

# Access & Success

The Newsletter for Student Access, Transition and Success Programs

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## Fostering “The Life of the Mind” – A Message from the Director

In his 2003 novel, *I Am Charlotte Simmons*, Tom Wolfe vividly depicts the beginning college experiences of a first generation student who, through the “benefits” of a scholarship, leaves her small, unsophisticated mountain hamlet in North Carolina to attend DuPont University – an elite postsecondary institution in Pennsylvania. Once there, Wolfe’s brilliant but naïve heroine, Charlotte, contends with issues of freedom, homesickness, alcohol use, regretted sex, depression, and deep alienation from her family. And that was just during her first semester!

While a work of fiction, what struck me about this book is that the issues that confront Charlotte are not unlike the issues that confront many first-year students today – often despite our best efforts. However, what also struck me was that Wolfe’s DuPont seemed to have completely missed out on implementing and deriving the benefits of a whole array of student success efforts common at many institutions across contemporary American higher education.

In short, Charlotte could not find the “life of the mind” at DuPont because that institution did little to foster it among its undergraduates – even with its prestigious reputation. In the process, Charlotte and the rest of her fellow students endured a cynical and tortuous educational experience representative more of Darwin’s natural selection theory than of Socrates’ pedagogical method. And this is why what you will find this issue of *Access and Success* matters – because the content in this newsletter is all about what Purdue is doing to help students thrive in college rather than just survive it.

In this issue you will find information on Purdue’s robust Learning Communities effort that you can use when advising our incoming students. You will find content about a new initiative to mentor incoming Twenty-first Century Scholars and information on how you can guide students to take part in this promising peer-to-peer support effort. You will find an overview of the Boiler Gold Rush enhancements for 2007 – alterations initiated to increase student engagement and learning.

*Continued, see Director’s Message on page 3*

## Important Information about Day on Campus

Student Access, Transition and Success Programs coordinates the Day on Campus (DOC) program with support from staff in the Office of Admissions. Day on Campus will take place from June 12 through July 6. Last year a new parent program was piloted during Day on Campus. Due to the success of that effort, "Parents and Family: Partners in Student Success" will now be offered daily at 10:30 a.m. in the Class of 50 lecture hall, room 224. See the article immediately below for more information on this exciting program.

This year's Day on Campus Ambassadors will be out and about on campus at 7:30 each morning to welcome students and families, help guide them to their first session, and answer questions. The Purdue Memorial Union will again host a parent's lounge on the second floor of the Union. Union staff will be available to answer questions about what the Union has to offer. Contact Natalie Rausch at [narausc@purdue.edu](mailto:narausc@purdue.edu) or 765-496-0969 with any questions or comments.

## Orientation Information for Parents and Families of Purdue's Newest Students

Orientation is important for parents and families too! Below you will find information on various programs and resources we have put in place to support another important part of the Boilermaker family.

*Access & Success* is published by The Student Access, Transition and Success Programs (SATS) department at Purdue University.

Questions or comments relating to content in the newsletter and/or the SATS department should be directed to 765/494-9328 or e-mailed to [accessandsuccess@purdue.edu](mailto:accessandsuccess@purdue.edu).

More information can be found online at:  
[www.purdue.edu/sats](http://www.purdue.edu/sats)

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This year we are pleased to announce the addition of a parent orientation session during Day on Campus. "Parents and Family Members: Partners in Student Success" will be offered at 10:30 AM June 12-July 6 in CL50. This session has been created in partnership with University Residences and will include a staff presentation, parent perspective and student Q & A panel. If you talk with family members who are not able to attend, they can find the presentation online at [www.purdue.edu/sats](http://www.purdue.edu/sats) and clicking on "Parent and Family Programs."

Each year Student Access, Transition and Success Programs hosts sessions for parents and families to attend on BGR move-in days. This year, the program will be offered on Saturday, August 11 and repeated on Sunday, August 12. Both sessions will take place in the afternoon and parents will be mailed further information in July.

We also encourage you to connect families to the award winning *Parent Handbook*, which is distributed during Day on Campus and is also available online at [www.purdue.edu/parents](http://www.purdue.edu/parents).

For more information about these programs, please contact Emily Bauer at 765-494-2274 or [ejbauer@purdue.edu](mailto:ejbauer@purdue.edu).

