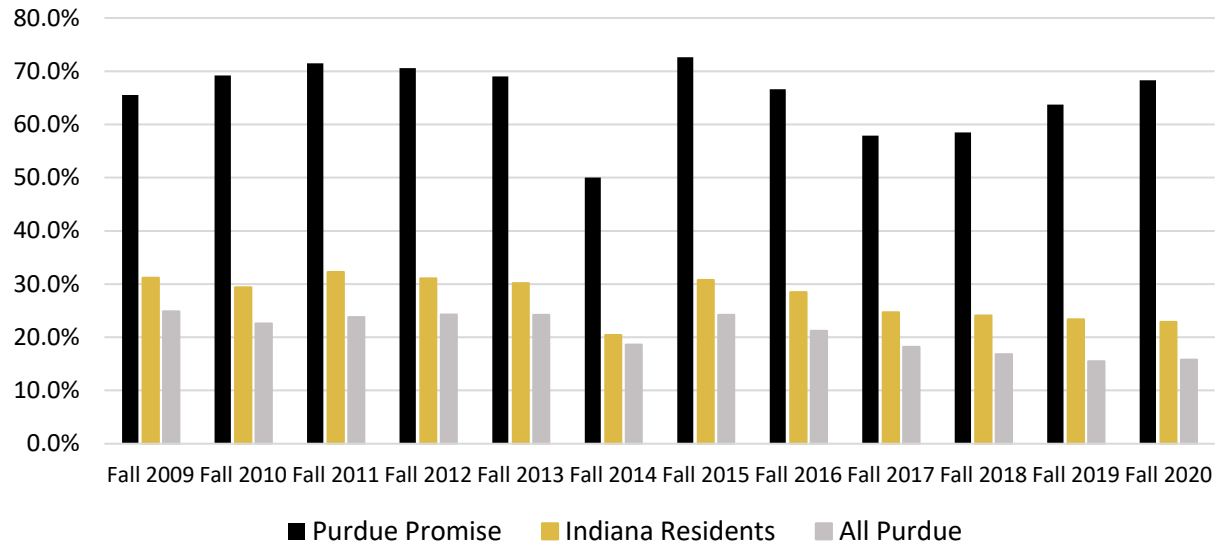
It is important to note that the 2017 cohort graduated at the end of the 2020-21 academic year. The COVID-19 pandemic struck in the spring of their junior year (third year) on campus, and continued throughout their senior year. Many students who had never taken an online class suddenly had all online classes in spring 2020, and then some combination of all online or hybrid in 2020-21. They missed out on a lot of the culminating experiences of their time at Purdue, and had anything by a typical residential experience as they wrapped up their education. The impact of the pandemic on students' mental health was significant. Additionally, some students had no choice but to delay graduation, particularly as a result of cancelled labs, internships, and practicums required by degree plans. We anticipate increased five-year and six-year graduation rates in the future as students complete/return.



