

■ 2021 - 2022 ■

# IMPACT REPORT

ENRICHING THE LIVES OF STUDENTS



DIVISION OF ENROLLMENT MANAGEMENT  
AND THE STUDENT EXPERIENCE





# CONTENTS

Letter from the Vice Chancellor for Enrollment Management and the Student Experience (EMSE) .....	2
Foundation of Student Development .....	5
Office of Admissions .....	8
Office of Admissions (New Student Programs) .....	10
Career Development Center .....	12
Dean of Students .....	14
Disability Access Center .....	16
Office of Financial Aid .....	18
Office of International Education .....	20
Student Assistance Program .....	22
Student Housing .....	24
Student Government Association .....	26
Office of Student Leadership .....	28
Office of Student Life .....	30
Student Life (Student Activities Board) .....	32
Well-being and Recreation (Intramural Sports) .....	34
Well-being and Recreation (Fitness Center) .....	36
Well-being and Recreation (The FRIENDS of the University Pantry) .....	38
Student Employment .....	40
Theories and Standards .....	44
Professional Organization Affiliations .....	48
Strategic Plan .....	50
Divisional Committees .....	52
Enrollment Management and the Student Experience Team .....	54



## MASTODONS ARE POWERFUL—TOGETHER



It is refreshing to begin our third annual Impact Report with something other than COVID-19's impact on our collective work. While the pandemic was certainly still a hurdle, we all had to climb this academic year. We spent nearly as much time out of masks as we did in them—progress! As we look to the future while reflecting on the past year, that word, PROGRESS, is the theme of our year and will be the focus of the 2022–23 academic year.

There was great progress made in all Division of Enrollment Management and the Student Experience (EMSE) units, and, better yet, there was exceptional progress made campus-wide:

- A 6% increase in fall-to-spring retention of first-time, full-time direct from high school students, increasing retention to 86%. PROGRESS
- An 11.3% increase in retention of Black students, increasing the retention of this population to higher than the university average—86.7%. PROGRESS
- A 9% increase in the retention of male students, bringing the overall male retention to 86.7%. PROGRESS
- We achieved 100% of our team members completing SAFEZONE training this fiscal year. PROGRESS.
- We had 20 staff members leave their positions during the tumultuous last few months of COVID-19's global impact and filled all of them with exceptional new additions to the team. PROGRESS
- Under the exceptional leadership of Jeff Malanson, director of strategic planning and implementation, we wrote a new, comprehensive Divisional Strategic Plan and subsequent innovative department-level plans. PROGRESS
- We saw so many increases this year—the Disability Access Center is serving more students than ever before, student housing has more residents than ever before, the Office of International Education and the Office of Admissions are recruiting more out-of-area students than ever before, the CARE Team is responding to more referrals than ever before, and WellRec increased and updated equipment in the fitness centers for the first time in decades. PROGRESS

- The university was able to provide a recurring merit increase for the first time in over three years, plus the one-time stipend provided at the end of the fall semester. PROGRESS
- The division grew incrementally. The Office of International Education filled a previously held closed position and the Career Development Center and the Disability Access Center are adding positions focusing on experiential learning and accommodations access, accordingly. PROGRESS
- We provided enrollment targets to academic programs, the Office of Admissions, the Office of Graduate Studies, and the Office of International Education, and everyone is working collaboratively to achieve enrollment growth. PROGRESS
- As of the first week of June, fall-to-fall retention of first-year students is up 10% over fall 2021's census total, and overall Purdue Fort Wayne enrollment is up 3.71% in head count year to date. PROGRESS

To say I am proud of the progress this team—and the university team—has made this year is an understatement. We all have a lot to work on but just as much to be proud of. I hope you feel the same sense of pride, progress, and momentum as I do as you read through the impact each of the EMSE departments has made. We all do this work together and we could not be successful in our work without all our university partners, friends, and volunteers. I invite you to connect with our team, form new partnerships to advance student success, reach out early and often if we can support you in your work, and get ready to make additional progress this year.

Respectfully,

Krissy Creager  
Vice Chancellor for Enrollment Management  
and the Student Experience





## *FOUNDATION OF STUDENT DEVELOPMENT*

Our work in the Division of Enrollment Management and the Student Experience (EMSE) is grounded in student development theory. While hundreds of theories, standards, and high-impact practices guide our work—from the production of programs and services to one-on-one interactions with students—the foundation of student development informs and leads our practice.

Student development refers to “the ways that a student grows, progresses, or increases [their] developmental capabilities as a result of enrollment in an institution of higher education” (Rogers, 1990). Thanks to scholarship dating back to the 1920s, from Maslow’s hierarchy of needs to today’s body of work on gender and sexuality, we have a collection of cognitive structural, psychosocial, identity, and person-environment theories to guide our work.

At the core of our practice, we use these theories to inform what may happen in a certain situation, explain why a student may be exhibiting selected behavior, predict what will likely occur next, and provide a locus of control. We also use student development theory from a divisional perspective to inform the student life cycle—what interpersonal and intrapersonal changes we can help a student achieve; what factors lead to this development as a result of cocurricular learning; what aspects of the educational journey are encouraging or slowing growth; and how we can assist in the student achieving their developmental outcomes while in college.

In addition to student development theory, we employ a large set of standards as a division and across the specialized fields of student affairs and enrollment management. You will note those mentioned in each department’s section as well as a comprehensive compilation on page 38. While not an all-encompassing list, they provide our foundation and inform our ever-evolving practice.







*ENROLLMENT MANAGEMENT AND THE STUDENT EXPERIENCE*

## DEPARTMENTS

We could not achieve what we do without the dedicated students and staff who represent us. Each of our departments provides students with unique opportunities, services, encouragement, and guidance. They do this with a common goal of supporting and challenging students to dream bigger and aspire to be more.

Many of our departments host programs that are educational, inspirational, and lots of fun because we believe that students thrive in a welcoming, inclusive environment centered on care and diverse experiences.



► **VALUE PROPOSITION**

The Office of Admissions and New Student Programs are the gateway to Purdue University Fort Wayne, delivering the first impression of the university by collaborating with faculty and staff to educate prospective students about the opportunities that await them. Prioritizing data-driven decision-making, individualized experiences, and dynamic support and guidance for students and their networks, our professional staff and student employees smooth the transition to the university and instill pride in being a Mastodon.

► **WHAT WE DO**

- Strive to provide high-quality services and programs that will educate, recruit, admit, and enroll diverse student populations as they make choices concerning higher education.
- Maintain and develop the most efficient and effective enrollment management practices to deliver prompt and personal service to all students, faculty, and staff in a manner consistent with the university's core values.
- Remain committed to providing a customer service environment that upholds the best student experience.

► **OUTCOMES**

- Actively recruit a diverse group of students from local and regional high schools, returning adult populations, and transfer students.
- Provide assistance to prospective students throughout the enrollment funnel.
- Collaborate with deans, program chairs, and faculty to effectively communicate academic program highlights to students.

► **TRIUMPHS FOR THE YEAR**

- Record number of Purdue West Lafayette redirects, nearly 15,000
- Introduced a new parent and family admissions portal
- Developed new, personalized communications to students across all stages of the admissions funnel
- Hired and trained four new, highly engaging admissions counselors
- Restructured to create an assistant director position to focus on campus visit programming

► **THEORIES AND STANDARDS**

- NACAC (National Association of College Admissions Counseling)
- INACAC (Indiana Association of College Admissions Counseling)
- CIVSA (Collegiate Information and Visitor Services Association)
- CAS (Counsel for the Advancement of Standards in Higher Education)
- IACRAO (Indiana Association of College Registrars and Admissions Officers)

**8,573**  
PHONE CALLS MADE

**217**  
DON DAYS HOSTED

**579**  
DON DAY ATTENDEES

**124**  
HIGH SCHOOL VISITS ATTENDED

**90**  
COLLEGE FAIRS ATTENDED

**DEPARTMENT STAFF**

- Ryan Wooley, Director
- Giang Petroviak, Director
- Angela Morren, Senior CRM Business Analyst
- Jordan Parrot, CRM Business Analyst
- Roy Danielian, Assistant Director
- Ryan Meriwether, Assistant Director
- Jeremy Zahs, Admissions Counselor
- Madi Hall, Admissions Counselor
- Jake Furge, Admissions Counselor
- Hayley Goltare, Admissions Counselor
- Griffen Waltmire, Admissions Counselor
- Elizabeth Miller, Operations Clerk
- Noah Williams, Admissions Specialist
- Jenny Bower, Administrative Assistant

**CONTACT INFORMATION**

ask@pfw.edu  
260-481-6812  
pfw.edu/admissions  
Walb Union, Room 121



# OFFICE OF ADMISSIONS





► **VALUE PROPOSITION**

New Student Programs (NSP) offers a welcoming environment for students and families as they begin their journey at Purdue Fort Wayne. New Student Programs works to ensure that students feel welcomed and are provided with all the tools they need in order to be successful. From the time a student accepts their offer to attend the university and throughout the student's first year, we provide programming and resources to ensure a smooth transition. Our goal is to prepare students for both the academic and social aspects of college by providing them with valuable resources and information they need to be successful.

► **WHAT WE DO**

New Student Programs welcomes new Mastodons and their families to the Herd in a variety of ways. Through New Student Orientation (NSO), students are introduced to campus resources and programs they can utilize while at Purdue Fort Wayne. To ease their nerves and to begin making connections, they get the opportunity to meet with faculty, staff, and current students. Orientation also provides time for students to familiarize themselves with campus.

Our student employees—student success coaches—represent New Student Programs. Our coaches serve as an initial point of contact for new students and their families in their adjustment and transition to Purdue Fort Wayne. The coaches offer guidance and answer questions that students may have.

In the summer of 2021, we introduced Mastodon Immersions—events designed to help new students meet fellow Mastodons.

The Parent and Family Association is committed to providing current and future Mastodon families with important information to help them stay connected. Through NSO, interaction with student success coaches, and programming throughout the student's first year at Purdue Fort Wayne, we provide experiences that help our Mastodons start their new adventure on the right foot.

