PACADA
Purdue Academic Advising Association

Campus Affairs Spring Student Services Update
Tuesday, May 9, 2017
2:30 pm to 4:30 pm
Armstrong 1010

2:30-2:40 pm  Meet & Greet

2:40 – 3:00 pm  Purdue Language and Cultural Exchange and English
Matthew Allen
Assistant Director for PLaCE

Dr. Bradley Dilger
Associate Professor, Department of English

3:05 – 3:25 pm  University Undergraduate Advising
Sandy Monroe
Director of University Undergraduate Advising

3:30 – 3:50 pm  myStrengths
Jim Hintz
Roger C. Stewart Director of Leadership & Professional Development Initiative

3:55 - 4:15 pm  State Street Project
Don Petersen
Managing Director, Capital Program Management

Kristi Brown
Projects Administrator, Capital Program Management
Spring 2017 Student Services Update

Purdue Language and Cultural Exchange and English Department
Matthew Allen
Assistant Director for PLaCE

Suzanne Nicolas
Program Coordinator for PLaCE

Prefix and course number change - PLaCE is now part of English (from College of Liberal Arts) so GS 10000/GS 10100 become ENGL 11000/11100 as of Fall 2017.

No big changes in placement and expected enrollments for Fall 17 for ENGL 11000.

"Transfer" students – last year, PLaCE had several students with many hours of AP, IB, etc. who were really new admits but not picking up as freshman. They are working to be sure these students don't fall through the cracks for Fall 17 and expect few problems.

Most students in Fall 2017 are going to ENGL 11000 or 10600, a small number will be in ENGL 10600i.

They will be offering 3 sections of ENGL 11100 in Fall 17 which typically had not been done before. A small group of students are taking GS 10000 this Spring who are preregistered for ENGL 11100 for Fall, but seats will be available for new students who have some ability in English, or for students who want a challenge as juniors/seniors, etc.

Suzanne will continue to cc advisors when she communicates with students about classes.

Individual considerations will be made for students who place in to ENGL 11000 but are in learning communities or other opportunities.

Questions from the group:

What kinds of assignments are in ENGL 11100/11100? How is it different from English 10600? Students do work with composition and speaking; the sequence is designed for international students with language and culture.
Each course is taught in 3 units; in ENGL 11000 they begin with self-regulated learning (setting goals, time management, etc.) which is all tied in to language instruction. They use lots of diagnostic assessment like fluency tests, etc. Classes are very diverse in terms of countries represented and skills and abilities. They use a lot of journal writing throughout the year. The journal starts out reflective and is tied to class activities.

The 2nd unit uses "Describe, Analyze, Evaluate" with a range of activities – students do something new and write a report about it. There is a little bit of reading about culture shock
and adjustment, but they are not piling on heavy academic reading. Through the semester they do more complex activities in classroom and then students go out on their own. They work on group work and how to assign team roles and perform each role to develop transferable skills to other classes.

Unit 3 is "telling my story" — students look at personality and how to share it in English and do a fairly advanced presentation.

The second semester is 3 units focused on engaging in American culture, using a textbook and doing research, and then read a novel.

At the end can work independently and process visual images in English.

*Dr. Bradley Dilger*
Associate Professor, Department of English
Director of Icap

*Linda Haynes*
Assistant Director of Icap

Beginning Fall 17, there are changes to ENGL 10800. Most of the composition courses are staying the same - 10600, 10600i and 10800 (10800 is equivalent to 10600 but 3 credits instead of 4).

The FAQ on handout is being built, Icap plans to populate based on questions they received in the Spring Update and others.

Changes to ENGL 10800:
More tenure stream faculty will be teaching 10800.
In the past, 10800 was tied heavily to service learning and community engagement. Beginning Fall 17, some sections will be 10800S which indicates the traditional approach using Service Learning. However, they will also offer a 10800 mainstream (with no suffix) that does not use the Service Learning Component. They are also offering 10800R with learning communities as appropriate.

The key thing about ENGL 10800 is the course is accelerated; it requires self-regulation, self-efficacy, and self-motivation. The tie to SAT score will remain, but the Department acknowledges it's not the best way to measure writing skills and ability. The directed self-placement policy not going to change. Instructors are encouraged to approach students who are a poor fit and suggest they change courses, but not all students will follow through.