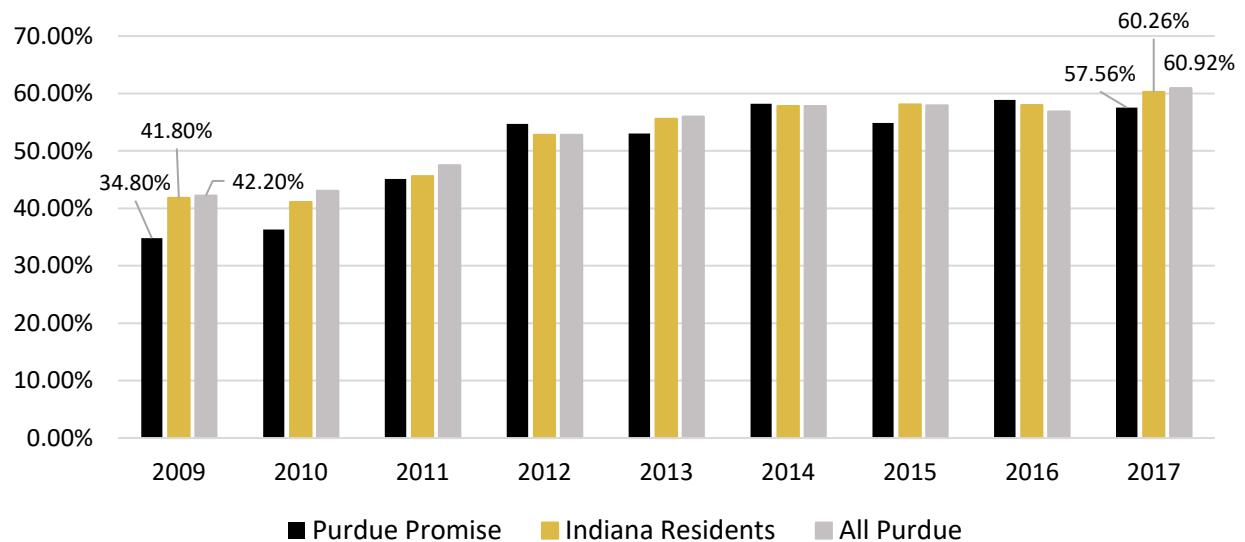
First-Generation Students

21st Century Scholars across the state are more likely than their Indiana peers to be first-generation college students. Similarly, Purdue Promise students are more likely than their Purdue peers to be first-generation students. The first chart below demonstrates the percentage of first-generation students in Purdue Promise cohorts compared to other Indiana residents at Purdue and all Purdue undergraduates. The second chart represents a comparison of four-year graduation rates for first-generation students in Purdue Promise compared to Indiana residents at Purdue and all Purdue undergraduates.

Percent First-Generation Students by FTFT Cohorts



FTFT First-Generation 4-Year Graduation
 Compared to Indiana Residents and All Purdue Undergraduates