► **OUTCOMES**

- Students will meet with an academic advisor, complete the registration process, and leave with a course schedule.
- Students will develop a connection to the institution through interaction with fellow students, faculty, and staff.
- Students will understand the responsibilities and expectations of a student to be successful at Purdue Fort Wayne.
- Students will be able to identify relevant college and department services and resources that will enhance their academic success and overall college experience

► **TRIUMPHS FOR THE YEAR**

- Successfully executed all scheduled in-person NSO sessions for the first time since summer 2019
- Creation and execution of seven Mastodon Immersion programs

► **THEORIES AND STANDARDS**

- Nancy Schlossberg's Transition Theory
- Astin's Theory of Involvement
- Maslow's Hierarchy of Needs
- CAS Standards for Orientation Programs
- CAS Standards for Parent/Family Programs
  - Association for Orientation, Transition, Retention in Higher Education (NODA)



# NEW STUDENT PROGRAMS

18

IN-PERSON (PLUS EIGHT VIRTUAL) NSO SESSIONS OFFERED FOR FALL 2021 ADMITS

1,649

STUDENTS COMPLETING NSO IN FALL 2021

231

STUDENTS WHO COMPLETED NSO IN SPRING 2022

2

IN-PERSON (PLUS FOUR VIRTUAL) SESSIONS OFFERED FOR SPRING 2022 ADMITS

7

DIFFERENT MASTODON IMMERSION PROGRAMS OFFERED IN SUMMER 2021

**CONTACT INFORMATION**

orientation@pfw.edu  
260-481-0405  
pfw.edu/orientation  
Walb Union, Room 121





► **VALUE PROPOSITION**

The Career Development Center advances student success and persistence through coaching, education, and career exposure, empowering students to develop as professionals and preparing them to achieve their life and career goals. Our expert, engaging, and energetic team serves as a bridge connecting Mastodons with regional employers, filling their talent pipeline needs, and supporting their economic development goals.

► **WHAT WE DO**

**Career Exploration**

We offer various career assessments that students can take to help them identify their personality type and learn how that can impact possible career choices. The assessments include Type Focus7, Myers-Briggs, and the Strong's Inventory.

**Career Development**

We assist students in being prepared for the world of work. This includes helping them develop their résumés, mock interviews, and providing professional attire. Résumé reviews are conducted via appointments, our résumé review email, and those that are uploaded to our online job system, called Handshake.

**Employer Connections**

Career Connections, Talent Tuesdays, and various career fairs provide students the chance to learn more about companies in our region while making connections with representatives from those organizations. Our staff works to help students find internship placements and ensure that they have a valuable learning experience in that role.

► **OUTCOMES**

- Students will develop a clearer vision of the type of career they wish to pursue and gain knowledge of what is needed to be prepared for their chosen career.
- Students will develop the competencies outlined in the NACE standards and thus be prepared for the career they desire upon graduation.
- Students will have career readiness goals for each year of the student life cycle and be exposed to career presentations as part of their academic program.
- Students will develop a deeper knowledge of employers in the region and will build their own personal professional network.



► **TRIUMPHS FOR THE YEAR**

- Over 130 employers participated in the Spring Career Fair to recruit Mastodons
- Three new academic programs began Endorsed Program Cohorts
- Student Employment Fair with over 240 student participants
- Second Annual Mastodon Professional Dress Fashion Show

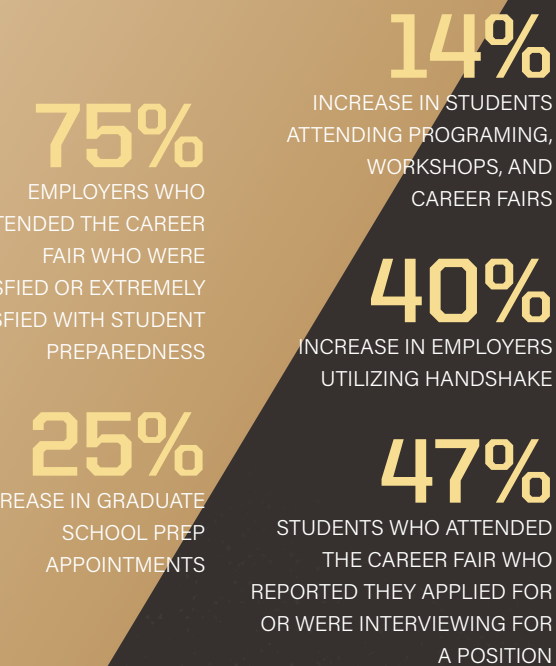
► **THEORIES AND STANDARDS**

- National Association of Colleges and Employers (NACE) Core Competencies of Career Readiness
- CAS Standards: Career Services
- Holland's Theory of Career Choice
- Super's Career Development Theory
- Chaos Theory of Careers

# CAREER DEVELOPMENT CENTER

**CONTACT INFORMATION**

careercenter@pfw.edu  
 260-481-6591  
 pfw.edu/career  
 Kettler Hall, Room 109



**DEPARTMENT STAFF**

- Susan Byers, Executive Director (fall semester)
- Jackie Stancil, Executive Director (began January 2022)
- Tracey N. Hanton, Assistant Director for Career Development
- Jeremy Ball, Assistant Director for Employer Relations (until March 2022)
- Vacant, Assistant Director for Employee Relations
- Renan B. Reilly, Program and Marketing Coordinator
- Melody Monday, Career Counselor
- Carrie Spencer, Assistant to the Executive Director (began May 2022)
- Melissa Lawson, Experiential Learning Coordinator (began June 2022)
- TyShawna Herron, Graduate Intern
- Stephanie Burton, Graduate Intern
- Sheila Mang'era, Graduate Intern



## ▶ VALUE PROPOSITION

The Office of the Dean of Students is a critical resource for students, faculty, and staff, providing proactive and reactive education and outreach, resolving conflicts, and advancing the holistic development and well-being of students. Caring and supportive professional staff promote accountability, integrity, and respect among the university community and provide a safe space where students can be heard.

## ▶ WHAT WE DO

We facilitate the student conduct process and the Campus Assessment, Response, and Evaluation (CARE) Team. We assist students, faculty, and staff as they seek to navigate the Student Code of Rights, Responsibilities, and Conduct, as well as university policies and processes. These processes include, but are not limited to, academic and personal misconduct violations, reports of sexual violence, grade appeals, difficult life circumstances, and other various student complaints. The name of the Office of Dean of Students will transition to the Office of Student Conduct and CARE.

## ▶ OUTCOMES

The following categories are learning and development outcomes that will be experienced by students who are participating or engaging in conduct processes, programs, and resources. Students will

- be able to articulate, reflect, and demonstrate their understanding of how their personal values and actions impact their educational goals and future;
- be able to describe the impact their actions have on themselves and the Purdue Fort Wayne community;
- gain awareness that involves critical and reflective thinking, and effective reasoning in the personal decision-making process;
- begin to effectively manage personal affairs, career development, become a responsible and participating citizen, demonstrate professionalism, and maintain physical health and mental wellness; and
- gain knowledge of campus resources that will support them in the pursuit of holistic well-being.

### DEPARTMENT STAFF

Abby Blackmon,  
Director of Student Conduct and CARE Team

Lindsay Butcher,  
Assistant Director of Student Conduct  
and CARE Team (*began July 2022*)

Shellie Campbell, Administrative Assistant

### CONTACT INFORMATION

dos@pfw.edu  
260-481-6601  
pfw.edu/dean  
Walb Union, Room 111

## ▶ TRIUMPHS FOR THE YEAR

- Implementation of the Conduct Review Board for cases involving serious and egregious behavioral issues
- Implementation of the Student Conduct Advocate program
- Creation of various policies, including the Emergency Contact Policy and the Student Suicide Prevention, Intervention, and Postvention Policy
- Finalization of the CARE Team Manual, guiding the work of the PFW CARE Team
- Revamped the Dean of Students website, allowing for easier access to clear and precise information for the campus community
- Offered walk-in counseling for students during the spring 2022 semester

## ▶ THEORIES AND STANDARDS

- CAS Standards for Conduct Professionals
- NABITA Standards

105

ADMISSION DISCIPLINARY  
INTERVIEWS CONDUCTED

10

APPLICANTS REVIEWED BY THE  
ADMISSIONS BEHAVIORAL  
REVIEW COMMITTEE

395

DISCIPLINARY CHECKS FOR PFW  
CAMPUS OFFICES

122

GENERAL INQUIRIES FROM  
STUDENTS

464

TOTAL CONDUCT CASES  
ADJUDICATED

788

COVID REFERRALS

463

CARE REFERRALS

# DEAN OF STUDENTS





## ► VALUE PROPOSITION

The Disability Access Center (DAC) advances equitable access for students to all facets of Purdue University Fort Wayne. Grounded in best practices with an emphasis on social justice and compliance with federal and state regulations, the expert and compassionate DAC staff educates the university community; empowers students to self-advocate; and champions diversity, equity, and inclusion to promote student success, belonging, and institutional access.

## ► WHAT WE DO

The DAC facilitates access for students with disabilities by determining reasonable accommodations and services while working with campus partners to create an inclusive university experience and environment. Our office empowers and supports students through advocacy and education.

## ► OUTCOMES

- Facilitate access by providing disability-related accommodations, services, and support to students with disabilities in an accessible and inclusive manner.
- Cultivate an institutional environment for empowering students with disabilities by educating students and the Purdue Fort Wayne community on disability, culture, accessibility, and inclusion.
- Provide education and guidance to students with disabilities and Purdue Fort Wayne community partners to advocate for equitable experiences and access.

## ► THEORIES AND STANDARDS

- Social Justice Model of Disability
- Universal Design
- Critical Disability Theory
- Association of Higher Education and Disability (AHEAD) Program Standards
- Indiana Association of Higher Education and Disability (IN-AHEAD) Statewide Standards
- CAS Standards: Disability and Resources and Services

## ► TRIUMPHS FOR THE YEAR

- We were awarded an \$83,000 grant from the AWS Foundation to increase accessibility and universal design within the department. This funding is going to
  - renovating the DAC lobby and testing center,
  - adding cutting-edge technology and assistive technology for student use, and
  - implementing a low sensory space.
- Awarded \$3,000 in scholarship to students with disabilities
- 169% increase in the students with disabilities population
  - 368% increase in accommodated exams proctored by the DAC
  - Implemented Accommodation Information Management software to assist with streamlining the accommodation process



# DISABILITY ACCESS CENTER

### DEPARTMENT STAFF

Ryan McCombs, Director  
 Maeghan Mier, Assistant Director  
 David Egolf, Administrative Assistant  
 Ashley Crill, Administrative Assistant (fall 2021)

### CONTACT INFORMATION

dac@pfw.edu  
 260-481-665  
 pfw.edu/dac  
 Walb Union, Room 113



413

FALL STUDENT POPULATION

478

SPRING STUDENT POPULATION

877

ACCOMMODATED EXAMS PROCTORED

60

COURSES WITH PEER NOTETAKERS

28,065

MINUTES OF COURSE CONTENT CAPTIONED

284

HOURS OF SIGN-LANGUAGE INTERPRETATION



► **VALUE PROPOSITION**

The Office of Financial Aid is dedicated to helping students utilize resources they need to attend Purdue Fort Wayne, whether that comes in the form of grants, scholarships, work-study, loans, or a combination of these resources. We advocate for students at the campus, state, and federal levels, and we take pride in counseling families on their financial options.

► **WHAT WE DO**

We work with students and their families to identify various aid options. Financial aid can be used to cover most expenses related to higher education, including tuition and fees, room and board, books and supplies, and transportation. We offer programming to promote financial wellness and FAFSA completion assistance. These programs include, Constitution Trivia, Friendly Financial Feud, Holiday and Personal Budgeting, Budgeting for the Real World, 21st Century Scholars-specific programming, and 10 FAFSA Completion Nights.

