

COLLEGE OF AGRICULTURE PURDUE UNIVERSITY

CO-CURRICULAR INITIATIVES



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CO-CURRICULAR INITIATIVES

Outline of Today's Presentation

1. Employability & Success Skills of Our Students & Graduates.
2. Gallup-Purdue Index – Practices that ensure Student Success.
3. CATE: College of Agriculture Transformational Experiences



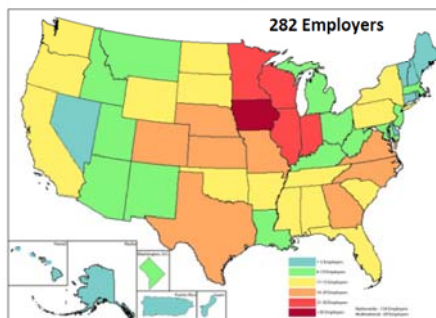
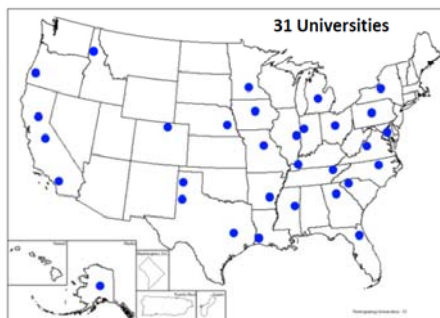
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Survey participation was coordinated through APLU and administration was online with SurveyMonkey over 15 weeks, from March 21st to July 3rd.

PARTICIPANTS	students	faculty	alum	employers
	2,669	898	4,262	282
TOTAL:	8,111			

The Nation-wide survey includes participation from 31 Universities (blue dot map) and 282 employers representing all 50 states, District of Columbia, Puerto Rico and Guam (shaded map).

Employer Legend



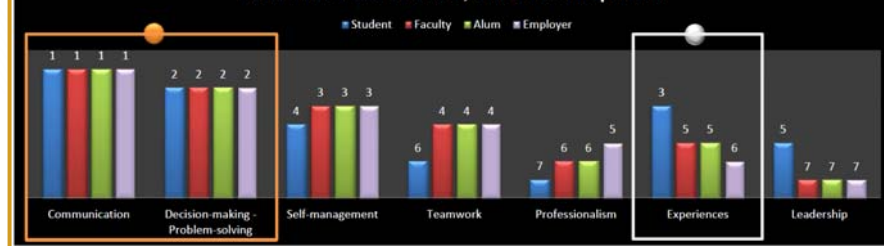
Crawford, Lang, Fink, Dalton, and Fielitz, 2011

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Soft Skill Clusters Importance

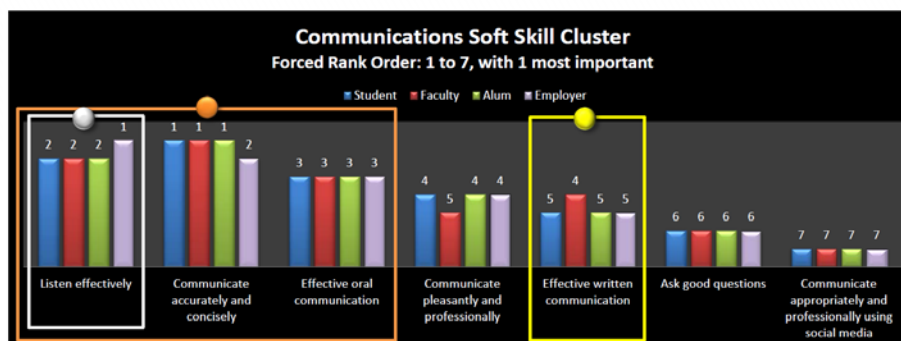
Forced Rank Order: 1 to 7, with 1 most important



