



DIVISION OF ENROLLMENT MANAGEMENT  
AND THE STUDENT EXPERIENCE

■ 2020-2021 ■

# IMPACT REPORT



ENRICHING  
THE LIVES OF  
STUDENTS



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## MASTODONS ARE POWERFUL—TOGETHER



As we look back on the 2020–21 academic year, it is hard to picture much but face masks, socially distanced hallways, virtual meetings, and far fewer students on campus. It was tough. For everyone. For a team that thrives on in-person student contact, energetic programs, and empathetic support services, COVID-19 has greatly impacted our work and more so our hearts, minds, and spirits. I am incredibly proud of this team of dedicated professionals who kept offices open, found new ways to recruit and engage students virtually and safely in-person, and who never wavered in their unending support of students and their well-being and success. When we focus outside of the impact the COVID-19 pandemic made on our campus, this team weathered what felt like constant change and accomplished so much in spite of all of the challenges. I see:

- A Student Housing team that went above and beyond to create a safe living environment for 1,250 students living on campus and kept the doors open throughout the entire shutdown
- A CARE team that provided just-in-time outreach to hundreds of students more than ever before
- Undergraduate Admissions and International Education teams that worked creatively and tirelessly to admit more students than this time pre-COVID
- Student Life and Leadership and Student Activities Board teams that pulled off the inaugural Mastodons BIG Night with over 2,000 people safely enjoying a carnival together
- A New Student Programs team that devised multiple different options for students to safely transition to campus through New Student Orientation and engaged in the first year of Mastodon Immersions
- A Career Development Center that continued to engage thousands of students with hundreds of employers all over the region
- A Health and Wellness team that delivered care packages to students in quarantine, completely renovated a new weight room for students, and found creative ways to still provide facilities and programs to keep students, staff, and faculty well
- The Disability Access Center that completely rebranded, onboarded new systems and policies to better support students and faculty.

- A Financial Aid office that worked through multiple setbacks to find ways to continue to aid and serve students in virtual environments and administered millions of dollars in CARES Act funding and emergency aid overnight
- A Student Assistance Program that opened additional virtual appointments to counsel and care for the mental health of our students
- A Student Government Team that advocated on behalf of the student body and were intricately involved in ensuring the necessary service, support, and engagement

What I see is a TEAM. We are all stronger together than any of us are apart, and if anything was clear in the messiness of the last year, it's that. Mastodons are indeed stronger together.

We also cannot forget the immense transition this team made during the last year. As the university implemented a centralized advising center, Student Success and Transitions, Military Student Services, and Collegiate Connection restructured away from the division. Similarly, with the onboarding of the university's chief diversity officer, the LGBTQ+ Resource Center, Center for Women and Returning Adults, and the Office of Diversity and Multicultural Affairs moved to the Office of Diversity, Equity, and Inclusion team mid-year. Shortly thereafter, we officially became Enrollment Management and the Student Experience, adding Undergraduate Admissions, International Education, and formally, the Financial Aid office to the division.

Reorganizing under this new division provides us the opportunity to look at the entirety of the student experience, from recruitment through career placement; to identify and fill gaps; to seamlessly onboard a new student to connect them to their institution; and to continue to place student service, advocacy, support, and cocurricular engagement at the core of the student experience. It is our pledge and purpose to do so, intricately woven with the academic pursuits and intellectual development students engage with inside of the classroom, in advising offices, and through experiential learning. It is the university team that will accomplish this together.

As we fully transition into a new, relatively post-COVID 19 academic year with this purpose and pledge in mind, I invite you to spend some time in the pages that follow to see where we can collaborate. Reach out when you have a great idea or a simple question. Focus on what we can and will accomplish next, together, as a team. Most importantly, never forget what was accomplished in the face of a global pandemic.