## Twenty-first Century Scholars finish a busy spring; gear up for a busy summer

The spring semester found the West Central Indiana Twenty-first Century Scholars support staff finishing up Affirmations and FAFSA help for the 12<sup>th</sup> graders. They “exited “and affirmed more than 85% of the seniors in their 8 county region. Families were also offered assistance with FAFSA edits, award notifications, and college selections.

Recruitment of 7<sup>th</sup> and 8<sup>th</sup> graders also played a big role in the spring’s activities. Both West Lafayette Mayor Mills and Lafayette Mayor Roswarski starred in a 30 second PSA produced by WLF. The announcement encourages students to apply to be Scholars before the deadline of June 30<sup>th</sup>. The PSA will continue to air until mid-June. Enrollment of 7<sup>th</sup> & 8<sup>th</sup> graders is presently at 64%. Sign-Up Days at Tropicane Cove are planned for June 7, 13, 20, and 28. Prospective Scholars can submit a completed application for free admission to the pool.

Family meetings continued across counties, over 120 juniors participated in junior workshops that will help prepare them for senior year, and Scholars and parents went on college visits to Ball State, Indiana University, Purdue University, and IVY Tech.

Summer planning is in full gear. Pledge ceremonies serving Montgomery, Fountain, Warren, Carroll, and Clinton counties are scheduled. There will be a Scholar/Parent Conference for rising 8<sup>th</sup> and 9<sup>th</sup> graders in June focusing on high school planning and preparation and one for 10<sup>th</sup>-12 graders in July which will target college entrance/transitioning. Scholars and parents will also be invited to visit St. Joseph’s College and Indiana Beach , St. Francis and IIT and Laser Zone in Fort Wayne and Indiana University. In addition, twenty students will be placed in summer camps at Purdue. Looks like it will be a busy summer!

For more information on the Twenty-first Century Scholar program, contact Yvonne Smith, West Central Regional Site Coordinator, at [yvsmith@purdue.edu](mailto:yvsmith@purdue.edu) or 765-494-7991.

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### *Director’s Message, continued from page 1*

This issue also includes an update on the Purdue Opportunity Awards program, the Purdue Twenty-first Century Scholars site’s 7<sup>th</sup>-12<sup>th</sup> grade student college preparation efforts, and a host of other student success enhancing endeavors undertaken by the Student Access, Transition and Success Programs department.

My colleagues and I hope that this information assists you in your ongoing efforts to make the college experience as rich and rewarding as it can be for our students. In short, we hope that you can use the content of this newsletter to continue your laudable efforts to differentiate an incoming Purdue student’s experiences from those endured by Charlotte Simmons at DuPont. Thank you for your efforts, and best of luck during Day on Campus and the months ahead.

With gratitude,



Andrew K. Koch  
Director, Student Access, Transition and Success Programs

# **BOILER** *Gold Rush* **2007**

Boiler Gold Rush, or BGR, is Purdue's week long freshman orientation program that will take place from August 11- August 17. If you would like more information about the program, visit our website at [www.purdue.edu/sats](http://www.purdue.edu/sats).

## **Boiler Gold Rush Registration Information**

All incoming freshmen received a BGR invitation via the mail in mid-May. This year, the cost for BGR is \$245, which is a flat fee covering most meals and all programmatic expenses. Methods of payment for BGR include cash, check, or credit card.

### ***Students can register for BGR in the following ways:***

- By mailing in the registration form that was included in the BGR invitation. This is the easiest and most preferred method of registration. A self-addressed envelope was provided with the BGR registration materials.
- At the BGR table during the Day on Campus Resource Fair in room 118 of the Purdue Memorial Union between 10:00 a.m. and 1:30 p.m. from June 12th to July 6th.
- At the SATS office (Stewart G77). The office is open from 8:00 a.m. – 5:00 p.m., Monday through Friday.

If students have misplaced their registration materials, the form can also be downloaded from the BGR website ([www.purdue.edu/sats](http://www.purdue.edu/sats)) and mailed to our office with the \$245 fee.

### **The deadline to register is July 6, 2007!**

Please encourage students to register before this deadline! Once we have received the registration materials, a confirmation card will be mailed to the participant. If students do not receive a confirmation card from us, they should call our office to verify that we received their registration. Participants will receive additional details about the program in late July.