► **OUTCOMES**

- 70% of students utilized financial aid.
- Over \$25,000,000 awarded in federal student aid.

► **TRIUMPHS FOR THE YEAR**

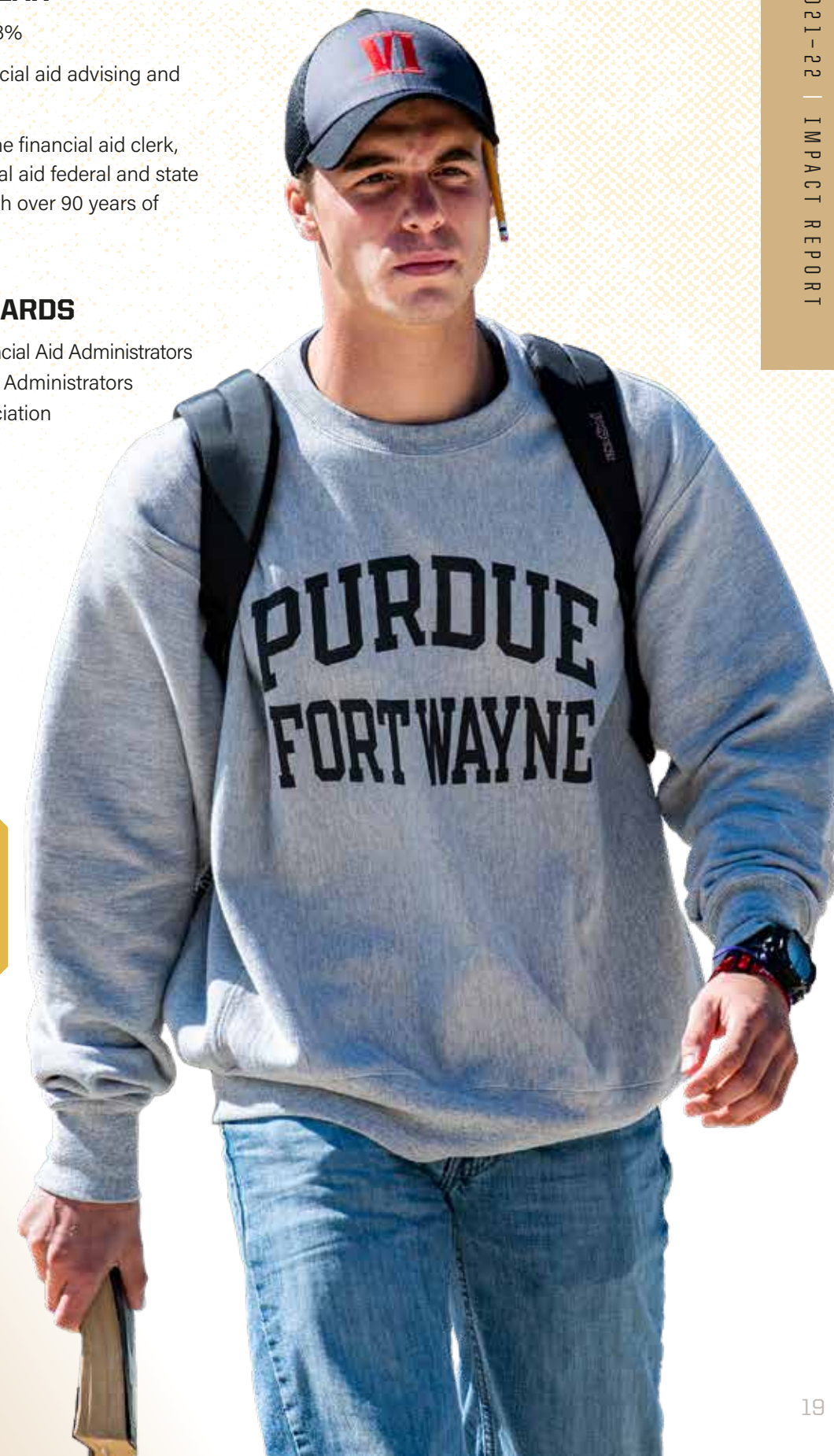
- Decreased cohort default rate by 2.3%
- Provided virtual and in-person financial aid advising and FAFSA assistance
- Filled two financial aid counselor, one financial aid clerk, and one assistant director of financial aid federal and state grant positions; now fully staffed with over 90 years of financial aid experience combined

► **THEORIES AND STANDARDS**

- National Association of Student Financial Aid Administrators
- Midwest Association of Student Aid Administrators
- Indiana Student Financial Aid Association



# OFFICE OF FINANCIAL AID



**12,000**  
 FAFSAS PROCESSED

**\$240,000**  
 AWARDED IN FEDERAL WORK-STUDY

**CONTACT INFORMATION**

finaid@pfw.edu  
 260-481-6820  
 pfw.edu/financial  
 Kettler Hall, Room 102

**DEPARTMENT STAFF**

Ron Herrell, Director  
 Karen Louis, Assistant Director  
 Laura Zeigler, Assistant Director  
 David Wilson, Assistant Director  
 Kathryn Snyder, Assistant Director  
 Donna Chambers, Enrollment Services Desk Clerk  
 Juliana Bengs, Financial Aid Support Specialist  
 Sylvia Ragsdale, Student Financial Services Assistant  
 Cynthia Eckert, Data Processor  
 Kim Garber, Clerk  
 Alexis Bennett, Counselor  
 Stephanie Patrick, Counselor  
 Matt Hines, Clerk (through December 2021)



► **VALUE PROPOSITION**

As trusted university experts and educators, the Office of International Education works efficiently and collaboratively to attract, as well as support and advocate for, international students at Purdue University Fort Wayne. Through professional and innovative leadership, promotion of cross-cultural competency, and demonstration of empathy for each student's individual experience, the office cultivates a dynamic and successful international student body.

► **WHAT WE DO**

The office oversees the creation and implementation of an international recruitment strategy to increase international student enrollment at Purdue Fort Wayne. This includes the processing of applications and supporting documents for international applicants and credential evaluations for undergraduate and graduate applicants who have completed coursework outside of the United States. This also includes being responsible for the communication with prospective students, parents, agents, and counselors, from the initial point of contact through matriculation. All international transfer credit is also processed by the office after admission.

Purdue Fort Wayne is authorized under federal law to enroll nonimmigrant students through the Department of Homeland Security and the US Department of State. We issue forms I-20 and DS2019 for international students to study at PFW, and we continually monitor that students maintain their immigration status. Additionally, our team organizes an extensive international orientation and cosponsors various trips, activities, and campus cultural celebrations.

► **OUTCOMES**

- Recruit international students to increase diversity on the PFW campus.
- Educate F-1 and J-1 students on the regulations they must follow in order to maintain their nonimmigrant status.
- Encourage connections between international students and domestic students on campus.
- Provide immigration support for academic departments seeking employment sponsorship for international faculty and staff.

► **TRIUMPHS FOR THE YEAR**

- 47% increase in undergraduate admissions from fall 2021 to fall 2022
- 71% increase in graduate admissions from fall 2021 to fall 2022
- Received high attendance at Harvest Fest (93), International Open Mic Night (39) Spooky Skate Night (125), Neon Golf (60), Learn to Dance Around the World (36), Global Student Celebration (300), Treats from Around the World (76), bus trip to Cedar Point (107), and bus trip to Chicago (56)
- Cosponsored the first annual Multicultural Graduation Celebration with ODMA, with 32 students participating
- Evaluated all international baccalaureate courses, resulting in a 370% increase in direct transfer equivalencies
- Increased number of international students securing internships and jobs from larger companies such as, Amazon, Meta, Intel, Swiss Re, and Microsoft

► **THEORIES AND STANDARDS**

- NAFSA: Association of International Educators
  - NAFSA's Statement of Ethical Principles on International Education
  - AACRAO: American Association of Collegiate Registrars and Admissions Officers
  - Principles of professional ethics and practice in academic and enrollment services
  - US Department of State Exchange Visitor Program Regulations (22 CFR 62)
  - US Department of Homeland Security Student and Exchange Visitor Program Regulations (8 CFR 214.2 (f))

**DEPARTMENT STAFF**

Brian R. Mylrea, Director of International Education  
 Maureen Linvill, Assistant Director for International Education  
 Kerri Gouty, Assistant Director for International Admissions  
 Shelby Mansfield, International Services Coordinator

**CONTACT INFORMATION**

iss@pfw.edu  
 260-481-6034  
 pfw.edu/international  
 Walb Union, Room 145



**OFFICE OF**

**INTERNATIONAL EDUCATION**

**+66%**  
 UG applications

**+59.5%**  
 UG admits

**62**  
 COUNTRIES REPRESENTED BY  
 INTERNATIONAL STUDENTS  
 DURING THE 2021-22 YEAR

**400**  
 FALL INTERNATIONAL  
 UNDERGRADUATE ADMITS  
 (47% INCREASE FROM  
 FALL 2021)

**778**  
 FALL INTERNATIONAL  
 GRADUATE ADMITS (71%  
 INCREASE FROM FALL 2021)

**74%**  
 INCREASE IN INTERNATIONAL  
 UNDERGRADUATE CREDENTIAL  
 EVALUATIONS CONDUCTED  
 FROM 2021 TO 2022

**101%**  
 INCREASE IN GRADUATE  
 CREDENTIAL EVALUATIONS  
 CONDUCTED FROM FALL 2021  
 TO FALL 2022

**204**  
 WORK AUTHORIZATION  
 APPLICATIONS PROCESSED  
 FOR INTERNATIONAL  
 STUDENTS FOR THE 2021-22  
 ACADEMIC YEAR



► **VALUE PROPOSITION**

The PFW Student Assistance Plan (SAP) provides free, brief outpatient mental health counseling to students. Two Bowen Center therapist are available Monday through Friday from 8:30 a.m. to 4:30 p.m. at the Campus Health Clinic. In addition to counseling, the therapists help students complete emotional support assessments (ESA) and make referrals to other services, if needed or requested. Walk-in services were provided in the spring semester on Thursdays and Fridays to offer immediate assistance.

► **WHAT WE DO**

The counseling provided is for brief, episodic care treatment. The Bowen Center implements its standard risk protocol for PFW students, which is the same procedure for all Bowen Center clients. A PFW-dedicated student assistance plan coordinator participates in outreach, including workshops for students, creating flyers and therapist profiles, classroom presentations, new student outreach events, and tabling and representation on the CARE Team. Each student is assessed for risk by the Bowen Center’s registration and scheduling department. If a risk is detected, the appropriate response is implemented that meets the level of risk.

