TEACHING A FIRST-YEAR SEMINAR COURSE AND RETAINING COLLEGE OF AGRICULTURE UNDERGRADUATE STUDENTS
Our goals and objectives around this presentation...

1. Share our experiences with teaching a first-year experience course;

2. Share processes and data from retention initiatives;

3. Open the presentation up for discussion and sharing amongst the attendees.
Teaching and Retaining Undergraduate Students

Purdue College of Agriculture Undergraduate Student Enrollments, Fall 2002-19

2,841 TOTAL UNDERGRADUATES (Fall 2019):
Residence: 75% Indiana, 19% Out-of-State, 6% Intl.
Gender: Female 62%, Male 38%
URM 9%
Teaching and Retaining Undergraduate Students

AGR 10100 First-Semester Ag Students: Fall 2016-19 (AJ Jones et al.)

Home Background

- Rural - Farm: 34%
- Rural - Non-Farm: 21%
- Town or Small City: 18%
- Suburban: 18%
- Urban: 9%

Residency

- Indiana Resident: 1995 (78.8%)
- Out of State Resident: 419 (16.5%)
- International: 107 (4.2%)

Gender Distribution (n=2433)

- Male (36.5%)
- Female (62.8%)
- Other (8%)

Race/Ethnicity (International not included)

- African American; Black
- Hispanic; Latino(a)
- Asian American; Pacific Islander
- Two or More Races
- Other
- White; Non-hispanic

Indiana University

Purdue University
Teaching and Retaining Undergraduate Students

AGR 10100: Introduction to the College of Agriculture & Purdue University

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Office Hrs: Schedule Appt.

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Mr. Sean Dufault  
Retention Specialist  
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Professor Danielle Walker  
Assistant Professor  
Agric. Sci. Info Specialist  
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1. Learn important information about the College of Agriculture and Purdue University.
2. Understand academic policies and procedures, and how to use educational resources as you begin your Purdue experience.
3. Evaluate programs and activities that you can integrate in developing your educational plan to prepare for a future profession.
4. Demonstrate that you can successfully evaluate different sources of written materials and communicate your understanding in college-level writing.
AGR 10100 WEEKLY DISCIPLINE FOCUS

Week #1  AGR 101 Intro; Dean’s Welcome, and College Overview & Mission
Week #2  Purdue, Indiana’s Land-Grant University; “Your Purdue Plan”
Week #3  Purdue Agriculture, Pt. 1: The Plant Sciences
Week #4  Purdue Agriculture, Pt. 2: Technology & Engineering.
Week #5  Purdue Agriculture, Pt. 3: Business, Education & Social Sciences.
Week #6  Purdue Agriculture, Pt. 4: Environment & Natural Resources.
Week #7  Purdue Agriculture, Pt. 5: The Animal Sciences.
Week #8  The Grand Finale, Challenge & Charge; Course Final Exam.
AGR 10100 STUDENT SUCCESS TOPICS

Week #1  Course Intro; Campus Emergency Plan & Campus Safety
Week #2  Student Success: Exploring Scholarly Literature
Week #3  Student Success: Health & Counseling Support Services
Week #4  Student Success: Academics, Advising & Your Curriculum
Week #5  Student Success: Academic Success; Career Exploration
Week #6  Student Success: Multicultural and International Understanding
Week #7  Student Success: Co-Curricular Experiences (CATE)
Week #8  The Challenge & Charge; Course Final Exam
Teaching and Retaining Undergraduate Students

**RETENTION SPECIALIST DATA**

**Participation in Academic Success Workshops: Effects on GPA**

- **Non-attended**
  - Semester GPA: 2.75
  - Cumulative GPA: 2.83

- **Attended**
  - Semester GPA: 3.07
  - Cumulative GPA: 3.11
Purdue Probation Community of Practice
  • Academic Probation at Purdue: Semester or Cumulative GPA falls below 2.00
  • Coordinated Probation Efforts

College Hires Retention Specialist and the Impact on AGR 10100
College of Agriculture Probation Numbers:
  • ~250 after each Fall term
  • ~200 after each Spring term
December 19, 2019

Dear «FName»,

You have been placed on academic probation based on your previous semester grades.