## **Connecting with the newest class of Boilermakers**

There are numerous ways faculty and staff can get in touch with the more than 5,000 participants and 500 current student staff members who will take part in BGR 2007. The following are a couple of ways you and/or your office can become involved with BGR:

### **1) Contribute to the BGR Check-In Bags**

When each BGR participant checks-in for the program, he/she is given a bag filled with important materials relating to campus life. If you have a campus program, service, or event you would like to advertise, we may be able to include a flyer in this check-in bag. Please contact our office with your request. If your request is approved, we will need 5,700 copies of your flyer, delivered to our office, STEW G77, no later than Wednesday, July 11, 2007.

### **2) Participate in the University Resource Fair on Wednesday, August 15**

The *University Resource Fair* is designed to help students become familiar with the offices and services available to them on campus. This is a good opportunity for you to educate students about your office or service and give them information. This year, the fair will take place in the South Ballroom of the Purdue Memorial Union. Information about the fair will be mailed soon. If you do not receive a mailing but would be interested in participating or learning more, please contact Halston Campagna at 765-496-1269.

### **3) Serve as a program volunteer!**

It takes a lot of people to successfully implement roughly 74 hours of programming! Please contact us at [orientation@purdue.edu](mailto:orientation@purdue.edu) for information about the unique opportunity to be involved firsthand with BGR.

### **4) Familiarize yourself with BGR**

Check out the BGR 2007 schedule of events by visiting [www.purdue.edu/sats](http://www.purdue.edu/sats) and clicking on Boiler Gold Rush.

## Highlights of Boiler Gold Rush 2007

Each year the BGR program is reviewed and updated to provide each incoming class with an exciting experience. Below are just a few of the highlights about the students who work with the program and the initiatives that are new to BGR 2007.

### Student Staff

✦ Over 500 student leaders have been hired to work with our newest class of Boilermakers. These student leaders are successful academically, involved in a wide variety of campus clubs and organizations and are a part of our most diverse Boiler Gold Rush staff to date. This year, over 15% of our team leaders are minorities – a 55% increase compared to BGR 2006. SATS is committed to developing a strong base of leaders who are representative of our new students and we intend to continue to strive to make this possible.

✦ A select group of student staff will work this summer to assist with the planning of this year's events.

### New Program Initiatives

✦ The Boiler Gold Rush program has been expanded to include programming from Saturday, August 11 through Friday, August 17. More details about additional programs can be found on the Boiler Gold Rush website.

✦ The "Science Teaming and Leadership Institute": Students who are a part of the Science Honors and Women in Science Learning Communities will be invited to participate in this new program. The institute is designed engage students in meaningful learning activities before, during and after the Boiler Gold Rush program.

✦ "From Free Speech to Facebook:" Presented by C.L. Lindsay. Our new students will learn about how to make safe, responsible choices when using online communities.

✦ Late Night at Target: On Thursday, August 16 students have the opportunity to visit the Lafayette Target store for great deals and prizes from 11pm-1am.

✦ Discover Downtown: New students will be invited to explore downtown Lafayette during the evening of Friday, August 17. Local business will be asked to welcome our new students as they learn about Lafayette. This event will be sponsored by the Lafayette/West Lafayette Chamber of Commerce.

### New Orientation Intern joins SATS Staff

SATS would like to introduce Halston Campagna, our Orientation Intern. Halston will be working with the SATS department on several orientation initiatives throughout the summer including Boiler Gold Rush, transfer orientation programs, and several new student outreach newsletters. Halston is originally from Fowler, Indiana, and received a Bachelors Degree in Psychology and a minor in Business Administration from Butler University. She is currently working as a Child & Adolescent School Based Case Manager through Wabash Valley Hospital and will be beginning her Masters in School Counseling at Purdue during fall 2007.

## **Purdue Opportunity Awards – Scholarships. Support. Endless Possibilities.**

The Purdue Opportunity Awards (POA) program has concluded a successful third year! Some of this year's accomplishments include hiring a graduate assistant and two (undergraduate) student coordinators to provide additional support for our first-year POA scholars. We also added a few new programs this year – Café Informals (fall semester- small group study tips sessions); Academic Success Pilot Program (spring semester – additional academic support for targeted students); RSVP Events (social outings for POA mentors and their first-year scholars to connect). Due to these efforts, we had a noticeable increase in our POA scholars' social integration *and* academic success at Purdue during their first year! Many of our POA scholars have become actively engaged members of the Purdue community and some of their leadership roles ranged from President of Residence Hall Council to Boiler Gold Rush team supervisors and team leaders. We also had increased participation in Learning Communities and a stronger representation of POA scholars with Academic Honors and Dean's Lists recognition.

