Strategic Planning White Paper

Student Access and Success Working Group in College of Agriculture

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Introduction

Purdue Agriculture has an excellent national and international reputation for providing a great education for its students. Many of our programs are among the top tier in the country and our students are highly sought by employers. A key element of our success as an institution has been our strong commitment to student access and success. In order to maintain our competitive advantage and reputation, the student access and success working group identified five major themes which should be considered as part of the new strategic plan for enhancing the College of Agriculture’s (COA) programs.

1. Teaching and Student Learning
2. Student Recruitment
3. Student Advising, Mentoring, and Retention
4. Facilities and Learning Environments
5. Student Career Opportunities and Leadership Development

1. Teaching and Student Learning

The most important aspect of our mission is student learning. The goal of the recently initiated outcomes-based assessment process is to provide an effective means to continually monitor student learning and improve our academic programs. This effort must be continued and expanded to include every course taught in the COA and every faculty member involved in teaching our students. Developing a culture which expects clearly communicated learning outcomes for each course and continuous assessment of program outcomes will enhance our students’ educational experiences. Improving student learning should be a primary focus of our institution.

Drivers of change

There is growing evidence and acknowledgement that the current generation of college students the “Net Generation” or “the Millennials” has a wide range of learning styles. Today’s college student is typically very savvy in information technology, surrounds him/her self with a myriad of electronic devices, prefers multi-tasking, expects results immediately, and is commonly found “studying” in groups.
Currently, Purdue is considering a recommendation from the Indiana Commission on Higher Education to increase enrollment criteria. Nationally, and internationally, there is also increasing competition for the best students. Overall, students selected by Purdue have academic records that indicate they are “high achievers” and yet their range of preparedness for college varies widely. In addition, an increasing number of students are juggling significant work loads, family responsibilities, or other commitments along with coursework. 

Outcomes based-assessment of academic programs is being increasingly adopted, or even mandated, around the country. Purdue University has significantly increased efforts to adopt an outcomes-based assessment plan for each college. These assessment plans are being driven by the desire to focus more attention on documented student learning rather than teaching methods or activities. However, the acceptance and adoption of this approach has been slow, perhaps due to lack of faculty expertise, continued pressure/emphasis on research and summer support (for 9 mo. faculty), lack of support staff, or resistance to change.

In today’s competitive global market, students with an awareness of the importance of diversity are highly sought by employers. In addition, many of the challenges facing agriculture-related businesses will require interdisciplinary solutions.

**Opportunities**

Purdue University currently has a Teaching Academy, Center for Instructional Excellence, and the Book of Great Teachers. In addition, there are faculty in the COA who are regularly involved in educational research. These key faculty and programs could help to expand the COA’s scholarship in teaching.

Ivy Tech’s new role of provider of post-secondary education in Agriculture complements offerings at Vincennes University and other institutions with much more access to the entire state’s population. This is the time, early in the game, to form partnerships and develop programs for the betterment of students.

The honors program is a powerful recruiting tool for bringing some of the brightest and most motivated students to the Purdue College of Agriculture. The current honors program in the College provides students with access to opportunities designed to enrich their educational experience through cohort activities, access to resources, a diverse and more rigorous academic program, close faculty mentoring, and individual opportunities to develop and engage in scholarly activities. These experiences are designed to supplement the resources available on campus and build a diverse synergistic cohort of gifted learners.

Purdue is a world-class research institution; both undergraduate and graduate students can play a role in the research mission; performing research provides benefits that cannot be replicated in conventional classroom activities. Students acquire research and critical thinking skills while they learn more about their professional strengths and career interests.
As on-line, asynchronous teaching/learning approaches improve and technology becomes more widely available and understood, there are opportunities to deliver courses on demand, during non-traditional hours and/or to non-traditional students; this can reduce the need for new classroom space while improving the accessibility of our programs.

Purdue Agriculture has a strong history of collaboration across its departments. Several interdisciplinary graduate programs, such as PULSe, have been developed to leverage this collaboration for improvement of graduate course offerings and improved graduate student training.