English is planning to pilot an online 10600 in Fall 17 for a 2nd 8-weeks class. It is being developed this summer. By piloting as 8 weeks, if successful, it will be ready to offer as a Summer 18 class.
Question:
Is 10800 okay for a student who isn't first or second year?
Yes. It is also good for non-traditional students who have the motivation to complete it, and the scheduling of fewer meetings may be a better fit for those students.

University Undergraduate Advising
Sandy Monroe
Director of University Undergraduate Advising

Action Plan for Academic Advising (AP4AA)

History/what has been done:
Dr. Harbor presentation to PACADA in February 2016 to identify things that would make advising at Purdue stronger and better. From this, a Coordinating Committee was formed and held Focus Sessions that were open to all campus with feedback provided. The Focus Sessions came to three themes:

- collaboration
- communication
- coordination

From those themes, an Action Plan developed – the Action Plan will be sent out soon, it had been put on hold during Boiler Connect rollout. Main points in the plan are:

Collaboration: establish working relationships with faculty. Get input from advisors on decisions that affect students. For example: faculty/staff combined training or include head advisors on curriculum committees.


Coordination: modify organizational structure of Advising to provide consistent processes for students and for advisors. Continue to define and prioritize Advising responsibilities; review of duties that take away from helping students (this is an evaluation of action taken several years ago). Consistent evaluation process for advisors, i.e. recommended common evaluation question(s). Establish process for assessment of Advising to connect Advising outcomes to mission of Purdue and/or Higher Learning Commission goals.

Plan to begin with 3 implementation teams; expecting report outs from subcommittees by Summer 18. Hearing before STAR this Summer 17 (hopefully) to identify Committees, get update on progress.
**myStrengths**

*Jim Hintz*

Roger C. Stewart Director of Leadership & Professional Development Initiative

This imitative was initially tasked with helping students find a job offer, but developed into a way to prepare students for lifelong promotion and career advancement. (Students typically land first job easily). This reflects a national conversation about the value of a college degree. Employers feedback says students need skillsets outside their disciplines such as leadership. Overall – their goal is to give students what they need to be involved in their communities and careers.

Gallup Purdue Index - engagement in cocurricular experiences and with faculty indicate future success.

The identified 3 Phases to create a framework and universal approach to leadership across campus without creating a definition or model to be used by the entire campus.

Discover (Phase 1) - myStrengths assessments so students understand how to apply greatest strengths and talents. Offered to all first-year and transfer students and so far 9500+ have taken. Graduate and professional schools are interested in using this, but the funding is for undergrads. It is open to other groups, but they have to find ways to pay for it.

Touch points are varied including Advising, Orientation, residence halls, conduct, student employment, first year courses, and counseling. The idea is that students can continue to use strengths throughout Purdue and into career/community life.

Experience (Phase 2) - competencies related to leadership development, using Jossey-Bass Leadership Competencies based on research by Corey Seemlier by major. What can Purdue use as a universal framework? Came up with 20 on campus, rolling out Fall 17. Also based on core curriculum and embedded outcomes. Categorized into Foundational Learning Outcomes with 1 additional:
- Communication
- Ways of thinking
- Interpersonal skill and intercultural knowledge
- Intrapersonal awareness and development

Looking at e-portfolio software so students can put together experiences and what student learned from them.

[http://purdue.edu/leadership](http://purdue.edu/leadership) (still being populated)

Achieve (Phase 3) - capstone experience. High impact, get feedback, do reflection and articulation into career skill. Working on how to articulate this experience in an interview.
Conceptually, it will use existing capstone experiences like senior design projects but layer the feedback and articulation on that.

Possible "Phase 4" for alumni in the future. Working with Alumni Association.

Questions:
How do we connect our students to this? How do we bring it into our department?
It is part of the initial communication for incoming students to take strengths assessment. The Leadership Institute can bring in trainers to individual departments, classes, or other small groups. They encourage advisors to do training offered through PACADA (Lynne Horngren) to take myStrengths and they are open to other ideas if departments want more or different interaction.

What went well? What plans are going to stick around?
First year participation exceeded expectations. They are trying to hone in more on Advising and Residence Halls in upcoming years and to target populations that might be missing (international students for example).

How do we see if our students have taken myStrengths?
Advisors can be given access to portal where can take myStrengths to look up students, create groups, etc. If you send Jim a list of your students (the unique identifier is email address), he can give you Excel sheet of strengths.