We are delighted to announce that we have identified our incoming 2007 POA scholars! Our first events are our **POA Day on Campus luncheons**, which offer our new POA scholars and their guests an opportunity to learn more about our program. Most of our scholars will visit Purdue on one of these 6 dates – June 13<sup>th</sup> (Wed.), June 14<sup>th</sup> (Thurs.), June 15<sup>th</sup> (Fri.), June 20<sup>th</sup> (Wed.), June 21<sup>st</sup> (Thurs.), and June 22<sup>nd</sup> (Fri.). If you have any questions about the POA luncheon or our program in general, please feel free to contact our office at 765-494-9328 or [poa@purdue.edu](mailto:poa@purdue.edu).

This has been an exciting year for the Purdue Opportunity Awards program and we are enthusiastically preparing for next year! We encourage your ideas and contributions as we create new opportunities for success for all of our POA scholars!

Maura Scully Murry  
Senior Assistant Director of Student Access, Transition and Success Programs  
Purdue Opportunity Awards Program Coordinator



### **New Assistant Director for SATS Hired**

We are delighted to announce that Jenna Laub has been hired to serve as the new Assistant Director of SATS. She will begin her tenure on June 6th. Jenna recently completed her Master of Arts in College Student Personnel from Bowling Green State University and is originally from Springfield, Ohio. She will work primarily with the Purdue Opportunity Awards program and provide general support for some of the other initiatives in the SATS department. Please join us in welcoming Jenna to Purdue!

### **Shawna Lusk Named Director of Orientation at Rochester Institute of Technology**

After seven years of dedicated service to Purdue, Shawna Lusk will “hang up her Boilermaker hat” to become the new Director of Orientation at Rochester Institute of Technology. Please join us in thanking Shawna for her assistance and dedication, and in wishing her great success in her new endeavor. Shawna's last day with Purdue will be June 29, 2007. Her responsibilities with the Twenty-first Century Scholars support efforts will be assumed by Melissa Combs until a new Associate Director is hired. Good luck, Shawna. We'll miss you!

## Learning Community Basics for 2007-08

Purdue's coordinated Learning Community (LC) effort started in fall 1999. Since then, over 6,900 students have benefited from participating in an LC. Most recently, during the 2006-2007 academic year, 1,396 students were part of 48 different LCs ranging in themes from entrepreneurship to engineering to pre-pharmacy to global issues. This fall, the goal is to have over 1,500 participating in one of the 48 Learning Communities offerings.

What is a Learning Community? At Purdue, Learning Communities are defined as academic structures that allow first-year students from the same major or with similar academic interests to take two to three of the same courses together. Some Learning Communities also allow students to reside with their classmates on the same residence hall floors; this fall, 33 of the 48 LCs have a residential component. Five of those 33 Learning Communities, Liberal Arts Honors, The Lyceum (University Honors Program), Pre-Pharmacy, Women in Science, and the Earhart Residential Program sponsored by Women in Engineering Programs, have no coursework associated with them; they simply provide like-minded students with programming and support in a common residential environment.

In all cases, relationships between the students and the faculty, as well as academic success, are stressed. Faculty and instructors spend considerable time making sure that the content in the two or three linked courses is connected. To help facilitate this, faculty/instructors are given funds to conduct out-of-class activities that compliment students' in-class learning.

Learning Communities also help Purdue attract a diverse student population. For example, in fall 2006-07, Learning Community participant demographics included:

- 770 Females (55.16%)
- 626 Males (44.84%)
- 263 Minority Students (18.84%)
- 56 International Students (4.01%)
- 1,077 Caucasian Students (77.15%)
- 745 Indiana Residents (53.37%)
- 595 Non-Indiana Residents (42.62%)

Students enrolled in a Learning Community for fall 2007-08 should also reflect this diversity. In addition, there are three new LCs this fall. Two are for honors students - one from the Undergraduate Studies Program and one teams up the College of Science and First-Year Engineering. The third is for students from the College of Science who are interested in entrepreneurship. More information on all the Learning Communities can be found on pages 8, 9 and 10 of this newsletter.