I know that being on Academic Probation can be challenging. Please understand that there are several resources available to support you, one of which is meeting with «Advisor».

Your advisor and I are committed to helping you return to good academic standing, so you can continue making positive progress towards degree completion. Below we have initiated a Plan of Action for you to follow. Here are the first steps:

1. Please review your transcript. If you believe any of your grades from the previous semester are incorrect, contact your professor immediately.
2. Review your upcoming semester classes and ask yourself, “Do I need to add, drop or repeat any courses?” If the answer is “yes” or you are unsure, do not make any changes until you have confirmed these changes with your advisor.

During your first meeting, the discussion will focus on:
- What probation means
- How to return to good academic standing
- Possible schedule changes
- Campus resources

Your return to good academic standing should be one of your top priorities. Please be aware that continued academic probation could lead to a lack of progress toward degree completion, or ultimately being dropped from the university. I know that external factors beyond academics can make this challenging, so if you are struggling with additional stressors please consider utilizing the university resources available to you.

Also, note that your advisor, or our Retention Specialist, Mr. Sean Dufault (adufaul@purdue.edu), may follow-up with resources relevant to your specific situation. If you have any questions about your probation status, the contents of this letter, or would like to share any other concerns, please contact «Advisor» at «Advisor_Emails».

Sincerely,

Timothy P. Kerr

cc: «Advisor».

Sean Dufault
### Teaching and Retaining Undergraduate Students

**PURDUE ACADEMIC PROBATION SURVEY**

<table>
<thead>
<tr>
<th>How much did the following affect your academics?</th>
<th>Not at all</th>
<th>A little</th>
<th>A moderate amount</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor study skills</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Poor high school preparation</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor test preparation</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test anxiety</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Too many classes/credit hours</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficult classes</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Boredom/lack of interest in my classes</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulties with my professor(s)</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulties understanding my professor(s)</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Difficulties with English (understanding, reading, speaking)</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The way I studied in high school is not working for me at Purdue</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How much did the following affect your academics?</th>
<th>Not at all</th>
<th>A little</th>
<th>A moderate amount</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty adjusting to Purdue</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Difficulty adjusting to the United States</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeliness</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roommate concerns</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family concerns</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Relationship problems</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty making friends/loneliness</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Challenges because I am a transfer student</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenges because I am a nontraditional student</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenges because I am a first-generation college student</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Financial concerns
- Not at all: ✓
- A little: ✓
- A moderate amount: ✓
- A lot: ✓

### Worked too many hours
- Not at all: ✓
- A little: ✓
- A moderate amount: ✓
- A lot: ✓

### Health issues
- Not at all: ✓
- A little: ✓
- A moderate amount: ✓
- A lot: ✓

### Substance abuse (alcohol/drugs)
- Not at all: ✓
- A little: ✓
- A moderate amount: ✓
- A lot: ✓

### Too much time spent on social media, internet, gaming, etc.
- Not at all: ✓
- A little: ✓
- A moderate amount: ✓
- A lot: ✓

### Not enough sleep/too much sleep
- Not at all: ✓
- A little: ✓
- A moderate amount: ✓
- A lot: ✓

### Not eating well
- Not at all: ✓
- A little: ✓
- A moderate amount: ✓
- A lot: ✓

### Stress
- Not at all: ✓
- A little: ✓
- A moderate amount: ✓
- A lot: ✓

### Depression
- Not at all: ✓
- A little: ✓
- A moderate amount: ✓
- A lot: ✓

### Learning disability/ADHD
- Not at all: ✓
- A little: ✓
- A moderate amount: ✓
- A lot: ✓

### Over-involvement with clubs, activities, student organizations, etc.
- Not at all: ✓
- A little: ✓
- A moderate amount: ✓
- A lot: ✓

### Victim of a crime
- Not at all: ✓
- A little: ✓
- A moderate amount: ✓
- A lot: ✓

**What do you think were the top three factors that led to your probation?**

**If you had the opportunity to do last semester again, what would you do differently?**
RETENTION SPECIALIST

- Initial Meeting with individuals on academic probation:
  - Plan for Success: “What do you have the power to change?”
  - Expectations of Follow-up and Grade Sheet

- Second Meeting
  - Review how current classes are going/go over grade sheet
  - Review success plan
  - Review strengths and how contributing to success
Teaching and Retaining Undergraduate Students

AG RETENTION SPECIALIST LETTER

Please schedule your Academic Advising appointment.