► **OUTCOMES**

The Bowen Center utilizes evidence-based practices that treat the whole person. The SAP therapists are trained to refer, when needed, to provide a continuum of mental health services. The therapists work under a Clinical Support Organization (CSO) within the Bowen Center that allows them to receive clinical supervision and staff cases as needed in a team setting.

► **TRIUMPHS FOR THE YEAR**

- Through a combination of onsite and telecounseling, the Bowen Center SAP therapists covered all hours of service without interruption, despite pandemic challenges
- Added services to include walk-in counseling two days a week
- The Bowen Center accommodated specific requests by adding services with therapists based on meeting diversity/equity expectations

► **THEORIES AND STANDARDS**

- The Bowen Center utilizes a solution-focused and trauma-informed approach to counseling
- Cognitive behavioral therapy, dialectical behavior therapy, moral reconnection therapy, and other evidence-based approaches are utilized in treatment
- The Bowen Center is the largest community mental health provider in Indiana, is fully accredited by the Joint Commission (JHACO), and is an agency member of the Affiliated Service Providers of Indiana (ASPIN)

**1,195**  
COUNSELING SESSIONS WERE  
DELIVERED FROM AUGUST 2020  
THROUGH MAY 2021

**253**  
UNIQUE STUDENTS WHO  
UTILIZED COUNSELING

**4.72**  
AVERAGE SESSIONS ATTENDED  
FOR AN EPISODE OF CARE

**15%**  
STUDENTS WHO UTILIZED OTHER  
BOWEN CENTER SERVICES SEPARATE  
FROM THE SAP, WHICH MAY HAVE  
INCLUDED MEDICATION MANAGEMENT  
AND PSYCHOLOGICAL TESTING

**63%**  
STUDENTS WHO WERE TREATED FOR  
ANXIETY RELATED ISSUES

**33%** MOOD  
(DEPRESSION)  
RELATED DISORDERS

**91%** STUDENTS WHO REPORTED  
REFERRING THEMSELVES

**9%** STUDENTS WHO REPORTED BEING  
REFERRED BY A PERSON WITHIN  
THE UNIVERSITY

**72%** STUDENTS WHO IDENTIFIED  
AS FEMALE

**28%** STUDENTS WHO IDENTIFIED  
AS MALE

# STUDENT ASSISTANCE PROGRAM

**DEPARTMENT STAFF**

Ted Westerhof, Student Assistance  
Program Coordinator  
Alex Kellogg, Therapist  
Zabrina Przybilla, Therapist

**CONTACT INFORMATION**

EAPSAP@bowencenter.org  
800-342-5653  
pfw.edu/counseling  
Walb Union, Room 234





## ▶ VALUE PROPOSITION

Student housing delivers a robust and engaging experience for residents and staff, making it a desirable place to live, learn, and work. With an emphasis on student-centered service and efficiency, housing cultivates a safe, affirming, and equitable environment that empowers students and staff to develop as individuals and to support each other.

## ▶ WHAT WE DO

Using a curricular approach focusing on service, efficiency, and belonging, student housing uses different means of engagement to involve students in their own personal development. Different strategies such as intentional interactions, small and large group programming, and living learning communities help to build affinity and make connections. Additional student learning involves conduct, a well-established conflict mediation process, and utilizing tools such as health inspections to help students gain important life skills.



# STUDENT HOUSING

### CONTACT INFORMATION

housing@pfw.edu  
260-481-4180  
pfw.edu/housing  
4010 W. Housing Dr.  
Fort Wayne, IN 46815

### DEPARTMENT STAFF

Jordyn Hogan, Director for Housing and Residential Education  
Katie Bell, Assistant Director for Residential Education  
Sue Castleman, Operations Manager  
Jackson Russell, Hall Director  
Ky Kirkeeng, Hall Director  
Laura Steele, Hall Director *(began June 2022)*



**188**  
NUMBER OF PROGRAMS

**5,522**  
TOTAL ATTENDANCE

**\$36.11**  
AVERAGE COST

**2,053**  
RESPONDENTS TO INTENTIONAL RA INTERACTIONS

**65%**  
RETURNED TO CAMPUS

**47%**  
RETURNED TO HOUSING

## ▶ OUTCOMES

Students who participate in Residential Education programs and services will

- explore, identify, communicate, and act with consistency in growing positive personal values;
- understand how their actions impact others and the overall community;
- develop the ability to independently navigate processes while understanding the importance of self-advocacy and personal responsibility;
- incorporate inclusion by engaging with the entire residential community while being able to identify and create opportunities to advocate for others; and
- value higher levels of academic success through engagement with coursework, peers, faculty, and staff.

## ▶ LEARNING GOALS

- Academic wellness
- Emotional wellness
- Relationship skills
- Cultural and spiritual wellness
- Occupational wellness and employability
- Residential involvement
- Financial literacy
- Physical wellness
- Social justice

## ▶ TRIUMPHS FOR THE YEAR

- Opened again at maximum capacity, student housing fully utilized all available beds on campus, in addition to 124 off-campus contracted beds, withholding only 10 for emergency use
- Moved to a hybrid iteration of intentional interactions where RAs attempted to meet either virtually or in-person with each of their assigned residents four times
- Due to the successes of a hybrid student staff training model in fall 2020, the model continued to be used for fall 2021 training with exceptional success (this training model has allowed for privacy during the more difficult training sessions, such as Title IX and suicide prevention; in-person sessions were interactive and fulfilling, with preassessments and postassessments indicating that most learning outcomes were met)
- We had 15 percent less programming after addressing the needs of the RA staff and an effort to have more effective and engaging events, and still surpassed our 2020-21 attendance with a total attendance of 5,522
- Twelve graduating seniors out of 40 total student staff with a total overall cumulative group GPA of 3.34

## ▶ THEORIES AND STANDARDS

- CAS Standards for Housing and Residential Life Programs
- Nine Dimensions of Wellness
- ACUHO-I Standards and Ethical Principles for College and University Housing



## ► VALUE PROPOSITION

The Student Government Association provides numerous services to the Purdue Fort Wayne student body including a graphing calculator rental program, a free coffee program, and sponsoring outreach programs. Student Government also partners with university departments on special projects.

## ► WHAT WE DO

The Purdue Fort Wayne Student Government Association is the representative and advocacy body for the student body at Purdue University Fort Wayne. Three branches each play a role in ensuring that students' interests, needs, and rights are upheld at the university.

The executive branch, composed of the three executive officer positions—student body president, vice president of finance, and vice president of legislation—provides leadership for the organization and works to enact policy changes and student-centered projects.

The legislative branch, composed of the student senate, acts as the direct voice of the students. The senate approves new student organization charters, provides funding for student org activities, and ensures checks-and-balances for the executive branch.

The judicial court, composed of seven justices appointed by the student body president, reviews constitutional amendments and other legislation and acts as a trial court for impeachment proceedings.

The Student Government Association oversees the Allocations Committee, which is responsible for allocating a percentage of the student activity fee funds each year to support departmental and university programs and projects. The committee is comprised of current PFW students and led by the SGA vice president of finance.

## ► OUTCOMES

- Improve the student body's academic, cultural, mental, physical, and social well-being.
- Safeguard the academic and individual freedoms of the members of the Purdue Fort Wayne student body.
- Formulate policies governing the activities and welfare of the members of the Purdue Fort Wayne student body and support legislation pertinent to the best interests of the Purdue Fort Wayne student body.
- Advise the administration and faculty on the student viewpoint concerning matters of student interest.
- Cultivate leadership skills in individual members, including effective communication, value for diverse perspectives, advocacy, and a strong moral character.



## ► THEORIES AND STANDARDS

- CAS Standards for Leadership Education and Development
- American Student Government Association (ASGA)
- Servant Leadership Theory
- Clifton Strengths (Gallup)
- Moral Development (Kohlberg)
- Challenge & Support (Sanford)

## ► TRIUMPHS

- Staff Breakdown
  - Student Senate: 12 senators
  - SGA Office: 3 executive assistants, 3 student officers, 1 advisor
- Senate Funded Programs: 24 initiatives were funded by Student Senate during the 2021–22 academic year. The funds were used in three ways; as a startup fund for a new student organization, to fund a student organization's program, or to support a Student Senate program or initiative.
  - Chartered Student Organizations: 12 new student organizations were chartered through Student Senate during the 2021–22 academic year
  - Allocations Committee 2022: 33 funding requests were submitted from 18 departments for the allocations process for the 2022–23 fiscal year. 31 requests received funding through the allocations process.



# STUDENT GOVERNMENT ASSOCIATION

## CONTACT INFORMATION

stugovt@pfw.edu  
260-481-6586  
pfw.edu/sga  
Walb Union, Room 225



## DEPARTMENT STAFF

Alex Backer, Director of Student Leadership and SGA  
Abbey Wang, Coordinator of Student Leadership and SGA (began June 2022)  
Derrick West, Student Body President  
Sierra Mullins, Vice President of Legislation  
Antonio Menson, Vice President of Finance



► **VALUE PROPOSITION**

Engagement with student leadership programs connects students to themselves, their peers, their university, and their community by exploring and developing their capacity to lead, communicate, and appreciate difference. This engagement produces individuals who are prepared to step into the world as leaders in their careers and communities.

► **WHAT WE DO**

Engagement with Student Leadership Programs assists students in preparing to step into the world as leaders in their careers and communities through new and improved programming opportunities, including workshops, facilitations, and retreats.

**OFFICE OF**

**STUDENT LEADERSHIP**



**CONTACT INFORMATION**

[pfw.edu/leadership](http://pfw.edu/leadership)  
260-481-6598  
[studentlife@pfw.edu](mailto:studentlife@pfw.edu)  
Walb Union, Room 225



**DEPARTMENT STAFF**

Alex Backer, Director of Student Leadership and SGA  
Abbey Wang, Coordinator of Student Leadership and SGA (began June 2022)  
Carolyn Pang, Graduate Intern for Student Leadership

► **OUTCOMES**

- Engage students in sessions focused on theories and practices that are relevant in the current research on college student leadership development.
- Create opportunities for students to build their transferable skills, including but not limited to self-awareness, interpersonal communication, appreciation of diversity and inclusivity.
- Encourage students to reflect on their lived experiences to frame their leadership development.

► **THEORIES AND STANDARDS**

- CAS Standards for Leadership Education and Development
- Experiential Learning Model
- Student Leadership Competencies
- The Student Leadership Challenge: 5 Practices of Becoming an Exemplary Leader (Kouzes and Posner)
- Servant Leadership Theory
- Schlossberg's Transition Theory

► **TRIUMPHS FOR THE YEAR**

- Facilitated sessions entitled Student Leadership Challenge and Building Your Leadership Identity, which offered students a deeper look into Kouzes and Posner's research and how it may apply to them; Building Your Leadership Identity workshop included content highlighting the Leadership Identity Model (Komives, 2006) and Model of Multiple Dimensions of Identity (Jones and Abes, 2013)
- Partnered with New Student Programs to facilitate a training for the student success coaches and STARs in spring 2022
- Collaborated with colleagues across the division to host the #adulting series in fall 2021, which was a five-session series focused on bridging the gap between college and postgraduate life; each session focused on a new topic and was interactive with tangible takeaways for the participants
- Hosted the Senior Leadership Experience in March 2022 for senior and graduate students in downtown Fort Wayne, which strives to supply students with tools to successfully transition their leadership skills from campus into the community; this year the program featured a visit with the mayor of Fort Wayne, a conversation with employees and leadership at Ash Brokerage, a Mastodon alumni panel, and a session on making the most of the transition from college to the workforce

► **STUDENT TRAVEL FUND**

The Student Travel Fund is used to financially support travel by individual students or student organizations for transportation, lodging, and registration fees for professional or personal development activities.