Crawford, Lang, Fink, Dalton, and Fielitz, 2011

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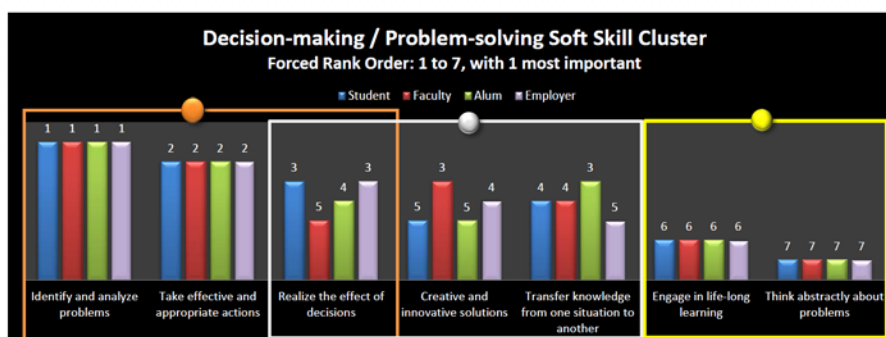
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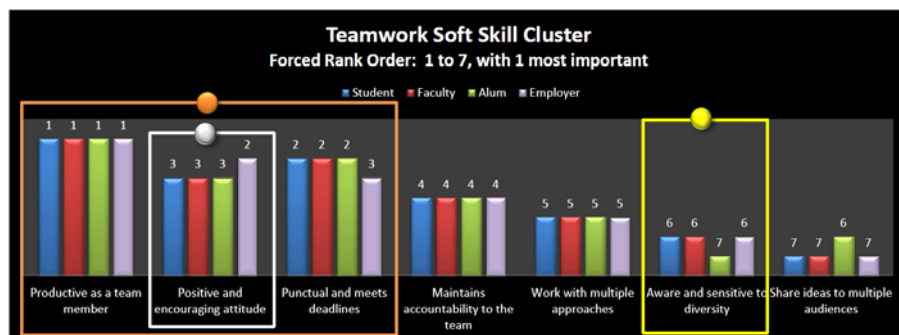
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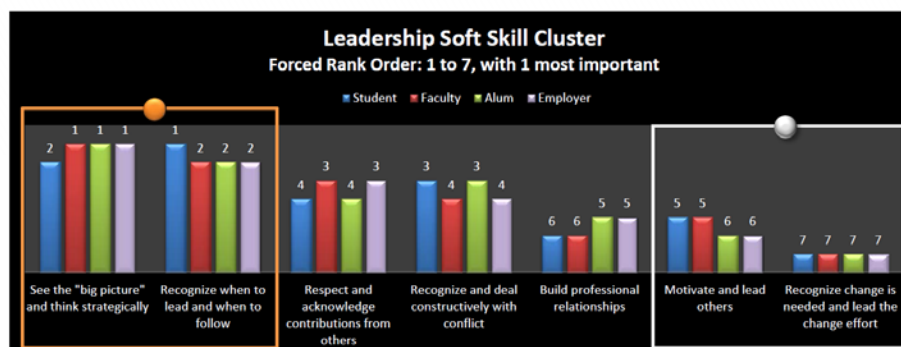
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The most important things students did learn / are learning / will learn in college:





STUDENTS		<p>"I will learn good communication and writing skills, and I will learn how to effectively work with others in a group." Student</p> <p>"Communication in the workplace. Knowing how to communicate verbally, written, and nonverbally is important. It's the first way the employer gets to know you and it is what will sway them to hire you." Student</p>
FACULTY		<p>"Students seem to be well-grounded in theory and discipline information. Students seem to work well in teams when given instructions. Students understand and are comfortable with new technologies." Faculty</p> <p>"We provide an extensive knowledge base. We provide a sound basis in effective communication skills. We provide opportunities for extracurricular learning such as internships." Faculty</p>
ALUM		<p>"The most important thing I learned was that you need to understand who your audience is in whatever you are doing." Alum</p> <p>"I learned how to apply knowledge I learned in the classroom to solving problems. I did not simply learn how to regurgitate facts on exams. I learned how to synthesize the materials and integrate ideas to formulate solutions." Alum</p>
EMPLOYERS		<p>[Students are learning:] "Creative new ideas and solutions using technology." Employer</p> <p>"Students are learning to take initiative to implement new technology as they join the staff of the organization." Employer</p> <p>"Good mastery of basic science and some experience with applications of that knowledge through internships or other work experience." Employer</p>