In short, Learning Communities not only attract a diverse group of students to Purdue, but they also increase their chances of staying at the University. Aggregate retention for all cohorts through the 2004-05 academic year shows an 81.29% retention rate for participants and a 78.35% retention rate for non-participants, a difference statistically significant at the  $p < .001$  level. Students who participate also do better in their coursework, state that they are better satisfied with their overall Purdue experience, and are, overall, more involved with the University community.

## Learning Community Registration During Day on Campus: What do I need to know?

While students apply to be in a Learning Community (LC) by May 1, their registration is not complete until they come for Day on Campus (June 12 - July 6).

Students have been placed into Learning Communities based on information supplied on their LC applications and the Enrollment Management database created by the Office of Admissions. All students placed into an LC will receive a letter around June 1 explaining what Learning Community they were placed into and what they will need to do at Day on Campus to finalize their registration for that Learning Community.

Several Learning Communities will still have space in them come June 12. Does this mean that any student interested in a Learning Community with space remaining can automatically be placed into that community? Unfortunately, no, it does not. Students must be eligible to be enrolled in all the courses associated with the LC. Furthermore, just because space existed at the start of Day on Campus does not mean that space will still exist in mid-July.

Therefore, if you encounter students who are interested in being part of a Learning Community, please do the following:

- Direct them to their academic advisor and/or Student Access, Transition and Success Programs (SATS). The office will be open throughout Day on Campus. We are located in Stewart Center, room G77. They may also call us at 765-494-9328.
- Please do **not** tell the student(s) that they are guaranteed to be in an LC. Space is limited and is determined by the courses associated with each individual Learning Community.

If you are an Academic Advisor and your students are interested in being in an LC and have not yet applied to be in one, then please contact a staff member in the SATS office at 765-494-9328 to see if there is space in an LC and/or to place your student on the waiting list for that Learning Community. Again, please do not make any guarantees that the student will be placed into an LC or that s/he will be able to live in a residence hall with the rest of the students participating in a given Learning Community. We will be working with University Residences staff to place as many students who wish to live with their Learning Community in the residence hall where the LC is housed as we can. If students have questions about this, please direct them to our office.

Also, you should know that students selected for a Learning Community have been pre-registered into the courses associated with that LC. That is, SATS staff members have pre-registered students into the LC courses. Prior to Day on Campus beginning, advising offices with students placed in a Learning Community will receive Learning Community registration information. During Day on Campus, advisors will work with students to round out their schedules.

## 2007-08 Learning Community Offerings at Purdue University

Learning Community Name	College, School, Major, Focus, and/or Theme	Who's Eligible?	Residential Aspect?
Agricultural Education	Agriculture	Agricultural Education majors only	No
Animalia	Agriculture and Veterinary Technology	Any major interested in working with and learning about animals	Optional in Harrison Hall
Bonding	Science	Most students admitted to Science	Required in Earhart Hall
CFS Honors <sup>o</sup>	Consumer and Family Sciences Honors Program	Students invited to be in the Consumer and Family Sciences Honors Program only	Required in McCutcheon Hall
CGT	Technology	Computer Graphics Technology majors only	Optional in Owen Hall
CIT	Technology	Computer and Information Technology majors only	Optional in Owen Hall
Coming-of-Age in America	Liberal Arts	Any student admitted to Liberal Arts – particularly English, Literature, English Education, or Creative/Professional Writing majors	Required in McCutcheon Hall
Discoveries	Science	Biology and Computer Science majors only	No
Engineering Honors	First-Year Engineering Program	Students invited to be in the Engineering Honors Program only	Required in Earhart Hall
Entrepreneurial	Interdisciplinary – Entrepreneurship	All majors except those in Science	Required in Harrison Hall
EPICS	First-Year Engineering Program	Any student admitted to the First-Year Engineering Program	Optional in Earhart Hall for women or Harrison Hall for men
Explorers	Undergraduate Studies Program	Undergraduate Studies Program majors only	Optional in Owen Hall
Horizons	Horizons Program	Students eligible for the Horizons program; call 765-494-7094 for requirements	No
IDEAS (Investigating Diversity through Engagement And Service)	First-Year Engineering Program	Any student admitted to the First-Year Engineering Program	Required in Earhart Hall
Integrated Science and Engineering	Science Honors and First-Year Engineering Honors Programs	Students invited to be in the Science Honors Program and the First-Year Engineering Honors Program	No
Liberal Arts Honors <sup>^</sup>	Liberal Arts Honors Program	Students invited to be in the Liberal Arts Honors Program only	Required in McCutcheon Hall
The Lyceum <sup>^</sup>	University Honors Program	Students invited to be in the University Honors Program only	Required in Shreve Hall
Marketplace 2050	Consumer and Family Sciences	Students admitted to Consumer and Family Sciences only	Required in Shreve Hall
Network	First-Year Engineering Program or Pre-ABE in Agriculture	Any student admitted to the First-Year Engineering Program or Pre-ABE in Agriculture	Optional in Earhart Hall for women or Harrison Hall for men
Nursing Nexus	Nursing	Nursing majors only	Required in Harrison Hall

