Emily Cain, from South Bend, Indiana, is a junior majoring in English education with a theatre minor. Emily values well-being, but in the transition from high school to college, she experienced a common issue, becoming stressed and overwhelmed. She began going to a therapist through Counseling and Psychological Services (CAPS). Emily finds that seeing a therapist significantly increases her mental well-being and, “has made me be more open to asking others for help when I am in a time of need.” (continued on back)

The SUCCESS (Studying Underlying Characteristics of Computing and Engineering Student Success) project is a multi-institution National Science Foundation grant. Students are admitted to engineering and computing programs with the assumption that they are prepared to succeed; however, a large number of students face significant challenges in their education pathways. This study systematically examines how student outcomes like academic performance as well (continued on back)

WellTrack is an online software tool to help all Purdue students address struggles faced while in college. There are ways that students can use the program without being connected to CAPS and ways that therapists can incorporate this tool into their current treatment plans with students at CAPS.

Using WellTrack can help students increase their understanding of moods and develop strategies to enhance well-being. More info at: https://www.purdue.edu/caps/services/WellTrack.html

UPCOMING EVENTS

GRIT LUNCH & LEARN
December 2nd at noon in Krach 230

STUDENT WORKSHOPS
November 18th at 6 PM in Krach 260
Leadership & Professional Development Introductory Module
Emily Cain Exemplifies Well-Being

Emily promotes her overall well-being by making sure she balances her school work with free time on campus. Emily stated, “I make sure that school work does not take over my life. Yes, academics are important and the main reason I am here, but I have to make sure I am enjoying my free time on campus as well.”

Emily enjoys the activities and shows offered by PSUB and Convocations as well as spending time at the CoRec. Emily reports that a set gym schedule, “has become something I enjoy instead of dreading because I like the outcome I see.”

Emily also makes the most of her time on campus; both using valuable campus resources and volunteering. She utilizes the Purdue Writing Lab, Counseling and Psychological Services, and the CoRec. She volunteers on the executive board of the Convocations Volunteer Network (CVN) that provides ushers to shows on campus. She works closely with the theatre department and has painted sets and served as a production assistant and assistant stage manager.

Off campus, Emily is training with the local roller derby team, Lafayette Roller Derby. It often surprises people to learn she plays, and Emily states, “I’m still pretty new at it, but it’s such a fun and active sport to be involved in.” Emily was nominated by CVN advisor, Christy McCarter. Christy believes Emily, “exemplifies well-being by taking care of herself in body, brain, and spirit.”

Success Project (Continued)

as student success defined more broadly to include wellbeing and personal achievements may be influenced by non-cognitive and affective (NCA) factors. Our research has shown that these measures are better predictors of student outcomes than traditional measures like prior academic performance and standardized test scores.

The goal of this project is to identify how NCA factors can indicate the kinds of support resources with the highest potential to help students in need, thus enabling their continued academic success.

We have measured students’ NCA factors including personality, grit, identity, motivation, belonging, and many others with thousands of students at 17 participating U.S. institutions. (see figure 1)

We have found that there are five distinct groupings of NCA factors for engineering and computing students and that these groupings are connected to students’ experiences and outcomes (i.e., academic conduct violations and retention). However, these groupings are also unconnected to traditional measures of academic success like grade point average and standardized tests scores. Our results indicate the interventions to support student success may need to target sets of multiple NCA factors rather than single factors. Our future work will engage groups in pilot interventions that target these sets of NCA factors to support students in their engineering and computing educational pathways. To learn more, please visit www.purdue.edu/success-project, or reach out to us at success-project@purdue.edu.

Figure 1. Survey participants’ reported home ZIP codes. Each dot may represent more than one student. Plot generated using ggplot2 in the R Statistical Software.