They are working on having this information fed into Banner which may work with BoilerConnect or feed in to other systems as well.

**State Street Project**
*Don Petersen*
Managing Director, Capital Program Management
*Kristi Brown*
Projects Administrator, Capital Program Management

Goals and objectives of the project:
- Improve traffic safety, circulation, and mobility
- More 2-way streets near campus
- Remove "divide" on campus between north and south, and make it a "Main Street" feel

Enhancements:
- Streetscapes
- Plazas
- Dedicated 2-way cycle track (connect bike trails in Lafayette and West Lafayette, make a dedicated bike area to encourage more cyclists)
• Improve pedestrian sidewalks, wider sidewalks, add scramble phase at nearly all signaled intersections (scramble means all motorized traffic stops and pedestrians can cross in any way – currently in use at Northwestern & Stadium Avenues)
• Enhanced landscape and buffers
• Simplify transportation networks
• Improve connection from Harrison St to a River Road (removal of Freehafer Hall and South Campus Court buildings for this)

Project scope:
Change of Todds Creek (in Hort Park) to alleviate flooding in Gold Field during heavy rains and other updates to Hort Park.

In 2017 - State Street entirety, conversions from 1- to 2-way in many areas

2018 - improvements on Stadium Ave, McCormick Rd, and Airport Rd.

All of these projects are in preparation for Purdue 150th anniversary in 2019

This project is a joint venture with city of West Lafayette which includes changes in in Chauncey Village to 2-way traffic and addition of a cycle track. They will close out intersection with South Street to be more pedestrian plaza to host festivals and events.

Main north-south streets that will be open:
Airport Road
Grant Street
Jischke Drive
Northwestern Avenue
River Road
U.S. 231

Full closures:
State Street from Airport Road to Salisbury Street – westbound-only west of Airport Rd.
(Plan to reopen portion of State Street by Fall 17, will be open with restrictions through the Village and to University Street and still fully closed west of University through McCormick Road)
Sheetz Street
Wood Street

Convert to 2 way:
Marstellar Street
Grant Street between State St and Northwestern Avenue
Andrew Place
South Chauncey Street
University Street
Northwestern Avenue from North Street to State Street
Pierce Street
Vine Street
Wood Street

They will be creating a median in front of Wabash Landing and adding a roundabout at Tapawingo and State Street. There will be lane restrictions for part of the project and full closure when roundabout construction begins.

Traffic and pedestrian maps available at http://www.StateStreetWL.com
Maps are updated weekly

Sign up for alerts at http://www.nixle.com for construction and other updates.

Other campus projects:
Wilmeth Active Learning Center opens August 7
MSEE northwestern plaza will have work happening
EE project will be done this summer
Matthews Hall has several projects on and near it in Summer 17 including Beering, Recitation, and University Halls – be aware this will be a congested area during the summer.
PLaCE 2017 Update

Name change
- GS 100 → ENGL 110
- GS 101 → ENGL 111

Placement & Enrollment Procedures
- No big changes from 2016 to 2017
- “Transfer” students
- See FAQs document for more info.
- ENGL 111 offered in fall (3 sections)

Enrollment Numbers for last year and estimates for this year

<table>
<thead>
<tr>
<th></th>
<th>FA 2016</th>
<th>FA 2017</th>
<th>FA 2017</th>
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<tbody>
<tr>
<td></td>
<td>Final #</td>
<td>Pre-melt #</td>
<td>Est. Final #</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>483</td>
<td>566</td>
<td>475</td>
</tr>
<tr>
<td>ENGL 106</td>
<td>147</td>
<td>64</td>
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<tr>
<td>ENGL 106</td>
<td>248</td>
<td>554</td>
<td>355</td>
</tr>
</tbody>
</table>

878 875

FA16 had a 22% melt. GS 100 = 165, ENGL 106 I = 31%, ENGL 106 = 30%

Questions? place@purdue.edu

PACADA update, May 9, 2017
Selection and Exemption Criteria for ENGL 11000 and ENGL 11100

Background: For fall semester 2016, international students with qualifying scores on the TOEFL or IELTS were selected to participate in the PLaCE program as a prerequisite to first-year composition (ENGL 10600i). The standard sequence of courses for students in the PLaCE cohort for 2016-2017 is to take GS 10000 in fall and GS 10100 in spring, and then to take ENGL 10600/10600i and COM 11400 (or their equivalent, based on their major plan of study) in later semesters. Students may be exempted from this PLaCE prerequisite by providing compelling evidence of advanced English language proficiency, as detailed below.