Respectfully,

Krissy Creager, Ph.D.  
Vice Chancellor for Enrollment Management  
and the Student Experience



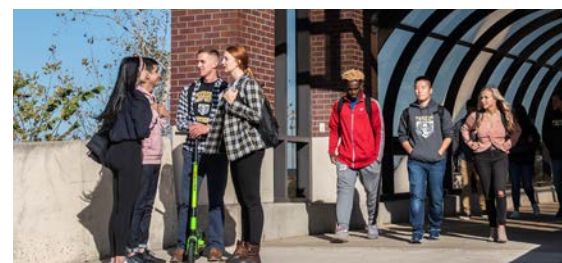
## *FOUNDATION OF STUDENT DEVELOPMENT*

Our work in Student Affairs and Enrollment Management 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.

At its core, 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 48. 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.

► PROGRAM DESCRIPTION

The Office of Undergraduate Admissions enthusiastically and ethically promotes Purdue University Fort Wayne both regionally and nationally to attract students who are prepared to succeed in higher education, motivated to become contributing members of society following graduation, and represent the diversity of the modern world.

► WHAT WE DO

**The Office of Undergraduate Admissions:**

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

► OUTCOMES

- Regionally recruit a wide range of students including high school sophomore through senior class standing, returning populations, and transfer students.
- Provides assistance to prospective students throughout the application and onboarding process.

► TRIUMPHS FOR THE YEAR

- Record number of applications submitted during College Go Week.
- Introduced virtual visits, fairs, and student panels.
- Launched Virtual Tour in collaboration with Communications and Marketing.
- Designed and implemented the first-ever campus-wide Virtual Spring Campus Visit Day.

► 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)

► STUDENT EMPLOYMENT INFORMATION

- The 2020-21 Student Admissions Representatives (STAR) were a group of 20 tour guides consisting of 12 females and 8 males—3 international and 17 domestic students.
- STARs gave tours for all in-person events throughout the year and were present during virtual presentations to answer questions from the prospective students and provide them with a current student's perspective.