**Challenges**

There is still the perception that the COA promotion and tenure process (in some departments) does not count teaching and research activities equally. Many of our best teachers have not participated in educational research, which limits their scholarship and promotion potential. Most faculty hired by the COA are trained as researchers during their Ph.D. programs. Many faculty with major research appointments teach courses but have no formal training in teaching pedagogy and educational methods. Courses that are taught predominantly using a lecture format, while efficient for teaching large amounts of material to large audiences, may not result in the best learning by the majority of students. The current 9 month positions also challenges those faculty with large teaching loads to obtain summer salary support.

Measuring student learning is a complicated issue. The learning outcomes and assessment process is a tool for gauging success and providing guidance for reforms of academic programs. Tuning this approach to assess the impact of programs on student learning including the role of activities outside the classroom, the honors program, internships, study abroad, learning communities, etc. will take additional resources and effort.

Exceptional students can currently participate in three different honors programs (University, College of Agriculture, and Dean’s Scholars); these programs provide overlapping but unique opportunities for students. Unification of these programs is needed to best serve students. In addition, offering more honors courses (or sections of courses) may inhibit our ability to deliver “regular” courses. Often honors sections are smaller, which decreases faculty efficiency. Use of graduate students in the classroom offers benefits, but “diversions” from research can disrupt research progress and publication timelines.

Currently, many students must weigh the costs and benefits of opportunities to learn outside of the classroom. For example, study abroad opportunities are currently too expensive for many students. In addition, students feel they must choose between an internship and a study abroad experience in the summer, or Maymester, (instead of Fall or Spring semesters) in order to avoid adding an entire year to their program.

**GOAL: ENHANCE OUR STUDENTS’ OPPORTUNITIES TO ENGAGE IN LEARNING EXPERIENCES**

- Enhance incentives (for students and faculty) to get involved with learning outside the classroom (for example: service learning, research, internships, and study abroad).
• Establish more learning communities to improve retention of at-risk students (perhaps linking ENGL 106 with the introductory course of the major or ENGL 418 with the capstone course of the major).

• Integrate learning/discovery/engagement in courses and curriculum.

• Expanding opportunities for undergraduate research (including student involvement in presentation and writing of results).

• Incorporating current research topics into courses and, perhaps, new majors or minors (e.g., energy, climate change, sustainability).

• More effectively use students’ familiarity and skills with new technology to deliver educational programs.

GOAL: BUILD UPON THE OUTCOME-BASED ASSESSMENT PROCESS:

• Refine outcomes and their assessment to address program rigor

• Develop core learning outcomes in math, science, and communication

• Move towards college-wide adoption of integrated curricula (i.e., a developmental model in which it is acknowledged that one course does not meet a competency or outcome, a curriculum builds them)

GOAL: SIMPLIFY AND STRENGTHEN THE COA HONORS PROGRAM:

• Modify the honors programs (Dean’s Scholars, Departmental Honors) to improve their sustainability.

• Increase number of undergraduate honors courses.

GOAL: IMPROVE GLOBAL AWARENESS OF GRADUATES

• Develop a plan for study abroad offerings which strategically considers the balance of two dimensions:
  o Duration of the course offerings (1, 3, 8, 16 weeks),
  o Locations (for example, should India be on the current menu?).

• Develop international research exchanges, internships, service learning opportunities, and agreements for international student exchange programs.

• Grow an endowment for offsetting the costs of study abroad programs.

Metrics:

• Number of students participating in and positive evaluations of service learning activities
- Number of students involved in, and presenting, research
- Number of student internships
- College level outcomes assessment scores and summaries
- Number of honors students completing their degree
- Number of honors student credit hours taught in the College of Agriculture
- Number of students participating in study abroad programs
- Graduation rate
- Retention rate within the College of Agriculture
- GPA of graduating students

**GOAL: ESTABLISH A COMMUNITY IN COA AROUND THE SCHOLARSHIP OF TEACHING**

- Develop a college-wide mentoring program in teaching and learning.
- Place our best teachers in first year courses.
- Examine the opportunities to use adjunct faculty and instructors to assist in course delivery.
- Provide incentives for development/implementation of new teaching strategies.
- Create teaching awards at different levels of the promotion and tenure process.
- Provide opportunities for graduate students to develop teaching skills.
- Summer faculty grants for support of excellence in teaching.