**WHAT WE DO**

The Student Travel Fund Committee, consisting of faculty, staff, and students, reviews requests that meet the standards outlined in the Student Travel Fund guidelines.

**22 APPROVED REQUESTS/FUNDED TRIPS**

- 11 student groups or organizations were approved for funding
- 11 individual students were approved for funding
- \$42,000 was awarded to students from the Student Travel Fund

**23**  
STUDENTS PARTICIPATED  
IN THE SENIOR  
LEADERSHIP EXPERIENCE  
IN SPRING 2022

**100%**  
STUDENT EVALUATIONS  
THAT STATED THEY  
"AGREED" OR "STRONGLY  
AGREED" THAT THEIR  
PARTICIPATION IN THE  
SENIOR LEADERSHIP  
EXPERIENCE WOULD  
BENEFIT THEM IN THEIR  
NEXT STEPS

**100%**  
STUDENT EVALUATIONS  
THAT STATED THEY  
"AGREED" OR "STRONGLY  
AGREED" THAT THEY  
FEEL MORE PREPARED  
FOR POSTGRADUATE LIFE  
AFTER PARTICIPATING IN  
THE SENIOR LEADERSHIP  
EXPERIENCE



## ▶ VALUE PROPOSITION

The Office of Student Life is dedicated to the enhancement of the student experience by providing cocurricular opportunities that engage students in establishing connections with their peers and building an affinity to the university. Students who participate in student life programs have a stronger tie to Purdue Fort Wayne as both a student and future alumni of the university.

## ▶ WHAT WE DO

Student life is home to various programs and services including, the Student Activities Board, service programs, and student clubs and organizations.

## ▶ OUTCOMES

- Engage students through innovative cocurricular programming and connection opportunities with campus and community partners.
- Offer experiential learning opportunities for students to enhance their intrapersonal and interpersonal skills.
- Provide programs that complement student's academic pursuits, facilitate their connection to peers and the university, and develop their leadership identity.

## ▶ THEORIES AND STANDARDS

- CAS Standards: Campus Activities Programs
- CAS Standards: Leadership Education and Development
- Experiential Learning Model

## ▶ TRIUMPHS FOR THE YEAR

- Continued to execute safe and engaging programs during the latter part of the COVID-19 pandemic
- Reenvisioned and reorganized the Student Organization Resource Center
- Chartered or reactivated 18 student organizations for the academic year
- Collaborated with groups and departments like the Q Center, the Office of Diversity and Multicultural Affairs, Well-being and Recreation, the Office of International Education, alumni, Athletics, and others on programs for the year
- Coordinated hundreds of rentals of capital equipment to departments and registered student organizations



*"After attending the Freshman Leadership Retreat, I understood that it is OK to look at your strengths and then learn how to use them. There is so much negative talk in the world but acknowledging you have the ability to help others around you is great!"*

—Freshman Leadership Retreat Attendee

### DEPARTMENT STAFF

James Velez, Director of Student Life

Jacob Eck, Assistant Director of Student Life (*May 2022*)

William Dzuricsko, Student Programming Coordinator (*fall 2021*)

Gail Lugo, Senior Administrative Assistant

Monica Fox, Intern (*summer 2022*)

### CONTACT INFORMATION

studentlife@pfw.edu

260-481-6609

www.pfw.edu/student-life

Walb Union, Room 210



OFFICE OF

STUDENT LIFE



1,102

STUDENTS ATTENDED ONE OF EIGHT MONTHLY BINGO NIGHTS AS A NEW SIGNATURE PROGRAM

80

PROGRAMS AND COLLABORATIONS FOR THE 2021-22 ACADEMIC YEAR

15,396

PARTICIPANT CHECK-INS

86

ACTIVE REGISTERED STUDENT ORGANIZATIONS

977

MEETINGS, FUNDRAISERS, AND TRIPS PARTICIPATED IN BY STUDENT ORGANIZATIONS DURING THE 2021-22 ACADEMIC YEAR

20

LEADERSHIP AND NETWORKING OPPORTUNITIES PROVIDED TO STUDENT ORGANIZATION LEADERS



► **VALUE PROPOSITION**

The Student Activities Board (SAB) creates cocurricular opportunities for students to complement their educational experience through numerous campus programs and activities. Through innovative and collaborative programming, we work to enhance a student’s campus engagement.

► **WHAT WE DO**

SAB creates programs that engage the student body through low- and high-energy activities. We create both on-campus and off-campus engagement with trips, national entertainment, hands-on programs, and collaborations. SAB makes available leadership opportunities for those who are interested in growing their professional skill sets.

► **OUTCOMES**

- Engage the student body through campus-wide and community programming.
- Offer programs that are accessible and inclusive.
- Provide leadership opportunities for students to develop and execute small- and large-scale programming.

► **THEORIES AND STANDARDS**

- CAS Standards: Campus Activities Programs

► **TRIUMPHS FOR THE YEAR**

- Created inventory management system to give full awareness of current stock of capital and programming equipment and supplies
- Took students off campus to Cedar Point, Indy Scream Park, Corn Maze, and Detroit; worked with Offices of International Education and Diversity and Multicultural Affairs to collaborate on off-campus trips
- Collaborated with numerous departments on campus for programming, including the Q Center, the Office of Diversity and Multicultural Affairs, the Office of International Education, athletics, alumni, and the School of Music
- Brought national entertainers to campus for the first time since the COVID-19 pandemic began

**STUDENT LIFE**

# STUDENT ACTIVITIES BOARD



*“The Big Night was great. My friends and family loved it! You guys really outdid yourself! I am so proud to say that I attend PFW! Thank you for all your hard work!” –Big Night participant*

*“I am grateful that they go through the effort, time, and resources to put on these events. I try to go to as many as I can, and I really enjoy the campus involvement.” –Big Night participant*



**14,000**

PRODUCED/COLLABORATED ON 66 PROGRAMS FOR THE ACADEMIC YEAR WITH NEARLY 14,000 PARTICIPANT SWIPE-INS

**1,000**

STUDENTS, FACULTY, STAFF, AND COMMUNITY MEMBERS WHO ATTENDED THE SECOND ANNUAL MASTODONS BIG NIGHT CARNIVAL

**DEPARTMENT STAFF**

Jacob Eck, Assistant Director of Student Life (*began May 2022*)

**CONTACT INFORMATION**

sab@pfw.edu  
260-481-6609  
pfw.edu/sab  
Walb Union, Room 210





► **VALUE PROPOSITION**

Intramural sports allow students to enhance their physical and mental well-being as they participate in competitive sports and activities. These cocurricular programs create engagement with the campus and each other and promote a healthy lifestyle.

► **WHAT WE DO**

Intramural sports complement the student experience by offering competitive athletic and recreational opportunities outside of NCAA Division I athletics on campus. Additionally, off-campus physical activities are offered for students to engage with off-campus local organizations.

► **OUTCOMES**

- Engage students through cocurricular sporting, tabletop gaming activities, and athletic experiences.
- Encourage friendships and collaborative team building through participation.
- Challenge each participant's physical and mental capacity.



*"I really enjoyed all the game options, and the ninja course was really cool. The games brought a lot of laughs and happiness out of people and it was not an actual competition."*

—Mastodon Challenge participant



**WELL-BEING AND RECREATION**

**INTRAMURALS**

**COLLABORATIONS WITH HEALTH AND WELLNESS, STUDENT HOUSING, LGBTQ+ RESOURCE CENTER, AND STUDENT ACTIVITIES BOARD**

**21**     **2,600**

UNIQUE PROGRAMS AND COLLABORATIONS     STUDENT CHECK-IN PARTICIPANTS

► **TRIUMPHS FOR THE YEAR**

- WellRec coordinated all intramural programs and collaborations (in its first year)
- Purchased new and updated equipment to offer the best experience for our students
- Expanded offerings to reach a new and more diverse student population through the introduction of new activities (esports and disc golf) and new programming, such as an NCAA watch party and bracket challenge

► **THEORIES AND STANDARDS**

- CAS Standards: Recreational Sports Programs
- NIRSA, Leaders in Collegiate Recreation

**DEPARTMENT STAFF**

Eric Manor, Director of Well-being and Recreation  
 Nick Brand, Well-being and Recreation Coordinator  
 Mike Madura, WellRec Grad Intern  
 Mikayla Mayes, Intramural Sports Supervisor

**CONTACT INFORMATION**

intramurals@pfw.edu  
 260-481-6746  
 pfw.edu/intramurals  
 Walb Union, Room 218





# WELL-BEING AND RECREATION

## ▶ VALUE PROPOSITION

Well-being and Recreation (WellRec) is a leader in infusing holistic well-being, personal development, and play into the Mastodon experience. WellRec believes in access, collaboration, sustainability, serving others, and building affinity on campus and in Fort Wayne to enhance quality of life for students, employees, and community members.

### CONTACT INFORMATION

wellrec@pfw.edu  
260-481-6647  
pfw.edu/wellrec  
Walb Union, Room 218



*"The space looks a lot nicer. I like the new equipment and the options it brings, and feel more comfortable because of the new flooring." –Chloe*



# WELL-BEING AND RECREATION

# FITNESS CENTER

# 26,500

CHECK-INS AT THE FITNESS CENTER  
(86% WERE STUDENT CHECK-INS)

## ▶ VALUE PROPOSITION

The fitness center, located in the Gates Sports Center, offers a complete line of cardiovascular equipment, weight machines, and a free-weight area that includes state-of-the-art cardio equipment. The fitness center also offers a 90,000-square-foot multipurpose fieldhouse comprising three full-sized basketball courts and a six-lane walking and running track.

## ▶ WHAT WE DO

With upgraded equipment and facilities, the fitness center meets students' needs for everything from recreation to intense physical activity. It offers space for casual games, group exercise classes, and personal fitness goals, while allowing Mastodon student-athletes to pursue excellence in practice and training year-round. We offer campus and the surrounding community an excellent outlet for physical activity and leisurely recreation.

## ▶ OUTCOMES

- Provide a safe and friendly environment for students to form new relationships and increase their sense of belonging.
- Teach and encourage healthy lifestyle behaviors that can be used after college.
- Create t for students to increase their overall well-being.
- Offer students a healthy way to manage stress and improve academic performance.