Hello {student_first_name}:

My name is Sean Dufault and I am the Retention Specialist for the College of Agriculture. One of my roles is to work with students that were placed on academic probation (after either their semester and/or cumulative GPA falls below a 2.0) after the prior semester.

For more information on the University’s Academic Regulations regarding Probation and Deficiency, visit: http://www.purdue.edu/studentregulations/regulations_procedures/scholdeficiency.html

Because of the seriousness and importance of this matter, there is an expectation from the College of Agriculture that we meet and work together to formulate a plan for your academic success here at Purdue. The last thing anyone wants to see happen is a recurrence of being placed on academic probation or being dropped from the University.

Students on probation that did not work with me averaged a semester GPA of 1.99 and students that fully participated in working with me averaged a semester GPA of 2.45.

Please do not be discouraged. I understand that various factors can influence your academic success and that college can be difficult. I look forward to working with you in the near future and hope this semester goes well for you.

To schedule an appointment to meet with me use this link {schedule_link}

Please schedule your appointment as soon as possible as my schedule will fill up quickly. For our initial 1-on-1 meeting please allow a little time, to allow us plenty of time to discuss your specific situation.

My office is located in the Agricultural Administration (AGAD) 121.

Sincerely,

Sean Dufault
Retention Specialist
Office of Academic Programs
College of Agriculture
Purdue University
sdufault@purdue.edu

“Yesterday is history, Tomorrow a mystery. Today is a gift. That’s why it’s called the Present!”

-Alice Morse Earle
Teaching and Retaining Undergraduate Students

AG RETENTION SPECIALIST WORKSHEET

Purdue College of Agriculture
Probation student worksheet

<table>
<thead>
<tr>
<th>Name:</th>
<th>Major:</th>
<th>Academic Advisor:</th>
<th>Semester:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Reflections on how the prior semester went:

<table>
<thead>
<tr>
<th>Class</th>
<th>Goal(s)</th>
<th>Action(s) to be successful in class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

What are my strengths that will help me accomplish my goal(s):

<table>
<thead>
<tr>
<th>Follow up meeting(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 2018 - SGD</td>
</tr>
</tbody>
</table>
## AG RETENTION SPECIALIST DATA

### Historical Probation Data

<table>
<thead>
<tr>
<th></th>
<th># of Students</th>
<th>Last Full Term</th>
<th></th>
<th></th>
<th></th>
<th>Academic Standing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SEM.</td>
<td>CUM.</td>
<td>SEM.</td>
<td>CUM.</td>
<td>DR</td>
</tr>
<tr>
<td>No Meeting</td>
<td>925</td>
<td>1.46</td>
<td>2.13</td>
<td>1.99</td>
<td>2.18</td>
<td>168</td>
</tr>
<tr>
<td>Initial Meeting</td>
<td>129</td>
<td>1.44</td>
<td>2.06</td>
<td>1.90</td>
<td>2.15</td>
<td>29</td>
</tr>
<tr>
<td>Follow-up No Grade Sheet</td>
<td>127</td>
<td>1.55</td>
<td>2.09</td>
<td>2.17</td>
<td>2.21</td>
<td>17</td>
</tr>
<tr>
<td>Follow-up &amp; Grade Sheet</td>
<td>205</td>
<td>1.55</td>
<td>2.20</td>
<td>2.45</td>
<td>2.37</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>1,386</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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*Fall 2016 - Fall 2019*
Teaching and Retaining Undergraduate Students

AG RETENTION SPECIALIST DATA

Historical Probation Data

College of Agriculture Probation Students
Fall 2016 - Fall 2019

Prior Ave. SEM. GPA  Prior Ave. CUM. GPA  Following Ave. SEM. GPA  Following Ave. CUM. GPA
Teaching and Retaining Undergraduate Students

RETENTION

THIS IS THE WAY
TEACHING A FIRST-YEAR SEMINAR COURSE AND RETAINING COLLEGE OF AGRICULTURE UNDERGRADUATE STUDENTS

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Purdue Agriculture
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