**Metrics:**

- Number of courses/faculty adopting new teaching strategies
- Number of faculty attending educational conferences
- Scholarship of teaching and learning publications from COA faculty

2. Enhancing Student Recruitment

*Drivers of change*

The gap between the earning power of a high school graduate and a college graduate continues to grow; hence there is an increasing demand for a college education. As requested by the Indiana Commission of Higher Education, Purdue is striving to provide a more challenging academic environment. Increased partnering with Ivy Tech Community College/Vincennes University will be required to meet our land
grant mission and provide access to higher education for all Indiana residents. Programs will need to be developed to improve student retention and success.

As Indiana’s demographics continue to change (e.g. decreased representation of family farms), the percent of Indiana families and students who naturally associate higher learning with agriculture will decrease. Marketing by the COA needs to be adjusted to reflect this change and clearly communicate the breadth of our programs. A more diverse population in the State of Indiana and a global market place demands a more diverse student body (and program offerings) in the COA, and efforts will need to be made ensure that this diversification takes place.

The cost associated with a college education continues to outpace inflation. As a result, increased sources of financial support will need to be found to ensure that a wide range of scholarship opportunities exist (e.g. based on need, academics, leadership, etc.). The desire of the COA to increase the quality and quantity of its research portfolio necessitates increased recruitment of highly qualified graduate students to its research programs.

**Opportunities**

Increased emphasis on partnering with Ivy Tech will likely increase the success of students who are less well prepared while also allowing to the COA to increase focus on more rigorous courses. The partnership program may simultaneously decrease the associated cost of a four year degree for those students who pursue this route. Increasing the academic rigor of the COA experience will in turn help the College to compete for out-of-state students seeking academic rigor while increasing the marketability of our graduates.

The culture of faculty-led teaching and strong advising at the COA confers a distinct advantage on student recruitment if properly emphasized and maintained. The potential switch to a core curriculum by Purdue increases the opportunity for students to get to know the COA that perhaps wouldn’t have considered it previously. Even if Purdue does not embrace a core curriculum, the current pool of CODO students from other colleges represents a potential underutilized source of high caliber students.

**Challenges**

The College must increase collaboration with Ivy Tech/Vincennes to ensure that the respective educational experiences complement each other for those students who transition while not negatively affecting the educational mission of each institution. Funding sources need to be identified to increase the financial aid pool. In the absence of increased financial aid, priorities must be clearly defined and stated to determine where and how to apply financial assistance. Increased outreach efforts will need to be made to successfully increase diversity of COA student body. In the absence of an increase in the overall pool of domestic graduate students, COA must increase recruitment efforts in this arena.

**GOAL:** BUILD ON PARTNERSHIP WITH IVY TECH/VINCENTNES TO INCREASE NUMBER OF STUDENTS THAT TRANSITION TO COA THROUGH THESE INSTITUTIONS AS WELL AS IPFW, PNC, IUPUC, ETC.
• Continue annual articulation conferences to assure that the requisite programs are offered to serve the educational needs of Indiana citizens and to assure that high quality courses are offered both for technical education, and for transfer to baccalaureate degree programs.

• Increase interaction between representatives of departments at Ivy Tech/Vincennes and COA.

• Increase number of formal agreements between programs at Ivy Tech/Vincennes and COA.

**Metrics:**

• Number of students that graduate from COA that arrive via Ivy Tech/Vincennes

• Number of contacts between faculty Ivy Tech/Vincennes and COA

• Number of formal agreements between programs at Ivy Tech/Vincennes and COA

• Retention rates of students in this pathway program

**GOAL: BROADEN APPEAL OF COA**

• Invite high school teachers and guidance counselors to campus for workshops on fields represented by COA.

• Increase use of media to market COA and communicate the diversity of the COA’s programs and careers to a broader audience.

• Increase utilization of alumni with non-traditional agriculture careers to interact with high school students by attending high school career fairs, “scouting” out students, etc.

• Aggressively market COA as a desirable destination for CODOs from other departments.

• Examine number of programs and extent of overlap of those programs to simplify presentation of COA to potential students.

**Metrics:**

• Number of students that apply to COA and their reflection of Indiana/US population with regards to demographics (rural vs. suburban, etc.)