<sup>o</sup> Students in these LCs will take one course with their Learning Community, but are also be eligible to participate in another LC.

<sup>^</sup> Residential experience only; students enrolled in these LCs are also eligible to participate in another LC.

*Continued on page 10*

**2007-08 Learning Community Offerings at Purdue University  
(continued)**

<b>Learning Community Name</b>	<b>College, School, Major, Focus, and/or Theme</b>	<b>Who's Eligible?</b>	<b>Residential Aspect?</b>
People Watchers	Education and Liberal Arts	All majors from Education and Liberal Arts – particularly Sociology and Pre-Law	No
Pre-Pharmacy <sup>^</sup>	Pre-Pharmacy	Pre-Pharmacy majors only	Required in Harrison Hall
Science Honors <sup>o</sup>	Science Honors Program	Students invited to be in the Science Honors Program only	Required in McCutcheon hall
Science and Innovations	Science	Any major interested in entrepreneurship, particularly Pre-Med and Actuarial Science	No
Team HTM	Consumer and Family Sciences	Hospitality & Tourism Management majors only	No
USP Honors	Undergraduate Studies Program	Students with SAT 1200 or higher; ACT 26 or higher; National Merit finalist; or top 10% of their graduating class	Optional in Owen Hall
Earhart Residential Program sponsored by Women in Engineering Program <sup>^</sup>	First-Year Engineering Program or Pre-ABE in Agriculture	Any student admitted to Engineering or Pre-ABE in Agriculture interested in the success of women in the field of engineering	Required in Earhart Hall
Women in Science Residential Program <sup>^</sup>	Science	Any student admitted to Science interested in the success of women in the field of science	Required in Earhart Hall
Women in Technology <sup>^</sup>	Technology	Any student admitted to Technology interested in the success of women in the field of technology.	Required in Owen Hall

<sup>^</sup> Residential experience only; students enrolled in these LCs are also eligible to participate in another LC.

<sup>o</sup> Students in these LCs will take one course with their Learning Community, but are also be eligible to participate in another LC.

**2006-2007 LC Advocate Award Recipients Announced**

The LC Advocate Award was founded in 2003 to recognize outstanding support of Learning Communities. The awards are sponsored by the Learning Community Ambassadors (LCA), student leaders who were members of Learning Communities in their first year. Each year, the LCAs ask all Learning Communities students at the end of the fall semester of their first year to nominate instructors, advisors, RAs and others whom they feel exemplify the following: out of class involvement in learning, student focus, teamwork, motivation and support of campus life and student transition issues. This year, the LCA Advocate Award was presented to two outstanding recipients.

The first recipient is Catharine Patrone. Catharine graduated summa cum laude from Ohio State University with a Bachelor of Arts in communication. She followed this degree with a Master of Arts in education. She currently holds the position of Assistant Director, University Honors Program (UHP), at Purdue University.

She was presented with this award because of her dedication to The Lyceum, a Learning Community for the University Honors Program participants. Students describe her as an instructor that has a sincere devotion for helping them succeed. As one student put it ““I’m not sure there is anyway I could adequately express how devoted Catharine is to the education and lifelong development of every single student in the UHP. That standing, I hope it will suffice to say that without her both The Lyceum and UHP would not be able to function.” It’s an honor to announce Catharine Patrone as a 2006-2007 LCA Advocate Award winner.

*Continued, see LC Advocate Award on page 11*

### *LC Advocate Award, continued from page 10*

Our next recipient is Dr. Marcy Townes. A recipient of a bachelor's degree in mathematics and chemistry from Linfield College in McMinnville, Oregon, Dr. Townes went on to obtain her master's and doctoral degrees in chemistry at Purdue University. She taught chemistry at Ball State from 1995-2006 before coming back as an Associate Professor of Chemistry at Purdue.