Fall 2017: The GS 10000 and GS 10100 courses have been renamed ENGL 11C00 and ENGL 11100. The recommended sequence remains the same.

Placement Protocol International Students

<table>
<thead>
<tr>
<th>ENGL 11000 1st semester</th>
<th>ENGL 106i</th>
<th>ENGL 106</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 11100 2nd semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOEFL iBT total ≤100</td>
<td>TOEFL iBT total &gt; 100 and TOEFL iBT writing &lt; 27</td>
<td>TOEFL iBT total &gt; 100 and TOEFL iBT writing ≥ 27</td>
</tr>
<tr>
<td>IELTS overall ≤ 7.5</td>
<td>IELTS overall &gt; 7.5 and IELTS writing &lt; 7.0</td>
<td>IELTS overall &gt; 7.5 and IELTS writing ≥ 7.0</td>
</tr>
<tr>
<td>GS 10000 and GS 10100, GS 10000 and ENGL 11100, ENGL 11000 and ENGL 11100 or Exemption</td>
<td>GS 10000 and GS 10100, GS 10000 and ENGL 11100, ENGL 11000 and ENGL 11100 or Exemption</td>
<td></td>
</tr>
</tbody>
</table>

“No Score” placement is determined in consultation with ISS staff (anticipate 50 or less)

Frequently Asked Questions

1. Can students test out of the PLaCE course sequence before the start of fall semester?

PLaCE offers a test out-option to qualifying students, based on scores on English language proficiency tests used for admissions. In order to qualify for the test-out option, students must have either

a. TOEFL: total score of 100 with writing and speaking subsections of 25 or above, or
b. IELTS: total score of 7.5 with 7.5 or above on speaking and listening.

Students who meet the criteria will be notified and provided with appropriate details. PLaCE staff will base their decision on ACE-In and other locally administered test scores, as available. Results will be made available within 5 business days after taking the test. For tests taken during BGR, every effort will be made to have the results before the start of classes. Advisors will be copied on the notification of test results. Students should stay enrolled in ENGL 11000 until they receive notification from PLaCE that they have successfully tested out.

If students do not meet these test-out requirements based on TOEFL scores, their advisor has the option of making an exemption request on the student’s behalf. Students cannot submit a request directly; all requests must come through advisors.

5/2/2017
2. Can students in ENGL 11000 be exempted from ENGL 11100?

All ENGL 11000 students will automatically be placed in ENGL 11100. Students may request an exemption through their instructor. (Forms are available from instructors and in the PLaCE office, HEAV B11) Once a determination has been made, both the student and their advisor will be notified of the results. Students should stay enrolled in ENGL 11100, until they receive notification their exemption was approved.

3. May students who are not automatically enrolled take the ENGL 11000/11100 Classes?

Students who would like the additional support the ENGL 11000 and ENGL 11100 class can provide may request admission through their advisor and will be accommodated on a space available basis.

4. When will ENGL 11000 and ENGL 11100 be offered?

Both classes will be offered in the spring and fall semesters. It is anticipated we will be offering them next summer.

5. Will a student have a choice of taking ENGL 10600 or 10600i.

ENGL 10600i and ENGL 10600 are available to students who either completed ENGL 11000 and ENGL 11100 or met pre-admittance criteria (ENGL 10600i only). Students who receive an exemption to ENGL 11100, may register for ENGL 10600 or 10600i.

6. Can a student register for ENGL 10600 and ENGL 11000/11100 concurrently.

We were not able to block registration to ENGL 10600 with the prereq’s because it would have blocked all students from registering. We receive an enrollment report that highlights students that are either bypassing ENGL11000/11100 or are registering concurrently with ENGL 10600. These students are notified they need to re-enroll and/or drop ENGL 10600. Advisors are copied on this notification.

7. What about Spring and Summer admits.

Spring and summer admits who are PLaCE-eligible will be automatically enrolled in ENGL110, the same as the Fall admits are. Again, we will admit other students on a space available basis.