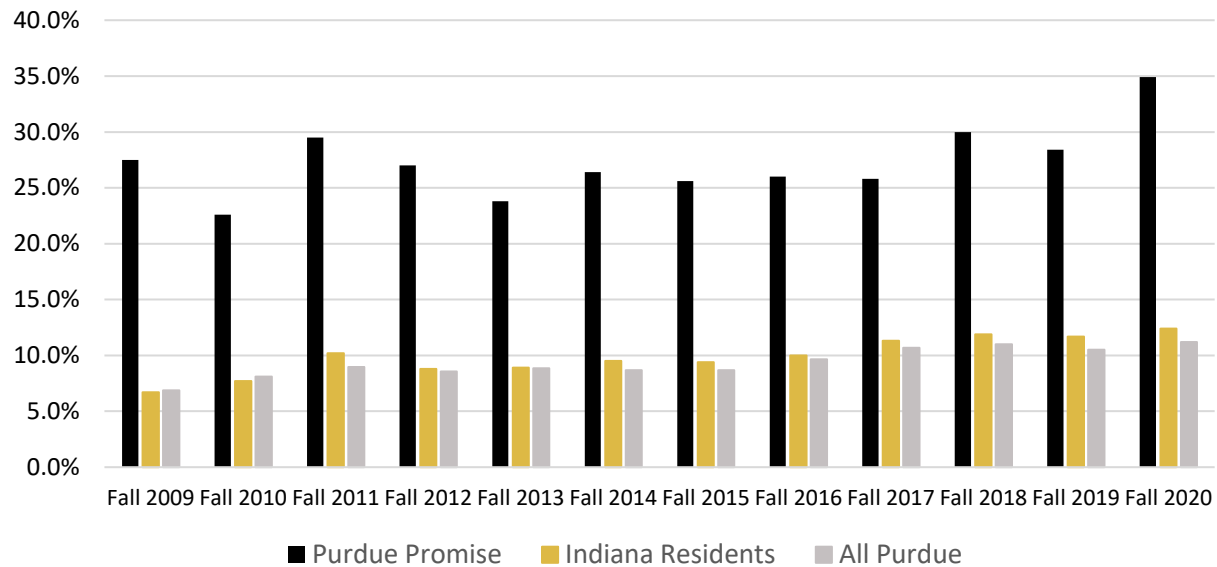


Underrepresented Minority Students

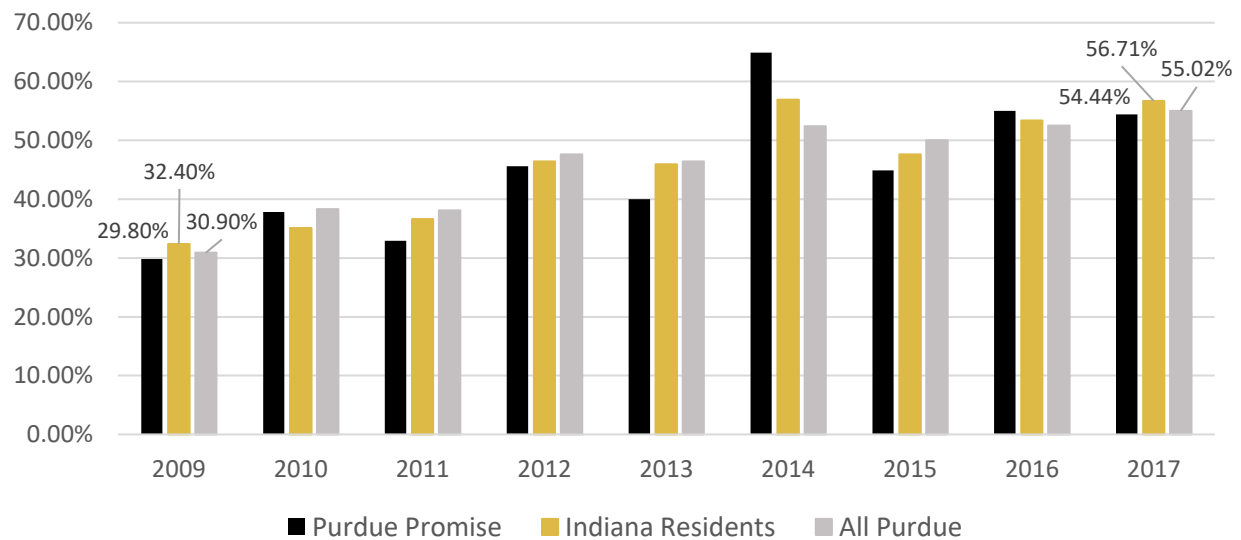
Purdue Promise students are also more likely than their Purdue peers to identify as underrepresented minorities (URM). The first chart below demonstrates the percentage of URM students in Purdue

Promise cohorts compared to other Indiana residents at Purdue. The second chart represents a comparison of four-year graduation rates for URM students in Purdue Promise compared to Indiana residents at Purdue and all Purdue undergraduates.

Percent URM Students by FTFT Cohorts



URM First Generation 4-Year Graduation
 Compared to Indiana Residents and All Purdue Undergraduates



Increasing Affordability and Reducing Debt

While the goal of Purdue Promise is to graduate students on time and debt-free, prior to 2016-17 the program had not determine how well the program was doing at achieving the debt-free goal. In preparation for a presentation on the [October 2016 OIRAE Briefing on Purdue Promise](#), 53% of the 2013 cohort reported on a GS 405 assignment that they anticipated graduating debt-free. Enrollment Management Analysis & Reporting (EMAR) has confirmed that Purdue Promise scholars more frequently

graduate without debt when compared to all resident undergraduates. Additionally, Purdue Promise scholars who do graduate with debt borrow less, on average, than all resident undergraduates. A comprehensive debt study that compares the debt of Purdue Promise graduates to Indiana resident graduates to all Purdue graduates (at the undergraduate level) is our part of our aspirational assessment plan, detailed below.

ASSESSMENT PLAN

Purdue Promise is a data-rich and data-driven program. In addition to current assessment plans, Purdue Promise staff aspire to strengthen our understanding of (a) the influence our program and services have on students and campus outcomes, and (b) how the experiences of Purdue Promise students align with or differ from their fellow Purdue undergraduates' experiences. Currently, the program has a lot of data, and limited time for analysis and evaluation outside of key components of the program: caseload distribution, GS 197, GS 405, and study abroad. While program outcomes have been previously shared in this report, we also have learning outcomes for GS 197, GS 405, and study abroad. Those learning outcome are shared here. What follows is an extensive but not necessarily comprehensive overview of current assessments and data collection practices in Purdue Promise, as well as aspirational assessment goals.

Purdue Promise staff also aspire to continue to contribute to the profession and literature, as we have done in the past through presentations and publications. See assessment highlights at <https://www.purdue.edu/purduepromise/highlights.html>.