## ▶ TRIUMPHS FOR THE YEAR

- Purchased state-of-the-art cardiovascular equipment to replace equipment that was a decade old; new equipment has single sign-in capabilities and Bluetooth to offer a modern workout experience
- Offered several group fitness classes, both in person and virtually
- Offered open recreation hours in the Lutheran Health Fieldhouse for all students and members to use
- New amenities for the facility, including a stereo system, lockers, and mirrors for the weight room
- Installed WellRec signage at the front desk to increase awareness and visibility

## ▶ THEORIES AND STANDARDS

- ACSM's Health/Fitness Facility Standards and Guidelines
- PFW REM Safety Training (Haz Comm, Bloodborne Pathogens, Hep. B and PPE Policy)
- American Heart Association CPR/AED Certification

### CONTACT INFORMATION

fitnesscenter@pfw.edu  
260-481-6655  
pfw.edu/wellrec  
Gates Sports Center, Room 128

### DEPARTMENT STAFF

Eric Manor, Director  
Nick Brand, Fitness Center Manager  
Ali Gill, Fitness Center Student Supervisor  
Benjamin Holtz, Fitness Center Student Supervisor  
Rachel Ringler, Fitness Center Student Supervisor



## ▶ VALUE PROPOSITION

The FRIENDS of the University Pantry at Purdue Fort Wayne, which is stocked with a variety of packaged and canned foods, helps food-insecure members of both the university—including students, staff, and faculty—and the community.

## ▶ WHAT WE DO

The pantry provides perishable and nonperishable food to our patrons in a judgment- and identity-free atmosphere. Patrons are not asked to provide identifying information and can come back weekly to gather up to 15 large food items of their choosing.

## ▶ OUTCOMES

- Enabling students to completely pursue academic success free from the worry of hunger.
- Providing resources so students do not need to decide between buying food or going to school, thus, helping to create a future where higher education will be an opportunity for everyone.
- Alleviating food insecurity, hunger, and poverty on campus and in the community.
- Encouraging student engagement to foster a sense of community, volunteerism, and service to peers on campus.

## ▶ TRIUMPHS FOR THE YEAR

- Relocated the pantry inside Walb Union to Room G36, a space that provides a welcoming atmosphere and is spacious and easy to locate
- Collected a total of 21,881 pounds of food during the annual U Can Crush Hunger Campaign
- Distributed meal kits that included easy-to-follow instructions along with the required ingredients and a sample of the meal
- Received two tower gardens through a donation that will allow the pantry to grow its own produce
- Raised \$3,065 during the annual Purdue University Fort Wayne Day of Giving

## ▶ THEORIES AND STANDARDS

- Maslow's Hierarchy of Needs
- US FOOD and Drug Administration
- ServSafe Food Handling

# \$15,000

RAISED TO SUPPORT AND  
SUSTAIN THE PANTRY

# 4,192

TOTAL VISITORS



### CONTACT INFORMATION

pantry@pfw.edu  
(260) 481-6647  
pfw.edu/pantry  
Walb Union, Room G36  
Open Thursday: 10 a.m.–2 p.m.  
Student Housing, Clubhouse  
Open Monday and Tuesday: 4–7 p.m.



### DEPARTMENT STAFF

Eric Manor, Director of Well-being and Recreation  
Nick Brand, Well-being and Recreation Coordinator  
Rachel Ringler, Well-being and Recreation Student Intern  
Hope Fischer, Well-being and Recreation Student Intern

## THE FRIENDS OF THE

# UNIVERSITY PANTRY



► **VALUE PROPOSITION**

The Division of Enrollment Management and the Student Experience would not survive without our student employees. We believe very deeply in the developmental, educational, and transformational power of students working on campus. We consider on-campus student employment, which fosters a deep sense of belonging, as one of the primary foundational experiences that bind the classroom and the cocurricular environment. Additionally, the skills honed in these positions align directly to what employers are looking for in postgraduation employment. These competencies, often referred to as soft skills or success skills, include the ability to build and sustain professional relationships, persuasive communication, teamwork, global fluency, and leadership. Success skills also include self-management, such as having a growth mindset of curiosity and continuous learning, being adaptable, having a willingness to be coached, emotional intelligence, and resilience.

**DIVISION OF ENROLLMENT MANAGEMENT  
 AND THE STUDENT EXPERIENCE**

# STUDENT EMPLOYMENT



Would you like to learn more about the Student Employment Program? Send a message to [studentemployment@pfw.edu](mailto:studentemployment@pfw.edu).



**SUPERVISOR TESTIMONIALS**

*"Our student employees play a very important and critical role in the operations of our office. Our students bring different perspectives and share a variety of experiences. As a student employee, our students are able to make a significant impact while also learning valuable life skills."*

**—Giang Petroviak**  
 Director of New Student Programs

*"Students are the life of any university; they are hardworking, forward-thinking, and dedicated. I have been working with students for almost three years now, and being able to watch them grow, inside and outside of work, has been a major blessing. They constantly push me to be my best person, which is something I hope they can say about me."*

**—Nick Brand**  
 Well-being and Recreation Coordinator

**STUDENT TESTIMONIALS**

*"It's fun and finance at one go. The campus is supportive and safe."  
 "It allows the best networking for future references or help you'll need!"*

**159,327**  
 TOTAL HOURS FROM  
 JULY 1, 2021, TO JUNE 7, 2022

**78**  
 NUMBER  
 OF OFFICES

**199**  
 NUMBER OF  
 SUPERVISORS

**690**  
 TOTAL NUMBER OF  
 STUDENT EMPLOYEES

**210**  
 TOTAL NUMBER OF  
 STUDENT POSITIONS

**2,218**  
 TOTAL NUMBER OF  
 PFW EMPLOYEES

**31.1**  
 PERCENT OF EMPLOYEES  
 WHO ARE STUDENTS





*ENROLLMENT MANAGEMENT AND THE STUDENT EXPERIENCE*

**THE BIG PICTURE**



ENROLLMENT MANAGEMENT AND THE STUDENT EXPERIENCE

## THEORIES AND STANDARDS

Student success starts with understanding our students—how they think, behave, and identify—and determining what elements have the most profound impact on their growth and success. These theories and standards serve to inform our student affairs professionals as they perform their crucial work of creating an environment that fosters each student’s unique needs so that they can achieve success.

### **AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS (PRINCIPLES OF PROFESSIONAL ETHICS AND PRACTICE IN ACADEMIC AND ENROLLMENT SERVICES)**

The AACRAO principles and standards highlight the expectations and responsibilities of academic and enrollment services professionals in effort to balance various interests.

### **ACUHO-I STANDARDS AND ETHICAL PRINCIPLES FOR COLLEGE AND UNIVERSITY HOUSING**

The ACUHO-I Standards and Ethical Principles for College and University Housing Professionals are a group of best practices all campus housing operations are strongly encouraged to use. The standards are used to improve the quality of the postsecondary student experience, and the professional management of campus housing programs.

### **AMERICAN HEART ASSOCIATION CPR/AED CERTIFICATION**

CPR/AED certification teaches techniques that are designed to assist infants, children, and adults, in need. AED certification allows participants to use an AED machine to resuscitate patients after CPR has proved to be ineffective.

### **ACSM’S HEALTH/FITNESS FACILITY STANDARDS AND GUIDELINES**

The American College of Sports Medicine (ACSM) outlines current standards and guidelines to help health and fitness establishments provide high-quality services and programs in a safe environment.

### **CAS STANDARDS FOR CAREER SERVICES**

The Council for the Advancement of Standards in Higher Education (CAS) outlines how career service offices should operate in order to prepare students to enter the workforce during their collegiate experience and following graduation.

### **CAS STANDARDS FOR HOUSING AND RESIDENTIAL LIFE PROGRAMS**

The Council for the Advancement of Standards in Higher Education (CAS) outlines 12 standards for housing and residential programs in hopes to promote well-rounded programs, promote improvement, and enhance program quality.

### **CAS STANDARDS FOR ORIENTATION PROGRAMS**

The Council for the Advancement of Standards in Higher Education (CAS) delineates how orientation programs should operate to provide optimal experiences to incoming students that allow for successful transitions to the university.

### **CAS STANDARDS FOR PARENT/FAMILY PROGRAMS**

The Council for the Advancement of Standards in Higher Education (CAS) describes how parent/family programs should operate to best provide support and resources to the families of our students.

### **CAS STANDARDS FOR CONDUCT PROFESSIONALS**

The Council for the Advancement of Standards in Higher Education (CAS) has created this standard to develop and enforce standards of conduct systems and processes: an educational endeavor to foster students and learning development.

### **CAS STANDARDS FOR STUDENT LEADERSHIP PROGRAMS**

The Council for the Advancement of Standards in Higher Education (CAS) outlines how student leadership programs must operate in order to prepare students to engage in the process of leadership.

### **CAS STANDARDS FOR UNDERGRADUATE ADMISSIONS**

The Council for the Advancement of Standards in Higher Education (CAS) outlines how admission offices should operate in order to establish admission criteria, develop institutional goals for admissions, and address the needs and expectations of prospective students.

### **CAS STANDARDS: ADVANCING HEALTH AND WELL-BEING**

The Council for the Advancement of Standards in Higher Education (CAS) outlines how to address the complex issues of health, well-being, flourishing, and thriving of college students in the context of a healthy community.

### **CAS STANDARDS: CAMPUS ACTIVITIES PROGRAMS**

The Council for the Advancement of Standards in Higher Education (CAS) outlines how to enhance the overall educational experience of students through development of, exposure to, and participation in programs and activities that improve student cooperation and leadership while preparing students to be responsible advocates and citizens and complementing the institution’s academic programs.

### **CAS STANDARDS: DISABILITY AND RESOURCES SERVICES**

The Council for the Advancement of Standards in Higher Education (CAS) outlines how to provide leadership and facilitate equal access to all institutional opportunities for disabled students by explaining legal and regulatory compliance and universal design.

### **CAS STANDARDS: LEADERSHIP EDUCATION AND DEVELOPMENT**

The Council for the Advancement of Standards in Higher Education (CAS) outlines how to provide guidance in identifying relevant literature, trends, practice recommendations, and standards of good practice in leadership education and development.

### **COGNITIVE BEHAVIORAL THEORY**

This theory is based on the idea that how we think (cognition), how we feel (emotion), and how we act (behavior) all interact together. Specifically, our thoughts determine our feelings and our behavior.

### **CHAOS THEORY OF CAREERS**

Robert Pryor’s and Jim Bright’s chaos theory of careers recognizes that change and chance influence our lives and career development as much as stable factors, like our ability and personality, do. By learning to be adaptable and resilient, we begin to live on what Pryor and Bright call the “edge of chaos.”

### **CRITICAL DISABILITY THEORY**

Critical disability theory (CDT) is a theoretical framework for the study and analysis of disability issues. The task of critical disability theory is to analyze disability as a cultural, historical, relative, social, and political phenomenon.