8. What is the ACE-In test?

The Assessment of College English-International (ACE-In), is unique to the Purdue educational context. The ACE-In is a locally developed, Internet-based, semi-direct English language proficiency test. The test contains three modules, and all items within each module are timed to evaluate examinees’ real-time abilities to comprehend, speak and write English. The information provided by the ACE-In is used to: (1) reliably identify English language learning needs of incoming international students, (2) establish sub-skill profiles, (3) provide a reliable and valid starting point to appropriate instructional interventions, (4) examine language development over time (pre-, post-testing), and (5) contribute to language program evaluation.
Exemptions

ENGL 11000 Exemption Testing in August during BGR
- Students who are eligible for exemption testing are contacted in early summer.
- Eligibility for testing:
  - a) TOEFL total score of 100 with writing and speaking subsections of 25 or above

- Determination will then be made on if student is exempt from the ENGL 11000/11100 requirement (in most cases before classes begin) and then may enroll in ENGL10600 or 10600i.
- Second semester and summer admits will be provided the opportunity for exemption prior to the start of classes of their entry semester.

1. What is the process for Exemption Testing for ENGL 11100
- Students who take ENGL 11000 will automatically be placed in ENGL 11100. Students may request an exemption through their instructor. Forms are available from instructors and in the PLaCE office, HEAV B11. Each application will be considered on its merits. The student should have consistently demonstrated strong English language skills, namely: sufficient range, depth, accuracy, and sophistication of English to be successful in any classroom task or interaction with peers and instructors.
- PLaCE will consider requests from students enrolled in ENGL 11000 to be exempted from ENGL 11100 based on the following criteria:
  - TOEFL or IELTS scores
  - ACE-In test scores (pre-test score, final score, gain score)
  - ENGL 11000 course performance to date (major projects, homework, classwork, attendance, etc.)
  - Final grade in ENGL 11000
  - Teacher recommendation
- Once a determination has been made, both the student and their advisor will be notified of the results. Students should stay enrolled in ENGL 11100 until they receive notification their exemption was approved.

2. When will a student be informed that they have or have not received an exemption?

Students, along with their advisors, will be informed as soon as all the components of the application have been reviewed. Students have been provided the option of taking their assessment (ACE-In test) early to expedite the process. The latest a student will be informed is the day grades are due, for those students who opted to take the final during finals week.

3. What about students who are not automatically enrolled in ENGL 11100?

For students who opted to enroll in ENGL 11000 this past semester and wish to continue into ENGL 11100, they may enroll on a space-available basis through MyPurdue.

4. Will a student have a choice of taking ENGL 106 or 106i?

Students who receive an exemption to ENGL 11100 will register for ENGL 10600 or 10600i.
Changes in English 108
In response to the recent Council of Writing Program Administrators (CWPA) external review of our program, requests from CLA Dean David Reingold, and increased demand for new partnerships with English, we are offering more sections of English 108 and diversifying our approaches to it. We are eager to work with advisers to promote English 108 more widely as a viable alternative for English 106.

What's not changing
1. English 108, at 3 credit hours, is still an accelerated version of English 106 (4 credit hours), and it has the same outcomes as English 106.
2. English 108 meets either two or three times a week (MWF or TR schedule). Unlike English 106, there are no scheduled conferencing days.
3. English 108 is usually best for students confident in their writing and comfortable with an accelerated, less managed approach.
4. English 108 is not a good fit for Second Language (L2) students who feel they need more help learning English and becoming familiar with American academic approaches to writing.
5. Some sections of English 108 will still be taught with the Service Learning/Community Engagement approach. These sections are indicated in the Class Schedule Listing: “…and community service. Students can expect to engage in some local community activities outside the classroom.”
6. We’re still offering English 106, for most Purdue students, English 106–I for second language students, and using a “directed self-placement” model to guide students to one of our three courses.

What’s new
1. More tenure-stream English faculty will teach English 108.
2. Sections of English 108 which use a service learning or community engagement approach will be tagged with “S” (e.g. “English 108S”).
3. English 108R will be used by select Learning Communities where a 4 credit hour course would be difficult to schedule and where content is tightly focused, facilitating acceleration.

Three versions of English 108
All three versions of English 108 have the same outcomes.
• 108 — mainstream
• 108S — Service Learning/Community Engagement
• 108R — Learning Community

With support from CLA and Digital Education, we are currently developing an online version of English 106. We will investigate offering English 108 online in the future.

Advisor’s Guide to ICaP
The Advisor’s Guide will (once again) undergo revision in time for STAR, including an updated guide to self-placement intended for students. We’ll email the guide to advisors, and the guide will be available on the ICaP website: http://icap.theonrke.org/

FAQ
This is blank for now. But we’ll populate it with the questions you all ask today, and share a new version!