Crawford, Lang, Fink, Dalton, and Fielitz, 2011

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The most important things students are NOT learning in college:

STUDENTS		<p>"More practice with public speaking—professors tend to take presentations off the syllabus as classes get larger and replace them with papers." Student</p> <p>"I would like to learn more about networking. I don't think the environment is conducive to stress management. I don't think we have enough leadership experience." Student</p>
FACULTY		<p>"Writing and communication skills of students in my senior course are often lower than I would expect." Faculty</p> <p>"Our students do not have enough group project / learning opportunities." Faculty</p> <p>"Communication skills are lacking more in today's graduates." Faculty</p>
ALUM		<p>[Multiple Alum and Employers noted students should learn more about:] "How to deal with personal finance." Alum</p> <p>[I did not learn that:] "Not all you need to learn is in books. You're going to fail sometimes and it's OK." Alum</p>
EMPLOYERS		<p>[Students are not learning:] "There is a need to communicate findings to people who do not know anything about what you're doing—so this is an area of teaching the audience." Employer</p> <p>[Students are not learning:] "How to take an ambiguous problem and break it down into executable development plan. See the big picture of a project." Employer</p>

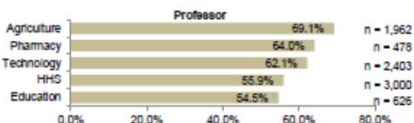
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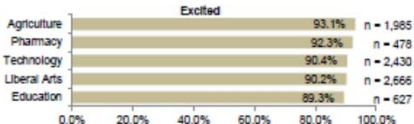
1. My professors at Purdue cared about me as a person.

The percentage of agree or strongly agree responses to this question ranges from a low of 38.9% (Management) to the highest of 69.1% (Agriculture). The five colleges with the highest agree/strongly agree response rate in order are Agriculture, Pharmacy, Technology, Health and Human Sciences and Education.



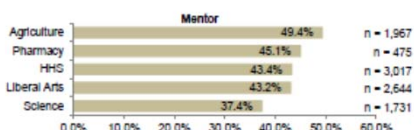
2. I had at least one professor at Purdue who made me excited about learning.

The percentage of agree or strongly agree responses to this question ranges from the lowest rate of 80.8% again in Management to a high of 93.1% again in Agriculture. Agriculture and Pharmacy (92.3%) have the highest rates.



3. While attending Purdue, I had a mentor who encouraged me to pursue my goals and dreams.

The lowest response rates for agree or strongly agree to having an encouraging mentor comes from Management alumni (28.7%). Agriculture alumni again have the highest response rate of 49.4% agree or strongly agree they had a mentor encouraging them to pursue their goals. In fact, Agriculture and Pharmacy again lead all colleges in this question as well as the first two questions. Overall, this question generated the lowest agreement response rate from all of the six Purdue experience questions.



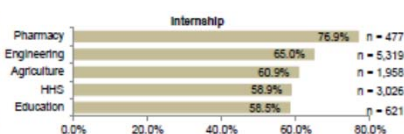
2014 Gallup-Purdue Index on Workplace Engagement & Well-Being

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4. While attending Purdue I had an internship or job that allowed me to apply what I was learning in the classroom.

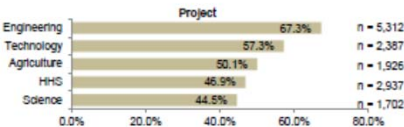
The percentage of agree or strongly agree responses to this question ranges from a low of 44.8% (Liberal Arts) to the highest of 76.9% (Pharmacy). Engineering alumni responses are second highest with 65% indicating they agree or strongly agree that an internship allowed them to apply their classroom learning.