Learning Outcomes

2020-21 Learning Outcomes for GS 197

In this course, students will:

- build self-efficacy and self-advocacy as college students and young adults;
- learn and discuss topics pertaining to becoming a successful college student and young professional; and
- be introduced to Purdue resources, policies, and procedures.

2020-21 Learning Outcomes for GS 405

In this course, students will:

- identify expectations for their post-graduation lives;
- understand personal finance matters;
- learn how to navigate their new positions and organizations (in post-graduation lives);
- learn how to maintain marketability in the job market;
- be informed of necessary life skills to successfully transition to life as a new professional; and
- reflect upon their college experiences and how prepared they are for life after college.

2020-21 Course Objectives for Study Abroad (EDPS 490) (program cancelled due to COVID-19)

- Provide a framework for the concept of global leadership.
- Enhance understanding of cross-cultural competencies as it relates to:
 - a willingness to engage in a new culture;
 - cognitive flexibility and emotional regulation;
 - ethnocultural empathy and tolerance of uncertainty;

- intercultural development; and
- self-efficacy.
- Provide an opportunity to reframe personal definitions of global leadership through multiple lenses by investigating leadership across various cultures.
- Incorporate a study abroad experience into post-trip academic, professional, and social endeavors, through a discussion of cross-cultural experiences.
- Provide opportunities to debrief and reflect on the impact of cultural immersion.

Current Assessments

The list of assessments below follow a complete assessment cycle, including writing outcomes, planning assessment, delivering interventions, collecting data, analyzing data, reporting on the data, and using the results for continuous improvement.

- annual Purdue Promise scholarship contract
- GS 197 pre- and post-course assessments
- GS 405 pre- and post-course assessments
- Senior Survey (conducted as a GS 405 assignment)
- EDPS 490 pre- and post-course assessments (for study abroad)
- Intercultural Development Inventory (IDI) pre- and post-test (for study abroad)
- student success coaching meeting completion
- BoilerConnect meeting metrics
- Student Success Programs database and BoilerConnect metrics regarding outreach to students

Current Data Collection and Usage

In addition to the aforementioned current assessments, the following is an extensive overview of the data collection and usage practices in Purdue Promise, but is not exhaustive. Much of this data is used for day-to-day decision-making in support of Purdue Promise students individually and collectively. However, our aspirational assessment goals will indicate that more needs to be done to design complete assessment cycles around some of this data.

- Student Success Programs database
 - annual Purdue Promise contracts
 - recruitment eligibility list management and recruitment letters
 - contact logs: e-mails, phone calls, social media outreach, text messages, and notes
 - attendance tracking for events
 - tracking program/scholarship statuses by semester for Purdue Promise, 21st Century Scholars, Emerging Leaders, Summer Start, and Early Start
 - assignment of Purdue Promise coaches
 - BGR waiver management
- Banner
 - assignment of Purdue Promise Coaches (SGAADVR)
 - Purdue Promise and Purdue Opportunity Awards (ROARMAN)
 - FAFSA edits and verification, and other financial aid requirements (RRAAREQ)
 - financial aid appeals (RRAAREQ)
- Cognos
 - PP & 21st Student List – EMAR Ver.2
 - Email (all types) (Person Demographic Package) – Enter PUIDs
 - List of Students by Academic Standing – P/NP

- Telephone (all types) – enter PUIDs
 - Admits by Admission Attribute-Current and Past Semesters
 - Consolidated Report of Registered Students (Multiple semesters)
 - List of Current Admits
 - Pending and Awarded Degrees
 - Grade Roster
 - Grade Roster – Multiple Terms
 - List of Students by Academic Standing
 - Missing Grades
 - Consolidated Report of Registered Students
 - List of Student Credit Hours
 - Withdrawn Student Report
 - Active Student Holds
- ScholarTrack
 - FAFSA completion
 - high school Scholar Success Program completion
 - College Scholar Success Program completion
 - credit completion
 - credit bank
 - appeals
 - scholarship appeals
- BoilerConnect
 - appointments
 - appointment summaries
 - alerts
 - progress reports
 - notes
 - activity dashboard
 - activity reports
 - population health dashboard
- Purdue Promise Program (not in other aforementioned databases)
 - caseload spreadsheets for each coach for each semester
 - GS 197 assignments
 - GS 405 assignments
 - EDPS 490 assignments (for study abroad)
- Qualtrics
 - various surveys and assessments for GS 197, GS 405, EDPS 490, and events/activities
- Brightspace
 - Purdue Promise study abroad applications