We welcome your questions
Please contact either of us if we can help you make decisions about placing students in ICaP writing courses, or if you’d like us to visit your unit for a Q&A session.
Bradley Dilger, Director, dilger@purdue.edu
Linda Haynes, Assistant Director, lhaynes@purdue.edu

Feel free to call our office 765-494-3730 with your questions or to schedule an appointment.
WHAT HAS BEEN DONE

- Dr. Harbor addressed Advising Community
- Coordinating Committee Meets
- Focus Sessions Held
  - 3 Sessions
  - Open to All of Campus
  - Pre-read Materials Were Provided
  - Questions Were Asked
  - Discussion Took Place
  - Feedback Was Provided
- Action Plan was Developed
MAIN POINTS TO FOCUS ON

- Collaboration
- Communication
- Coordination

COLLABORATION

- Establish closer working relationships between advisors and the faculty in their college or department
- Encourage faculty to solicit input from advisors when making decisions that impact students
- Identify additional opportunities to partner with campus colleagues to promote student learning and development
COMMUNICATION

• Create common practices, languages, and conventions for sharing advising notes and making referrals
• Revise current practices regarding advisor meetings and identify the most effective uses of advisors' limited time
• Improve University Undergraduate Advising website

COORDINATION

• Modify the organizational structure of advising
• Continue to define and prioritize academic advising responsibilities, with reviews of duties that take away from helping students
• Create a consistent annual evaluation process
• Establish a process for assessment of advising that connects advising-related outcomes to mission or Purdue and/or goals of Higher Learning Commission
HOW ARE WE GOING TO DO THIS?

- Subcommittees
  - No more than 6 people
  - No more than 3 meetings
- Recommendations for Implementation

THANK YOU

Sandy Monroe
Executive Director
University Undergraduate Advising

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765-494-5779
The Skills/Qualities Employers Want in New College Graduate Hires.
National Association of Colleges and Employers, November 2014

College Students Think They're Ready for the Work Force. Employers Aren't So Sure.
Chronicle of Higher Education, January 2015

Falling Short? College Learning and Career Success.
Association of American Colleges and Universities, 2015

Three in five employers believe that it takes BOTH specific knowledge/skills and broad knowledge/skills to achieve long-term career success.

Range of knowledge and skills that apply to a range of fields or positions

Knowledge and skills that apply to a specific field or position

College students:
Specific 16%
Both 63%
Broad range 22%

Both field-specific and broad range of knowledge and skills
Employers give college graduates lower scores for preparedness across learning outcomes than current students give themselves.

Proportions who believe they/decent college graduates are well prepared in each area:

<table>
<thead>
<tr>
<th></th>
<th>Employers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working effectively with others in teams</td>
<td>37%</td>
<td>44%</td>
</tr>
<tr>
<td>Staying current on technologies</td>
<td>35%</td>
<td>40%</td>
</tr>
<tr>
<td>Ethical judgment and decisionmaking</td>
<td>35%</td>
<td>22%</td>
</tr>
<tr>
<td>Locating, organizing, evaluating information</td>
<td>30%</td>
<td>24%</td>
</tr>
<tr>
<td>Oral communication</td>
<td>29%</td>
<td>47%</td>
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<tr>
<td>Working with numbers/statistics</td>
<td>33%</td>
<td>48%</td>
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<tr>
<td>Written communication</td>
<td>72%</td>
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</tr>
<tr>
<td>Critical/analytical thinking</td>
<td>28%</td>
<td>69%</td>
</tr>
<tr>
<td>Being innovative/creative</td>
<td>25%</td>
<td>87%</td>
</tr>
</tbody>
</table>

*8-10 rating on zero-to-ten scale

"What do students need to know, believe, be able to do, and engage in to be effective leaders in college, in their careers, and in society?"