### **DIALECTICAL BEHAVIOR THERAPY**

This form of therapy helps people build four major skills: mindfulness, distress tolerance, interpersonal effectiveness, and emotional regulation. This is used to treat eating disorders, self-harm, depression, and substance-use disorders.

### **EXPERIENTIAL LEARNING MODEL**

Kolb’s model seeks to explain how experience influences the learning process. Learning occurs through four modes: planning, doing, reviewing, and concluding.



### **GALLUP CLIFTON STRENGTHS (FORMERLY STRENGTHSQUEST)**

Gallup created this online assessment tool to identify what people are naturally good at. The goal of the tool and practice is to maximize human potential.

### **HOLLAND'S THEORY OF CAREER CHOICE**

John Holland's Theory of Career Choice (RIASEC) states that in choosing a career, people prefer jobs where they can be around others who are like them. Individuals search for environments that will let them use their skills and abilities, and express their attitudes and values, while taking on enjoyable problems and roles.

### **HUMANISTIC AND THERAPEUTIC THEORY**

Theory based on the idea that each individual has their own unique view of the world and this view impacts their choices and actions. Being your truest self leads to living a more fulfilling life, according to this theory.

### **INDIANA ASSOCIATION OF HIGHER EDUCATION AND DISABILITY (IN-AHEAD) STATEWIDE STANDARDS**

The Indiana Association of Higher Education and Disability (IN-AHEAD) Statewide Standards enhances education, professional training, and support for disability offices across Indiana.

### **MASLOW'S HIERARCHY OF NEEDS**

A motivational theory of human needs that is used to study how humans internally participate in behavioral motivation.

### **MORAL RECONATION THERAPY**

MRT is a unique cognitive behavioral treatment approach designed for the criminal offender populations. The program is designed to alter how offenders think and how they make decisions about right and wrong. There are 16 steps in the program and the offenders attend 24 to 36 sessions to complete MRT.

### **MYERS-BRIGGS PERSONALITY THEORY**

The MBTI is based on the conceptual theory that people experience the world using four principal psychological functions: sensation, intuition, feeling, and thinking. Of the four functions, most of the time, there is one dominant trait for a person.

### **NATIONAL ASSOCIATION FOR BEHAVIORAL INTERVENTION AND THREAT ASSESSMENT (NABITA) STANDARDS**

These are professional standards for the field of behavioral intervention that provides proactive guidance for behavioral intervention teams.

### **NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS (NACE) CORE COMPETENCIES OF CAREER READINESS**

These competencies were developed by a task force of college career services and human resources and staffing professionals to describe key skills needed to be considered and prepared to enter the workforce upon completion of a college degree.

### **NINE DIMENSIONS OF WELLNESS**

These dimensions describe a collection of nine interconnected and vital aspects of personal wellness, which must be nourished to achieve holistic well-being.

### **PURDUE FORT WAYNE (PFW) RADIOLOGICAL AND ENVIRONMENTAL MANAGEMENT (REM) SAFETY TRAINING (HAZ COMM, BLOODBORNE PATHOGENS, HEP. B AND PPE POLICY)**

Purdue University Fort Wayne faculty, staff, students, and contractors must comply with environmental, health, safety, and preparedness laws and regulations issued by federal, state, and local agencies.

### **QUALITY ASSURANCE PROGRAMS**

Quality assurance is an ongoing process that upholds the quality and productivity of your team. Each team in every company should have a QA program to not only measure how well team members comply with the company's policies and procedures but also to ensure their continuous improvement.

### **SANFORD CHALLENGE & SUPPORT THEORY**

Sanford's theory of challenge and support states that for the best student development and growth within a college environment, students must experience challenges that overcome with "supports" that can help the student successfully navigate that challenge.

### **STANDARD OF GOOD PRACTICE**

The Standards of Good Practice for Education Abroad can be used as a tool to guide program development; evaluate program quality; advocate for resources and support; train new professionals; educate stakeholders such as parents, faculty, and students; and establish and maintain respectful, sustainable relationships between partners.

### **SERVANT LEADERSHIP (ROBERT K. GREENLEAF)**

Servant leadership is a philosophy that centers service to others as the core of effective leadership and teaches that a servant leader should strive to place the needs and development of their team before personal gain.

### **SERVSAFE FOOD HANDLING**

ServSafe is the premier provider of food safety training and certification for restaurants, bars, and nonprofit organizations.

### **STUDENT LEADERSHIP COMPETENCIES**

Seemiller determined 60 leadership competencies after analyzing models, standards, and theories of leadership, as well as outcomes of all accredited academic programs in higher education (Seemiller, 2013). The competencies can be consulted to provide a systematic measure of student leadership.

### **SUPER'S CAREER DEVELOPMENT THEORY**

Super's theory of career development states that the life stages of growth and exploration are inherent to the process of acquiring knowledge of how one's interests and abilities align with the requirements of occupations. People choose occupations that allow them to express their self-concepts. Work satisfaction is related to the degree that they can implement their self-concepts.

### **SOCIAL JUSTICE MODEL OF DISABILITY**

The Social Justice Model of Disability is a way of viewing the world, developed by disabled people. The model says that people are disabled by barriers in society, not by their impairment or difference.

### **THE FORUM ON EDUCATION ABROAD**

By engaging in dialogue, collaboration, sharing best practices, research and innovation, and professional development, the Forum on Education Abroad strives to address and provide critical resources and discussion for the field of education abroad, with consideration of those who have been historically excluded or marginalized, impacting access to education abroad.

### **THEORY OF MORAL DEVELOPMENT**

Kohlberg's psychological theory is centered on how individuals make decisions. This six-step model reflects the progression of how an individual develops an increasingly self-authored and outward-looking personal system of morality.

### **THEORY OF STUDENT INVOLVEMENT**

Astin's theory refers to the physical and psychological effort that a student puts into the college experience. It suggests that involvement is defined by active participation of the student in the learning process. The theory postulates that involvement is an important component of the college experience.

### **THE STUDENT LEADERSHIP CHALLENGE: 5 PRACTICES OF BECOMING AN EXEMPLARY LEADER (KOUZES AND POSNER)**

Kouzes and Posner's Student Leadership Challenge identifies five practices as a framework for any student to develop their leadership skills. The practices include Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart.

### **TRANSITION THEORY**

Schlossberg's theory describes how individuals respond to transitions in life, defined as events, or nonevents, that result in changes to relationships, routines, assumptions, and/or roles.

### **US FOOD AND DRUG ADMINISTRATION (USDA)**

The USDA provides oversight and leadership on food, agriculture, natural resources, rural development, nutrition, and related issues.

### **US DEPARTMENT OF STATE EXCHANGE VISITOR PROGRAM REGULATIONS (22 CFR 62)**

The Exchange Visitor Program Regulations provide foreign nationals with opportunities to participate in educational and cultural programs in the United States and for Americans to participate in educational and cultural programs in other countries.

### **US DEPARTMENT OF HOMELAND SECURITY STUDENT AND EXCHANGE VISITOR PROGRAM REGULATIONS (8 CFR 214.2 (F))**

This governing regulation provides guidance on the admission, duration, course of study, and eligibility for employment and specialized training of nonimmigrant students participating in educational or cultural programs in the United States.



ENROLLMENT MANAGEMENT AND THE STUDENT EXPERIENCE

## PROFESSIONAL ORGANIZATION AFFILIATIONS

### AMERICAN STUDENT GOVERNMENT ASSOCIATION (ASGA)

The American Student Government Association advocates the importance of having a vibrant, autonomous student government organization at every institution in America. The association also provide campuses nationwide with networking, research, and informational resources.

### ASSOCIATION ON HIGHER EDUCATION AND DISABILITY (AHEAD)

AHEAD is the leading professional membership association for individuals committed to equity for persons with disabilities in higher education.

### ASSOCIATION FOR ORIENTATION, TRANSITION, RETENTION IN HIGHER EDUCATION (NODA)

The mission of NODA is to provide education, leadership, and professional development in the fields of college student orientation, transition, and retention.

### COUNCIL FOR THE ADVANCEMENT OF STANDARDS IN HIGHER EDUCATION (CAS)

The Council for the Advancement of Standards in Higher Education (CAS) promotes the standards in student affairs, student services, and student development programs. CAS creates and delivers dynamic, credible standards; guidelines; and self-assessment guides that are designed to lead to a host of quality programs and services.

### CISVA (COLLEGIATE INFORMATION AND VISITOR SERVICES ASSOCIATION)

CIVSA partners with higher education professionals to set standards of excellence in the field of information and visitor services. Our mission is to provide knowledge exchange, research and connections in an inviting arena that builds professional and personal relationships.

### INDIANA STUDENT FINANCIAL AID ADMINISTRATORS

Indiana's financial aid professional organization interested in helping students meet their costs for higher education.

### INACAC (INDIANA ASSOCIATION OF COLLEGE ADMISSIONS COUNSELING)

The Indiana Association of College Admissions Counseling (INACAC) is a professional organization of college admissions counseling professionals dedicated to serving students as they explore options and make choices about pursuing postsecondary education. INACAC's mission is to set professional standards in college admissions guidance.

### ISCA (INDIANA SCHOOL COUNSELOR ASSOCIATION)

The Indiana School Counselor Association (ISCA) is a professional organization for school counselors in the state of Indiana. Their mission is to support counselors as they advance the academic, social, and career development of students.

### IACAC (ILLINOIS ASSOCIATION OF COLLEGE ADMISSIONS COUNSELING)

The Illinois Association of College Admissions Counseling (IACAC) is an organization of counseling professionals dedicated to helping students explore options for pursuing postsecondary education. IACAC is committed to maintaining high standards among all those involved in the transition process.

### ISCA (ILLINOIS SCHOOL COUNSELOR ASSOCIATION)

The Illinois School Counselor Association (ISCA) is a branch of the American School Counselor Association (ASCA). Membership of ISCA is about 900 school counselors across the state of Illinois. The primary goal of the Illinois School Counselor Association is to promote the work of school counselors as a vital connection in the educational experience of students.

### IACRAO (INDIANA ASSOCIATION OF COLLEGE REGISTRARS AND ADMISSIONS OFFICERS)

IACRAO provides professional development, training, best practices, and networking for staff working in admissions, enrollment management, and student services.

### KYACAC (KENTUCKY ASSOCIATION OF COLLEGE ADMISSIONS COUNSELING)

The Kentucky Association of College Admissions Counseling (KYACAC) is the only professional association in the commonwealth focused on bringing together those who work with students throughout the college transition process. Their goal is to improve access to higher education for college-bound students in Kentucky.