• Number of CODOs transferring to COA from other colleges at Purdue

• Number of programs offered by COA

• Number of high school teachers and guidance counselors that visit COA

• Number of alumni “scouts” that are working with the COA to recruit potential students as well as number of students admitted and/or applied through the “scout” program

• Number of new media efforts implemented to broaden appeal of COA
GOAL: INCREASE DIVERSITY OF COA’S STUDENT BODY

- Develop recruitment and retention initiatives focused on increasing student diversity.
- Develop high school programs, on-campus programs, and teacher workshops, as well as build on successful initiatives such as Ag Discovery Camp.
- Make long-term investment by developing partnerships with elementary programs (e.g. the national nonprofit SEED Foundation).
- Define target high schools and initiate partnerships with COA programs.

**Metrics:**

- Diversity of student body
- Number of visits to targeted high schools or from targeted high schools to campus
- Number of partnerships (specifically initiated through efforts of COA) with target high schools
- Number of on-campus programs and number of students attending these programs

GOAL: INCREASE FINANCIAL ASSISTANCE OFFERED BY COA

- Increase the access to scholarships for all types of students (based on need, merit, etc.).

**Metrics:**

- Number of students supported by COA scholarships
- Amount of scholarship awarded per student
- Debt load of students upon graduation

GOAL: INCREASE NUMBER AND CALIBER OF GRADUATE STUDENTS IN COA PROGRAMS

- Develop a sustainable source of funds for graduate student stipends.
- Develop recruitment initiatives focused on increasing graduate student population.
- Develop partnerships with undergraduate institutions so as to increase recruitment of candidates from these institutions.

**Metrics:**

- Number of graduate students per faculty FTE in COA programs
- GPA, standardized test scores, and undergraduate institution of graduate students
- National rankings of COA graduate programs
3. Enhancing Student Advising, Mentoring, and Retention

Drivers of change:

With the advent of MyPurdue, COA students have the opportunity to take greater charge of their curricular experience at Purdue. We need to re-evaluate our advising paradigm to ensure that our students are fully exploiting the positive potential of this system. As Purdue increases emphasis on faculty grantsmanship, lower priority and less time will be spent on advising students. Although the goal is to increase the academic caliber of the undergraduate population, many of these students will still need advice on how to successfully navigate the undergraduate experience at COA. As we increase the number of students that arrive from 2-year institutions, greater care will have to be taken to ensure that these students successfully graduate in 2 years.

Opportunities:

The COA has a strong tradition of student advising as evidenced by its reputation from students across campus as the home of one of the best academic advising systems. The existing advising infrastructure provides a solid foundation upon which to build new advising initiatives. The COA has in place AGR 101 sessions for each academic department where student mentoring programs for freshmen could easily be arranged with upper level students in the same department. Several departments also have student ambassadors that could serve as student mentors. Purdue University’s SATS Office is aggressively pushing opportunities for departments to participate in Learning Communities with their students. Many of the departments in COA already have an Introductory Course that would enable the implementation of Learning Communities at very little costs. Students who feel “connected” to the university are less likely to leave a university and this connection might come through either a faculty mentoring or student mentoring program. A key component of the student mentoring program may also be driven by the fact that industry is looking for students with proven leadership skills.

Challenges:

Academic advising has been treated as an “extra” requirement for those who teach undergraduate courses or enjoy working with undergraduate students and the reward for doing academic advising is perceived to be out of balance with the commitment and time requirements. The training for new academic advisors in COA is non-existent unless academic departments facilitate the training themselves. Although each department has various Program of Study Coordinators, very few have a Director of Advising, or Head Advisor position. Communication among the advising community needs to improve.

GOAL: IMPROVE ADVISING AND DEVELOP A CULTURE WHICH VALUES AND REWARDS ADVISING

- Provide new and current academic advisors with the training needed in their roles.
• Recognize and reward all forms of student advising in both the tenure process and annual evaluations.

• Enhance communication between OAP and the COA academic advisors.

**Metrics:**

• Development of an academic advising training manual or website that will provide academic advisors with needed resources

• Number of new academic advisors that attend a training module for new academic advisors

• Number of assistant and associate professors that are being considered for tenure based on teaching that can utilize their academic advising efforts as part of their tenure document (i.e. number of students they advise, letters from their head departmental advisor, letters from students, etc.)

• Student assessment of their advising experience

**GOAL: DEVELOP PEER MENTORING STRATEGIES TO IMPROVE STUDENT SUCCESS AND RETENTION**

• Increase interaction of freshman students with upper level students in their academic discipline, with each other, and a faculty mentor.

• Increase interaction for transfer and CODO students with other transfer/CODO students and other upper level peers in their academic discipline.