She was honored with this award because of her passion to see students succeed within the Bonding and IDEAS Learning Communities. Evidence of this became apparent when a student came to her needing extra attention with the curriculum. The student explains that she had come to this professor to talk about doing poorly on a test. The student was pleasantly surprised when the topic of conversation strayed away from academics and more towards heartfelt advice about how to become a successful student at Purdue. It's a pleasure to announce Dr. Marcy Townes as a 2006-2007 LCA Advocate Award winner.

Congratulations to both of our 2006-2007 LCA Advocate Award winners. Learning Communities would not be what they are today without the hard work and dedication that these and all instructors give to the program each year.



### **Twenty-first Century Scholars Advocacy and Support Program Launches**

We are excited to announce a new initiative that is being coordinated by SATS. As a part of our commitment to student success, we have created a program designed specifically to support Twenty-first Century Scholars throughout their years as a Boilermaker. There are two parts of the program: support for all Twenty-first Century Scholars on campus and a mentor program specifically for first-year Scholars. This program is being funded through a grant from Lumina Foundation for Education. Purdue University received one of nine grants that were awarded in the state of Indiana. More than 35 applications were submitted.

Program goals include increasing retention and academic success for Twenty-first Century Scholars on the West Lafayette campus. In addition, the program will assist students in becoming more connected to other SATS programs as well as university resources.

The mentoring program for incoming Twenty-first Century Scholars on the West Lafayette campus includes a number of elements. Students who elect to be a part of this program will be assigned to a small group of other new students and an upper level mentor who is also a Twenty-first Century Scholar. Students will take part in academic enhancement and social integration activities throughout their first year. Mentor program participants should plan to meet with their mentors once per week during their mentor's office hours and will also be expected to attend planned group events throughout the year. In addition, all mentor program participants will receive a fee waiver for the Boiler Gold Rush orientation program.

If Scholars do not wish to apply to be a part of this hands-on program, there is still support available. As a Scholar on the West Lafayette campus, students will receive a monthly newsletter full of information that will help them succeed on campus. In addition, there is a staff member in the Student Access, Transition and Success Programs office who is dedicated to serving the specific needs of Twenty-first Century Scholars.

*Continued, see TfCS Advocacy on page 12*

## *TfCS Advocacy, continued from page 11*

First year Twenty-first Century Scholars who wish to enroll in the mentor program will find registration materials at our table in the Purdue Memorial Union, Room 118, during Day on Campus. They can also call the SATS office at 765.494.9328 and request that an application is e-mailed to them.

For more information about the Twenty-first Century Scholars Advocacy and Support Program, please contact the SATS office at 765-494-9328 or by e-mail at [accessandsuccess@purdue.edu](mailto:accessandsuccess@purdue.edu).

### *Did you know...*

The results of the 2006 National Study of Student Engagement (NSSE; in which Purdue participated) indicated several positive links between engagement and student retention and learning. Student engagement is defined as the degree to which students participate actively in activities that promote their learning. The NSSE looks at how much time students spend on various educational tasks, including studying, collaborative learning, and interacting with faculty, among other things (Kuh, 2001, 2003). Some of the results from the 2006 administration indicate the following:

- Student engagement is positively related to first-year and senior student grades and to persistence between the first and second year of college.
- Student engagement has compensatory effects on grades and persistence of students from historically underserved backgrounds.
- Part-time working students reported grades comparable to other students and also perceived the campus to be as supportive of their academic and social needs as their non-working peers.
- Four out of five beginning college students expected that reflective learning activities would be an important part of their first-year experience.

Sources: [http://nsse.iub.edu/NSSE\\_2006\\_Annual\\_Report/docs/NSSE\\_2006\\_Annual\\_Report.pdf](http://nsse.iub.edu/NSSE_2006_Annual_Report/docs/NSSE_2006_Annual_Report.pdf)

Kuh, George D. *Assessing What Really Matter to Student Learning: Inside the National Survey of Student Engagement*, [Change 34](#) (May/June 2002).

Kuh, George D. *What We're Learning About Student Engagement from NSSE: Benchmarks for Effective Educational Practices*, [Change 35](#) (March/April 2003).

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