5. While attending Purdue I worked on a project that took a semester or more to complete.

The highest percentage of agree/strongly agree responses come from Engineering alumni (67.3%) answering that they worked on a long term project. The second highest come from Technology (57.3%), followed by Agriculture (50.1%), Health & Human Sciences (46.9%) and Science (44.5%).

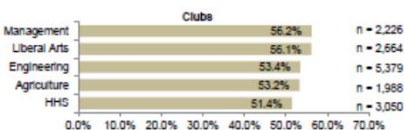
Unlike the prior questions where the College of Pharmacy rated in the top five, for this question the College of Pharmacy had the lowest response rate (24.9%) to agree or strongly agree that they worked on a long term project.



6. I was extremely active in extracurricular activities and organizations at Purdue.

The range of agree or strongly agree responses range from the lowest of 46.2% in Science to the high of 56.2% in Management.

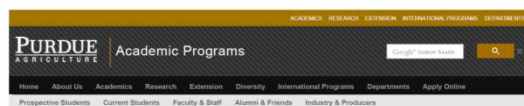
There is not a big variation in response rate for agree/strongly agree responses among all the colleges. The rates across all colleges hover closely around the overall of 52.1% of respondents who agree/strongly agree that extracurricular activities were part of their Purdue experience.



2014 Gallup-Purdue Index on Workplace Engagement & Well-Being

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<https://ag.purdue.edu/oap/Pages/CATE.aspx>



Programs & Initiatives

- Leadership Development Certificate Program (LDCP)
- Issues 360
- Undergraduate Research
- Purdue Agricultural Centers Experience Program (PACE)
- Molecular Agricultural Science Initiative (MASI)
- Summer Undergraduate Research Fellowship Program (SURF)
- Dean's Scholars and Academic Honors Program
- Dean's Scholars and Honors Criteria
- Student Organizations
- PotashCorp Executive i2i Pathway to Excellence Program



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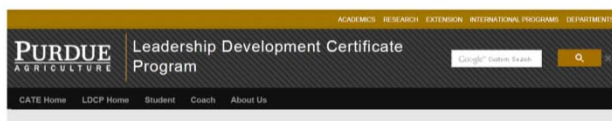
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College of Agriculture Transformational Experiences

College of Agriculture Transformational Experiences, or CATE for short, are those experiences primarily outside the classroom designed to improve graduation and retention rates, improve student engagement and satisfaction, and prepare students for life after college. These experiences help students to not only realize their potential and foster personal development, but help them determine their place in a global environment. Transformational experiences are also commonly known as *co-curricular activities* or *high-impact practices*.

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Learn About LDCP

The **NEW AND IMPROVED** Leadership Development Certificate Program is structured to provide students with experience and growth in leadership. Each student, with the guidance and assistance of a leadership coach, will develop his or her own leadership learning experience that meet the program's specific requirements. Leadership coaches are College of Agriculture faculty and administrative professional staff who guide the students' personal leadership journeys.

Contact Us

Mary Helen Halsema &
Michael Bennett
LDCP@purdue.edu
765-494-8473

Leadership Competencies

1. Personal
2. Interpersonal
3. Group/Organizational
4. Community

Am I Eligible?

You are eligible for LDCP if you:

- Have at least three semesters remaining in your degree program in the College of Agriculture.
- Remain in good academic standing.



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Issues-360: An Issues Engagement Fellowship Program for Students

Issues in agriculture are in the news daily and the ability to successfully deal with and understand issues is a vital skill for those in the industry. As today's students become the future faces of agriculture, it is urgent that they understand how to engage in and react to controversial issues in a professional and socially responsible manner.

Contact Us

Mary Helen Halsema &
Michael Bennett
issues360@purdue.edu
765-494-8473



ISSUES-360 Guiding Principles

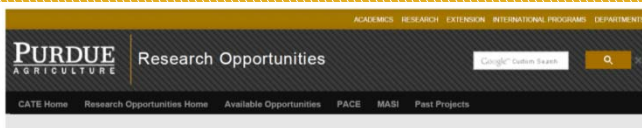
Respect for...