Aspirational Assessment: Research Questions

As we dream, the Purdue Promise staff currently aspires to answer the following research questions, listed in priority order. This is not an exhaustive list of questions that could, or should, be answered. It is important to note that Purdue Promise students are historically more likely to identify as first-generation students, underrepresented minorities, and/or female compared to their Purdue peers. Whenever possible, data should be disaggregated and intersectional identities should be considered.

- How does the student loan debt of Purdue Promise graduates historically compare to student loan debt of (a) 21st Century Scholars not served by Purdue Promise, (b) all undergraduate Indiana resident graduates and (c) all Purdue undergraduates?
- How does Purdue Promise students' participation in student success coaching influence their (a) retention, (b) academic outcomes, (c) completion, and (d) First Destination Survey outcomes? What themes emerge when students share about their student success coaching experiences? How do those themes further explain their retention, academic outcomes, completion, and First Destination Survey outcomes?
- How do Purdue Promise students define and describe their relationship(s) with their Purdue Promise coach(es)?
- What factors contribute most significantly to Purdue Promise students' attrition? How do the experiences of Purdue Promise students who are retained compare to the experiences of those who leave?
- How do Purdue Promise students' engagement with the following units at Purdue University compare to (a) 21st Century Scholars not served by Purdue Promise, (b) all undergraduate Indiana residents, and (c) all Purdue undergraduates?
 - Office of the Dean of Students
 - Office of Student Rights and Responsibilities
 - University Residences
 - Counseling and Psychological Services
 - Undergraduate Academic Advising
- How does the First Destination Survey outcomes for Purdue Promise students compare to outcomes for (a) 21st Century Scholars not served by Purdue Promise, (b) all undergraduate Indiana resident graduates and (c) all Purdue undergraduates? What are the contributing factors for any differences in outcomes?
- What life skills do Purdue Promise students learn by participating in the program? How does knowledge of these life skills influence Purdue Promise students' post-Purdue lives?