### MACAC (MICHIGAN ASSOCIATION OF COLLEGE ADMISSIONS COUNSELING)

MACAC is an organization averaging 1,100 professionals from across the state and region serving students as they make choices about pursuing postsecondary education. MACAC effectively brings together secondary school counselors, college admission and financial aid officers, enrollment managers, independent counselors, and organizations engaged in guiding students through the secondary-to-higher-education transition process

### MIDWEST ASSOCIATION OF STUDENT FINANCIAL AID ADMINISTRATORS

A nonprofit corporation of professionals from postsecondary institutions and other related organizations interested in promoting the effective administration of student financial aid in the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, West Virginia, and Wisconsin.

### NATIONAL ASSOCIATION OF STUDENT FINANCIAL AID ADMINISTRATORS

The National Association of Student Financial Aid Administrators (NASFAA) provides professional development and services for financial aid administrators and advocates for public policies that increase student access and success.

### NACAC (NATIONAL ASSOCIATION OF COLLEGE ADMISSIONS COUNSELING)

The National Association for College Admission Counseling (NACAC) is an organization of more than 23,000 professionals from around the world dedicated to serving students as they make choices about pursuing postsecondary education. NACAC defines professional standards, provides professional development opportunities, organizational effectiveness, and advocacy for access, diversity, and inclusion.

### NAFSA: ASSOCIATION OF INTERNATIONAL EDUCATORS (NAFSA'S STATEMENT OF ETHICAL PRINCIPLES ON INTERNATIONAL EDUCATION)

NAFSA's Statement of Ethical Principles on International Education guides international educators and participants in how to best provide international education and exchange programs.

### OACAC (OHIO ASSOCIATION OF COLLEGE ADMISSIONS COUNSELING)

OACAC strives to provide expert analysis, professional development and innovative opportunities through an extensive network of college admission professionals and high school counselors as we prepare for the future and advocate for college counseling initiatives.



## STRATEGIC PLAN

With the university restructure of enrollment management functions January 2021, the newly formed Division of Enrollment Management and the Student Experience underwent a review and reworking of our strategic plan in spring 2022. The outcome is a purposeful, powerful, and comprehensive plan that will guide our work for the next three to five years. Following the divisional planning process, each department completed a local plan with aggressive action items and assessment practices. We look forward to engaging our campus constituents in this work as we put students first in all we do from active recruitment through graduation and beyond.

### OUR VISION

Cultivating a dynamic, accessible, and healthy student experience.

*The Division of Enrollment Management and the Student Experience will be recognized as a trusted leader and a model for diverse enrollment and innovative student services. We empower students to better themselves and their communities as they transform into global citizens. We put students first in all we do, from active recruitment through graduation and beyond.*

### CORE VALUES

- Students First
- Well-being and Belonging
- Engagement
- Innovative Access and Sustainability

### ADVANCE STUDENT PERSONAL AND PROFESSIONAL DEVELOPMENT

*We will provide experiential opportunities for personal and professional development that will empower students in pursuit of their endeavors and prepare them for lifelong success.*

**OBJECTIVE 1:** Empower students to utilize campus and community resources to sustain their lifelong journey to holistic personal and professional success.

**OBJECTIVE 2:** Integrate comprehensive wellness throughout the student experience by connecting students to physical and mental health resources and well-being opportunities.

**OBJECTIVE 3:** Actively identify and implement high-impact services that are inclusive, diverse, equitable, and accessible to enhance each student's personal and professional development.

### ENGAGE OUR STUDENTS

*We will create inclusive environments and opportunities for students to explore, learn, grow, and persist through engaging programming and services that adapt to our evolving student body.*

**OBJECTIVE 1:** Strengthen the impact of the Division of Enrollment Management and the Student Experience programming through purposeful planning, reflection, and assessment in alignment with professionally recognized standards.

**OBJECTIVE 2:** Improve campus-wide communications to ensure that all students can engage and to encourage university faculty and staff to participate in programs and to make referrals to services.

**OBJECTIVE 3:** Facilitate inclusive opportunities and experiences that develop leadership skills, increase cultural competence, uplift diverse populations and that allow for peer engagement, growth and exposure, and cross-campus collaborations.

**OBJECTIVE 4:** Strengthen community on campus through empowering students to actively participate in intentional learning and community building.

### IGNITE CAMPUS PRIDE

*We will create a campus community in which students, faculty, staff, and alumni are proud to be members. We will ensure that Purdue University Fort Wayne and Indiana University Fort Wayne work together to build and sustain traditions that create lifelong memories and develop ambassadors for our campus.*

**OBJECTIVE 1:** Elevate campus traditions to engage students, faculty, staff, alumni, and the community.

**OBJECTIVE 2:** Emphasize each student's unique experience, small group affinities, and desired ways of engagement with the campus.

**OBJECTIVE 3:** Increase the visibility of university symbols, mascots, and signifiers.

**OBJECTIVE 4:** Establish new and maximize the utilization of current student-centered physical spaces to increase each student's sense of community, belonging, affinity, safety, and campus pride.

### FOSTER STUDENT SUCCESS AND RESILIENCY

*We will work within our departments, across the division, and with campus partners to strengthen the student experience from our first point of contact to our last.*

**OBJECTIVE 1:** Maintain departmental plans to support students at each stage of development.

**OBJECTIVE 2:** Establish clear channels of communication that encourage cross-department relationships and collaboration with consistency to help students successfully navigate the student life cycle.

**OBJECTIVE 3:** Create and maintain departmental standard operating policies and procedures to provide consistent customer service and measurable outcomes.



**DIVISIONAL COMMITTEES**

The Division of Enrollment Management and the Student Experience committees were created to provide an excellent opportunity for all enrollment management and the student experience staff to be engaged, share in mutual decision-making and division development, and provide a chance to further engage with teammates outside of our departments.

**PROFESSIONAL DEVELOPMENT**

*The purpose of the Professional Development Committee is to*

- identify, plan, and develop professional development opportunities for all enrollment management and the student experience staff;
- evaluate the growth opportunities and strengths of the division in areas of professional development;
- organize and lead Enrollment Management and the Student Experience Book Club each semester; and
- develop and host division lunch and learns that allow for further learning and engagement of the Division of Enrollment Management and the Student Experience.

2021-22 members: Alexandra Backer, Abby Blackmon, Shelby Mansfield, Jordan Giffen, Kathryn Snyder, Jackie Stancil, Griffen Waltmire, Jackson Russell (chair), Noah Williams, and Laura Zeigler

**ASSESSMENT COUNCIL**

*The purpose of the Assessment Council is to*

- work in conjunction with the university director of assessment and director of strategic planning to identify recurring departmental and divisional assessment practices;
- review Student Affairs Council for the Advancement of Standards in Higher Education (CAS) Standards annually;
- produce the information for the annual Divisional Impact Report in collaboration with divisional departments and campus partners;
- produce assessments and summary reports; identify, deliver, and present on Divisional Strategic Plan Process; and
- assist senior staff in refining learning outcomes.

2021-22 members: Angela Morren, Kaitlyn Bell, Kerri Gouty, Ky Kirkeeng, Maeghan Mier, Renan Reilly (chair), Ron Herrell, Roy Danielian, Ryan Wooley, and Tracey Hanton.

**EMPLOYEE ACTIVITIES AND ENGAGEMENT**

*The purpose of the Employee Activities and Engagement Committee is to*

- coordinate enjoyable and rewarding activities, programs, and services for Purdue Fort Wayne's Division of Enrollment Management and the Student Experience staff,
- develop and execute a divisional welcome program for new full-time team members and graduate students,
- create an EMSE buddy program designed to provide informal support to help new team members navigate the division and university
- design and disseminate welcome packages for new team members,
- organize honor-thank you packages for retiring or departing team members,

- determine ways to formally and informally recognize division staff throughout the year,
- plan formal end-of-the-year EMSE division celebration,
- organize Divisional Service Day annually, and
- organize and promote informal social gatherings.

2021-22 members: Nick Brand, Jenny Bower, Sylvia Campbell, Sue Castleman, David Egolf, Hayley Goltare, Maureen Linvill, Karen Louis, Eric Manor, Melody Monday, Brian Mylrea, Ryan Meriwether, David Wilson, and Jeremy Zahs (chair)





ENROLLMENT MANAGEMENT AND THE STUDENT EXPERIENCE

TEAM MEMBERS



ALEX BACKER  
Student Leadership



KATIE BELL  
Student Housing



JORDAN GIFFEN  
Admissions



HAYLEY GOLTARE  
Admissions



KERI GOUTY  
International Education



MADI HALL  
Admissions



TRACEY N. HANTON  
Career Development Center



JULIANA BENGs  
Financial Aid



ALEXIS BENNETT  
Financial Aid



ABBY BLACKMON  
Dean of Students



JENNY BOWER  
Admissions



NICK BRAND  
Well-being and Recreation



RON HERRELL  
Financial Aid



JORDYN HOGAN  
Student Housing



KY KIRKEENG  
Student Housing



MELISSA LAWSON  
Career Development Center



MAUREEN LINVILL  
International Education



LINDSAY BUTCHER  
Student Conduct and CARE Team



SHELLIE CAMPBELL  
Student Conduct and CARE Team



SUE CASTLEMAN  
Student Housing



DONNA CHAMBERS  
Financial Aid



LYNETTE COUGLIN  
Vice Chancellor Office



KAREN LOUIS  
Financial Aid



GAIL LUGO  
Student Life



ERIC MANOR  
Well-being and Recreation



SHELBY MANSFIELD  
International Education



RYAN MCCOMBS  
Disability Access Center



KRISSY CREAGER  
Vice Chancellor



ROY DANIELIAN  
Admissions



JACOB ECK  
Student Life



DAVID EGOLF  
Disability Access Center



JAKE FURGE  
Admissions



RYAN MERIWETHER  
Admissions



MAEGHAN MIER  
Disability Access Center



ELIZABETH MILLER  
Admissions



MELODY MONDAY  
Career Development Center



BRIAN R. MYLREA  
International Education





**GIANG PETROVIAK**  
Admissions



**SYLVIA RAGSDALE**  
Financial Aid



**RENAN B. REILLY**  
Career Development  
Center



**DAVID REYNOLDS**  
Business Office



**JACKSON RUSSELL**  
Student Housing



**KATHRYN SNYDER**  
Financial Aid



**CARRIE SPENCER**  
Career Development  
Center



**JACKIE STANCIL**  
Career Development  
Center



**LAURYN STEELE**  
Student Housing



**JAMES VELEZ**  
Student Life



**GRIFFEN WALTMIRE**  
Admissions



**ABBEY WANG**  
Student Leadership



**NOAH WILLIAMS**  
Admissions



**DAVID WILSON**  
Financial Aid



**RYAN WOOLEY**  
Admissions



**JEREMY ZAHS**  
Admissions



**LAURA ZEIGLER**  
Financial Aid

Not Pictured

**KIM GARBER**  
Financial Aid

**ANGELA MORREN**  
Admissions

**STEPHANIE PATRICK**  
Financial Aid





**PURDUE UNIVERSITY**  
**FORT WAYNE**