(Seemiller, 2014, p. xv)
T-Shaped Individuals

Gallup-Purdue Index

The odds of being engaged at work are:

- 2.6x Higher if ... [College] prepared me well for life outside of college.
- 2.4x Higher if ... [College] passionate about the long-term success of its students.
- 2.2x Higher if ... I had a mentor who encouraged me to pursue my goals and dreams.
- 2.0x Higher if ... I had at least one professor at [College] who made me excited about learning.
- 1.9x Higher if ... My professors at [College] cared about me as a person.
- 2.3x Higher if ... graduates experience all three
- 2.0x Higher if ... I had an internship or job that allowed me to apply what I was learning in the classroom.
- 1.8x Higher if ... I was extremely active in extracurricular activities and organizations while attending [College].
- 1.8x Higher if ... I worked on a project that took a semester or more to complete.
- 2.4x Higher if ... graduates experience all three
LEADERSHIP & PROFESSIONAL DEVELOPMENT INITIATIVE
PURDUE UNIVERSITY

- Discover
  - myStrengths
- Experience
  - Competency Framework
- Achieve
  - Capstone

Discover

myStrengths
Leading the World Forward!
The key to success is to fully understand how to apply your greatest talents and strengths in your everyday life.

9,500+
Touchpoints

- Orientation
- Academic Advising
- Residence Halls
- Student Employment
- Programming
- Courses (1st Year)
- Career Advising
- Conduct
- Counseling

Experience
Leadership & Professional Development Competencies

Knowledge & Skill

- Communication
- Ways of Thinking
- Interpersonal Skills & Intercultural Knowledge
- Intrapersonal Awareness & Development

Leadership & Professional Development Competencies

- Experiences Database
  - Courses, Programs, Student Organizations, Employment, Etc.
  - Filters (College, Experience Type, Time of Year, Etc.)
- E-Portfolio
  - Track and Share Evidence of Learning
Achieve

got internship?

Capstone

- Experiential/High Impact
- Feedback
- Reflection & Articulation
LEADERSHIP & PROFESSIONAL DEVELOPMENT INITIATIVE
PURDUE UNIVERSITY

Discover | Experience | Achieve

Questions?
PROJECT GOALS AND OBJECTIVES

- Improve traffic safety and circulation
- Eliminate campus divide and create our “Main Street”
- Provide enhancements
  - Streetscape and plazas
  - Added, dedicated two-way cycle track
  - Improved pedestrian sidewalks
  - Pedestrian scramble phase at signalized intersections
  - Enhanced landscaping and added buffers
- Simplify transportation network
  - One-way to two-way conversions
  - Improved connection to Harrison Street from River Road
PROJECT SCOPE

STATE AND UNIVERSITY STREETS
NEAR PURDUE MALL

AREA PROJECTS

- Centennial Mall
- Reflection Park
- Central Drive
- MSEE Northwestern Plaza and northwestern sidewalk in front of EE
- Area between EE and ME

WEST OF OVAL DRIVE

AREA PROJECTS

- North University Street adjacent to Matthews Hall – Matthews entrance and curb work
- Founders Park between Matthews, Stone, University and Recitation – excavation work
- Staging around Beering and Mathematical Sciences
- Northeast corner of Russell and Third Streets – ongoing construction
2017 VEHICULAR TRAFFIC PLAN

AUGUST 14 - NOVEMBER 30, 2017

MAIN CLOSURES
- State St (Airport/McCormick Road to west of University St)
- Tapaswater Drive

MAIN ACCESS ROADS
- Airport/McCormick Rd
- Grant Street
- Harmon Street
- Martin Jischke Drive
- River Road
- Third Street
- University Street

NOW OPEN
NEwTiWO-WAY
TRAFFIC PATTERN
- Andrew Place
- Chester Avenue
- Grant Street
- Manchester Street
- Northview Avenue
- Pier Street
- Sheetz Street
- University Street
- Viva Street
- Wood Street

Pedestrian access will be maintained at all locations and on Purdue’s campus.

RE-IMAGINE. RE-INVEST. RE-MAKE.

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2017 VEHICULAR TRAFFIC PLAN

COMPLETED / UPCOMING CONSTRUCTION – AS OF NOV. 30, 2017

*COMPLETED CONSTRUCTION IN 2017:
- State Street 6:25:23 PM
- Tapaswater Drive

UPCOMING CONSTRUCTION IN 2018:
- Airport/McCormick Road
- W. Stadium Avenue
- Williams & Shillit

Road closures are complete, but some finishing work will continue into 2018.

Completed Construction

UPCOMING Construction

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THE MOST CURRENT INFORMATION AND ADDITIONAL DETAILS CAN BE FOUND ON THE PROJECT WEBSITE.
MAPS, TRAVEL UPDATES AND PROJECT INFORMATION
www.statetstreetwl.com

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THANK YOU!

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