16,000

personal phone calls by admissions counselors

145

in-person Don Days offered

377

students attended in-person Don Days

158

Virtual Don Day Presentations Offered

20

Virtual Student Panels

95

Virtual High School Visits

50

Virtual Fairs

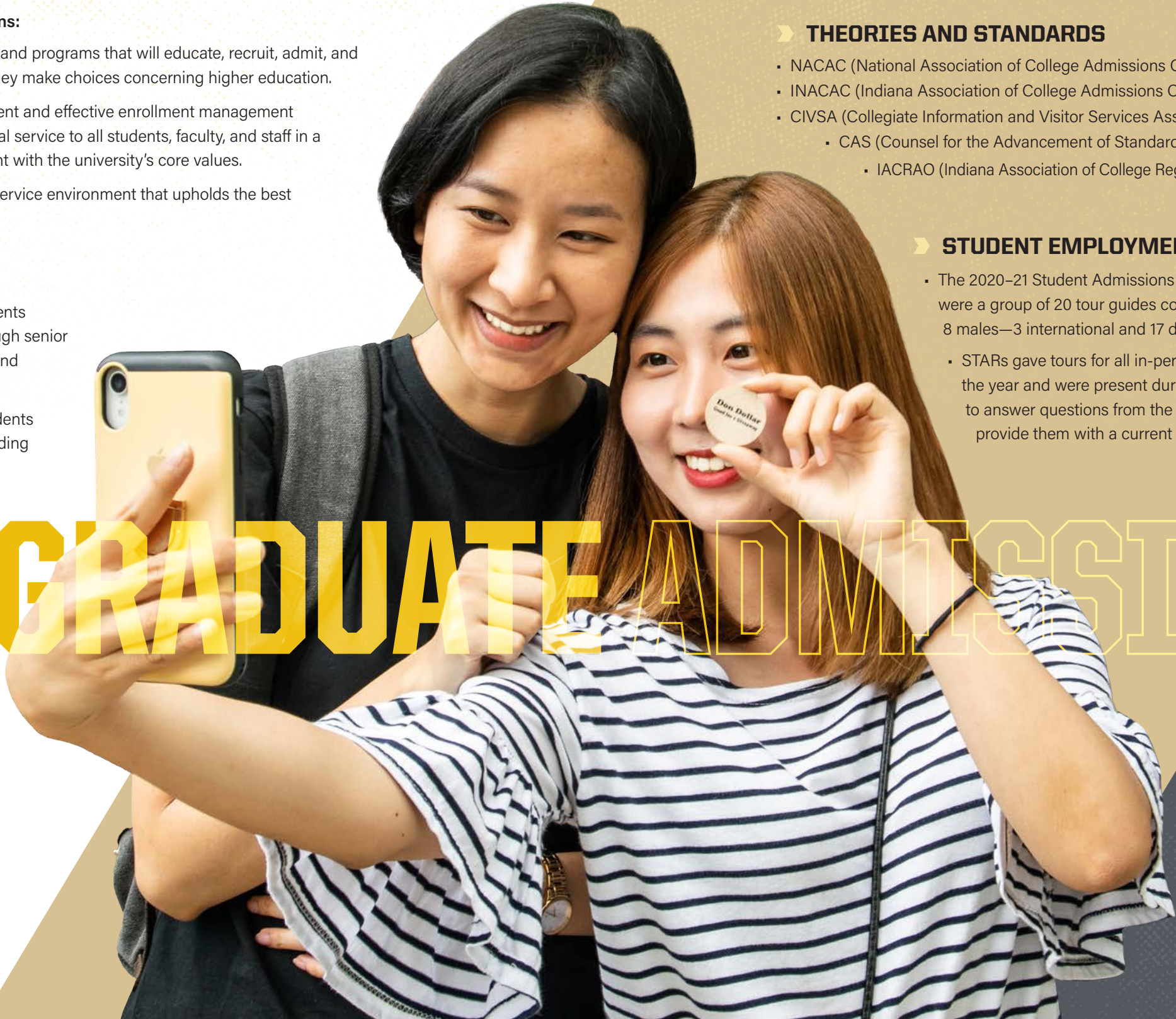
# UNDERGRADUATE ADMISSIONS

**DEPARTMENT STAFF**

- Vacant – Director
- Roy Danielian – Assistant Director
- Jordan Parrot – Assistant Director
- Sable Robinson – Assistant Director
- Sara Underwood – Assistant Director
- Vacant – Assistant Director
- Ryan Meriwether – Admissions Counselor
- Jeremy Zahs – Admissions Counselor
- Vacant – Senior Operations Clerk
- Skyler Rodriguez – Operations Clerk
- Noah Williams – Operations Clerk
- Jennifer Bower – Administrative Assistant

**CONTACT INFORMATION**

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



► PROGRAM DESCRIPTION

The Career Development Center assists students and alumni in effectively planning and achieving career goals by educating them on the skills needed to be career ready. We connect employers and students, thus helping employers find the talent they seek while helping students build their professional network, gain internship experience, or find employment.

► 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. 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 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 to land the career position they desire upon graduation.
- Career Readiness will be fully integrated into the student lifecycle and academic programs.
- Students will develop a deeper knowledge of employers in the region and will build their own personal professional network.



► TRIUMPHS FOR THE YEAR

- First annual On-Campus Student Employment Fair.
- Newly revised Endorsed program completed to NACE Standards.
- Increased the usage of résumé reviews by 106% in 2020–21.
- Through Career Connections, 87% more employers and 159% more students participated.