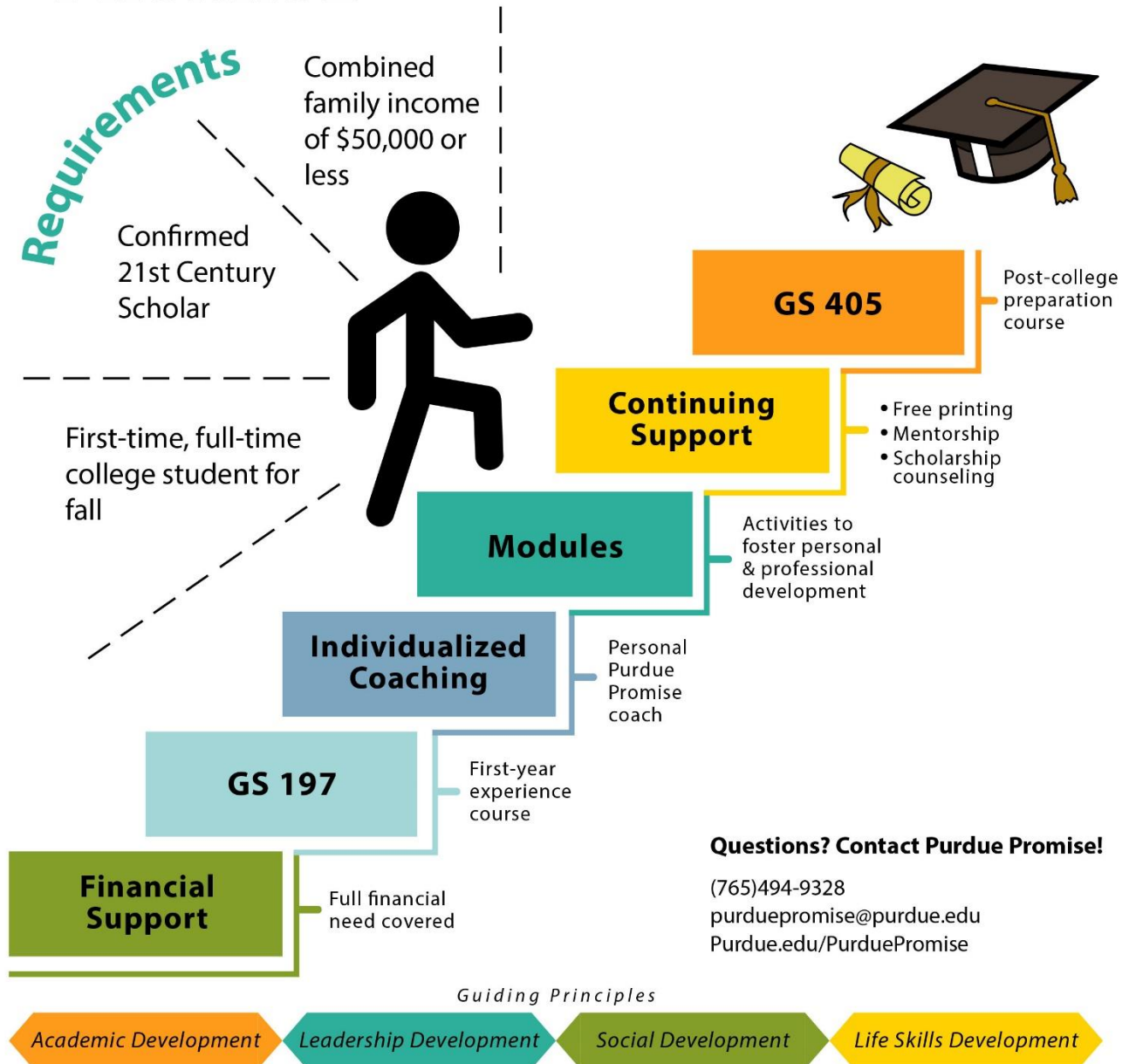
Aspirational Assessment Plans

- Develop a logic model to understand the shared relationships among the resources, activities, outputs, outcomes, and impact for Purdue Promise.
- In support of the Equity Task Force, develop a mixed methods study to understand the experiences of Black Purdue Promise students.
- Conduct a historical quantitative study of student debt for Purdue Promise and various comparison groups, beginning with the inaugural cohort from fall 2009.
- Support the ongoing development of the CCO: First Destination Survey dashboard to investigate Purdue Promise students' post-graduation outcomes.
- Analyze the data from the historical Purdue Promise senior survey.
- Conduct a mixed methods leavers, stayers, and contemplators study to better understand Purdue Promise students' attrition, completion, and retention.
- Conduct a twin study that compares outcomes for Purdue Promise students and outcomes for other undergraduate Indiana residents with a total family income of \$50,000 or less.
- Continue to refine the Tableau dashboard created to understand challenges Purdue Promise students persist through and challenges that become barriers to success. This includes analyzing the historical data from annual Purdue Promise contracts.

- Assess Purdue Promise students' experiences in University Residences, including housing placements and learning community participation. Assess the influence of the ongoing room/board rates freeze on the commitment by University Residences to place first-year Purdue Promise students in predominant rate housing.
- Analyze Student of Concern Report data for Purdue Promise students against data for various comparison groups.
- Analyze data regarding involvement in student conduct processes for Purdue Promise students against data for various comparison groups.
- Analyze data regarding engagement with Counseling and Psychological Services for Purdue Promise students against data for various comparison groups.
- Analyze data regarding use of emergency loans for Purdue Promise students against data for various comparison groups.
- Conduct a mixed methods study to understand Purdue Promise students' engagement in processes and supports pertaining to undergraduate academic advising.
- Conduct a mixed methods study of Purdue Promise alumni to understand the influence of Purdue Promise on their post-graduation outcomes.
- Conduct an economic outcomes assessment for Purdue Promise alumni.
- Analyze data from the Gallup-Purdue Index and/or Strada-Gallup Alumni Survey for Purdue Promise students and alumni.

PURDUE PROMISE

The Purdue Promise four-year experience is a scholarship program that helps eligible 21st Century Scholars be successful at Purdue University's West Lafayette campus through a combination of support services and financial aid.



Once Purdue Promise, Always Purdue Promise