• Link a portion of financial aid to participation in a learning community.

**Metrics:**

• Number of academic departments utilizing their AGR 101 divisions to implement a freshman student mentor program

• Number of academic departments utilizing their ambassador programs, or other undergraduate students to implement a freshman student mentor program or CODO/Transfer program

• Number of academic departments involved with a Learning Community with their introductory course during fall semester

• Retention rate and time to graduation of COA students

**4. Enhance Facilities and Learning Environments**

**Drivers of change**

Today’s students prefer interactive technology and entertainment-style communication, are peer-network oriented, and prefer to work and socialize in groups. Teaching facilities and learning
environments must be conducive to the adoption of innovative teaching methods and student activities that will improve learning and increase student engagement in the learning process.

Currently, the College of Agriculture (COA) has only a limited number of flexible teaching spaces equipped with state-of-the-art technology that can facilitate a range of teaching approaches, active learning exercises, and group activities. Most of the classrooms are setup for traditional lecture-style courses. In addition, many laboratory facilities are badly in need of repair and rehabilitation or have outdated equipment. This is consistent with input from outside review panels (such as CSREES) who suggest upgrades to the infrastructure of various departments within the COA. The quality and quantity of research and teaching space have become obstacles, not incentives, to recruiting top-notch faculty and students, motivating faculty to adopt innovative teaching methods, and engaging students in active learning.

Purdue’s strategic plan, “New Synergies”, sets out the goal of systematically addressing repair and rehabilitation of facilities needed to conduct successful learning, discovery, and engagement functions that enhance Purdue’s national and global competitiveness.

**Opportunities**

New investments in Purdue research, teaching and collaborative space present an opportunity to adopt best practices in design and sustainability, and create ideal research and learning environments. The Discovery Learning Center (DLC) is an example of a new, under-utilized facility (by COA faculty).

During the Campaign for Purdue (2000-2007), the College of Agriculture completed new construction of the John S. Wright Forestry Center located at the off-campus location of Martell Forest, and the Beck Agricultural Center conveniently located at the Agronomy Center for Research & Extension (ACRE). Other projects on the Agriculture campus included renovations to sections of Lilly Hall and a restoration and renaming of Pfendler Hall. However, new construction in other academic areas has been limited.

The opportunity exists for use of more classroom facilities during non-traditional hours such as evenings or weekends. Consideration might be given to alternate hours where new delivery models call for fewer classes but longer periods of instruction, such as classes that meet once a week for 2-3 hours at a time, or expanded night/weekend classes which can improve access for non-traditional students. Computer-based delivery tools such as Adobe Connect are a great tool for teaching, advising, office hours, etc. Although not for everyone or everything, these tools can be a great part of the instructional portfolio.

The federal economic stimulus plan currently being proposed might provide a timely opportunity to attract significant resources for investment in the facilities and learning environments within the College.

**Challenges**

Some new teaching facilities have been constructed on Purdue’s campus, but utilization of these facilities by COA faculty has been limited. One challenge is to increase the utilization of existing resources on and off campus.
In light of the limited faculty time available to commit to teaching and/or poorly equipped laboratory space, courses may be moving away from experiential, laboratory-based instruction.

The current information technology (IT) system will quickly be outpaced by demands for distance education and access to wireless digital information from the classroom in ways that complement the learning process. Current IT systems may not be adequate if every student in a class is wirelessly accessing the internet, viewing video, or interacting with other students at a distance.

Current challenges for building or renovating facilities include significant increases in the cost of construction while state funding for new building construction and building maintenance has decreased or been deferred. The tremendous cost for new construction or remodeling existing space is an impediment. The magnitude of the resources required means we will need to attract considerable investments from private, corporate, university and government entities.

**GOAL: IMPROVE THE COLLEGE OF AGRICULTURE’S CAPACITY TO DELIVER OUTSTANDING ACADEMIC PROGRAMS BY UPGRADING THE EXISTING LABORATORY FACILITIES AND LEARNING ENVIRONMENTS.**

- Build flexibility into classroom design and layout for new and existing spaces. Where possible, equip them appropriately for multiple uses across departments and colleges.

- Include infrastructure to apply information technology in new and meaningful ways. The capability to provide wireless distance learning, rebroadcast, or archive of class material for students requires investing in data storage, video and audio capabilities in the classroom.