- Democratic society
- Each other
- Science-based knowledge
- Critical thinking
- Ourselves



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Research Funding:

- CoA Ag Research Fund Scholarship
- CoA OAP Funding for Professors



Undergraduate Research

Who can apply?

- Any undergraduate in Agriculture may apply, regardless of GPA.
- The student will need to identify a faculty mentor and meet with him or her to plan a research or design project.

What programs offer opportunities for undergraduate research?

- Agricultural Research Programs Scholarships
- \$500 Undergraduate Research Grants

*Faculty may not receive both the ARP and OAP \$500 awards for the same student and project in a semester.

Other Programs:

For information about other campus research opportunities visit: Discovery Park Undergraduate Research Internship (DURI) program or the following programs:

Opportunities

- Ag Research Fund Scholarship Information
- Office of Academic Programs Funding for Professors
- The Annual Undergraduate Research Poster Symposium April 12, 2016.



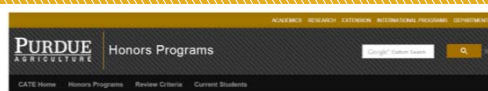
MASI



SURF

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Dean's Scholars and Honors Program

Dean's Scholars

The Dean's Scholars Program is a College of Agriculture honors program for newly admitted students and current students with at least 60 credit hours to fulfill before graduation. Students take honors coursework, complete an undergraduate honors thesis or scholarly project, and participate in exclusive Dean's Scholars events with distinguished faculty and staff from the College. View Departmental Honors Contacts.

Contact Us

Mary Helen Halsema &
Michael Bennett
agp@purdue.edu
765-494-6473

Departmental Honors Thesis

The College of Agriculture offers undergraduate students the opportunity to complete a departmental thesis or scholarly project based on criteria set for each of our departments. Students pursue research opportunities within their own department or interdisciplinary options like summer research programs and work on projects under the direction of a research mentor.

Purdue University Honors College

For more information about the Purdue Honors College, honors courses, events, news and student spotlights, please visit their website.



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The screenshot shows the Purdue University Academic Programs website. The header includes navigation links for ACADEMICS, RESEARCH, EXTENSION, INTERNATIONAL PROGRAMS, and DEPARTMENTS. Below the header is a search bar and a list of links: Home, About Us, Academics, Research, Extension, Diversity, International Programs, Departments, Apply Online, Prospective Students, Current Students, Faculty & Staff, Alumni & Friends, and Industry & Producers.

PURDUE AGRICULTURE | Academic Programs

Google Custom Search

Home About Us Academics Research Extension Diversity International Programs Departments Apply Online

Prospective Students Current Students Faculty & Staff Alumni & Friends Industry & Producers

Student Organizations:

- Ag Ambassadors
- Ag Council
- Agriculture Study Abroad
- Internships
- Learning Communities
- Ag Entrepreneur Day
- Ag Career Fairs
- Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS)

Department Level:

- Agricultural and Biological Engineering
- Agricultural Economics
- Agronomy
- Animal Sciences
- Biochemistry
- Botany and Plant Pathology
- Entomology
- Food Science
- Forestry and Natural Resources
- Horticulture and Landscape Architecture
- Youth Development and Agricultural Education

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PURDUE AGRICULTURE | Academic Programs

Google Custom Search

Home About Us Academics Research Extension Diversity International Programs Departments Apply Online


Prospective Students Current Students Faculty & Staff Alumni & Friends Industry & Producers

Agricultural and Biological Engineering (ABE)

- American Society of Agricultural and Biological Engineers (ASABE)
- Agricultural Systems Management (ASM)
- Alpha Epsilon Honorary
- AlphaMu Honorary
- Biochemical and Food Process Engineering
- Biological Engineering in Genetics (BEGC)
- iGEM
- The Agricultural and Biological Engineering Graduate Student Association
- The Diesel Club

For more information about ABE please visit their [website](#).

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Co-Curricular Initiatives

QUESTIONS?

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