- Create or expand the availability of funds that would address recurring expenses for enhanced teaching areas, such as the “innovative equipment grant” program. Also funds for the maintenance of existing teaching equipment are deemed insufficient to maintain satisfactory laboratories. Initiate a differential laboratory fee for selected majors (entire COA) similar to College of Engineering and Krannert School of Management.

- Add a new Student Center on the Agriculture Campus. The learning and living environment for Purdue students, faculty and staff would benefit from a student center located on the south side of State Street where food, recreation and meeting space or student lounges could be located. Consider replicating the student space recently added in the Ag Administration building -- the Steve and Sandra Hageman Center for Student Achievement and Leadership. The addition of this new center provides a potential model for accessible and inviting spaces in other academic buildings across the College.

**Metrics:**

- Quantity of research, teaching and learning space renovated and equipped with information technology per year

- Quantity of new and renovated teaching space each year

- Growth of available space at the same rate as the entire University
• Funds allocated to classroom or teaching facility maintenance and renovation above current levels from administration

• Number of teaching lab spaces for expanded use across departments

• Establish monitoring system or survey of existing space utilization

• Establish an inventory of space deficiencies to serve as a reference for private funding opportunities and the next comprehensive capital campaign. While this is not the ideal economic environment, time invested now will provide a strategic advantage when economic conditions improve.

• Space available for student lounges or student activity centers in COA

5. Enhancing Student Leadership Development and Career Opportunities

Drivers of change:

As the scope of agriculture changes, we must make sure that our students have the opportunity to select a range of programs and career paths. Key drivers of change in agriculture-related careers include: increased use of high-tech practices often driven by discoveries in the life sciences; implementation of regulatory strategies associated with those practices; increased concerns by public on environment-related issues and animal welfare; increased globalization of markets; and utilization of crops as biofuels.

Currently our students have excellent job opportunities after graduation and our placement rate is very high. However, industry continues to demand more than just a “good” academic education; they want students with proven leadership skills and internship experience.

Opportunities:

Since the last strategic plan, the COA has approved students receiving credit hours for internships; various departments run these programs differently. However; some departments may have a strong foundation that could be utilized by others in the college to assist companies and students to broaden internship types and opportunities.

COA has a strong alumni network that if asked would probably be very willing to interact or mentor students through AGR 101 sessions (that already exists), students clubs (COA has a large number), and other creative forums regarding career opportunities.

COA could ask industry to support activities/programs that enhance leadership skills. Lately, COA has received funds for the Leadership Certificate Program, Hageman Leadership Center, and Ag Futures America Leadership Conference. COA and Purdue University has a large number of student organizations in which students can become involved.

Challenges:
Purdue is slow to offer new academic programs and sunset existing programs. Development of new programs is not without risk, since job opportunities for graduates may be short-lived.

A segment of the COA student body still seems unmotivated to participate in activities that promote career and professional development. The increasing cost of college has also forced some students to work part- or full-time jobs which limit students’ involvement in extracurricular activities. Increasing faculty involvement in student programs like the leadership development certificate or club advising/activities has been slow due to family commitments and other work priorities.

The current economic situation may lead companies to cut internship programs.

**GOAL: ENHANCE STUDENT CAREER AND LEADERSHIP DEVELOPMENT**

- Increase opportunities for students to meet with and learn from alumni in a variety of career fields
- Increase opportunities for students to interact with industry in a variety of forums (i.e. brown bag seminars for students, industry tours, career fairs, etc.)
- Increase number of students gaining “real” industry experience before their first full-time position
- Increase number of students who develop their leadership skills by becoming involved with at least one “out of classroom” activity.
- Examine issues of work-life balance and provide incentives for faculty to mentor students

**Metrics:**

- Number of companies participating in career fairs, offering internships, and offering full-time positions to COA students.
- Number of students participating in a summer internship program for either pay, credit, or both.
- Number of students participating in seminars, tours, or other forums led by alumni or industry to enhance student’s career or leadership development.
- Number of students (and faculty mentors) participating in leadership development certificate program

**Peer institutions:**

- Penn State, Michigan State, Iowa State, Texas A&M, North Carolina State, Virginia Tech, Ohio State, University of Illinois, University of Wisconsin, University of Minnesota, University of Kentucky, University of Nebraska