► 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

► STUDENT EMPLOYMENT INFORMATION

4 undergraduate students and 2 graduate students worked over 2,500 hours



CAREER DEVELOPMENT CENTER

**CONTACT INFORMATION**

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

**DEPARTMENT STAFF**

Susan Byers – Executive Director  
Jeremy Ball – Assistant Director  
Tracey Hanton – Assistant Director  
Melody Monday – Career Counselor  
Courtney Sullivan – Career Counselor  
Renan Reilly – Programs and Marketing Coordinator  
Madison Hall – Administrative Assistant  
Stephanie Burton – Graduate Intern  
TyShawna Herron – Graduate Intern

**23%**  
increase in students attending programing, workshops, and career fairs

**64%**  
increase in individual appointments

► **PROGRAM DESCRIPTION**

The Office of the Dean of Students supports and promotes a culture of caring, civility, and learning for all students, faculty, and staff.

► **WHAT WE DO**

We provide direct guidance to the campus community by facilitating the student conduct process and the CARE Team. We assist students, faculty, and staff as they seek to navigate the Student Code of Rights, Responsibilities, and Conduct, and policy and university processes.

► **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 University Fort Wayne community
- Gain awareness that involves critical and reflective thinking, 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

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

- Be able to practice metacognition leading to behavioral strategies designed to improve progress toward educational goals
- Be able to articulate the practical value of learning self-advocacy and engaging in help-seeking behavior
- Expand critical-thinking skills and exercise personal ownership over the decision-making process
- Embrace management of personal and academic components of student development leading to goal-achievement

**DEPARTMENT STAFF**

- Robin Newman – Dean of Students
- Mike Black – Coordinator for Student Outreach and Support
- Abby Blackmon – Coordinator for Student Rights, Responsibilities, and Conduct
- Laural Dailey – Administrative Assistant

**CONTACT INFO**

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

► **THEORIES AND STANDARDS**

- Cognitive Behavioral
- Theory Humanistic and Therapeutic Theory
- CAS Standards for Conduct Professionals
- NABITA Standards

► **TRIUMPHS FOR THE YEAR**

- Total revision of the Student Code of Rights, Responsibilities, and Conduct
- Development of a COVID-19 tracking system for student outreach and reporting
- New Admissions Behavioral Review Committee
- New Student Health Insurance Plans offered for all Purdue Fort Wayne students

# DEAN OF STUDENTS



101

admission disciplinary interviews conducted

14

applicants reviewed by the Admissions Behavioral Review Committee

648

disciplinary checks for PFW campus offices

219

general inquiries from students

591

total conduct cases adjudicated

39

outreach efforts (tabling, pop-ups, programs)

1,473

COVID Referrals

531

CARE Referrals—a 30.78% increase from the previous year



## PROGRAM DESCRIPTION

Essential to the university's mission, the Disability Access Center (DAC) promotes universally designed environments and facilitates curricular and cocurricular accommodations, services, training, collaboration, and innovative programming. The DAC strives to be proactive in identifying and eliminating barriers to access by promoting inclusivity and minimizing the need for individualized accommodations. Furthermore, the DAC collaborates with PFW's diverse community to ensure that all aspects of campus life (learning, working, and living) are accessible.

### Our work is grounded in the following core beliefs:

- Disability is a natural part of human variation and an aspect of diversity.
- Access and inclusion are matters of social justice.
- Creating accessible and inclusive environments is a shared responsibility.

## 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.

# DISABILITY ACCESS CENTER

### DEPARTMENT STAFF

Ryan McCombs – Director  
Maeghan Mier – Access Consultant  
Ashley Crill – Administrative Assistant

### CONTACT INFO

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



## 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 as they advocate for equitable experiences and access.

## THEORIES AND STANDARDS

- Social Justice Model of Disability
- 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 have successfully restructured and implemented a new department identity that is centered around student access, inclusion and advocacy.
- Our expanded presence on campus has provided opportunities for stronger collaborative partnerships with students, faculty, staff, and community partners
- Developed a partnership with the PFW Career Development Center and The Gregory S. Fehribach Center at Eskenazi Health in Indianapolis that will provide internships for students with disabilities during summer 2021.
- Secured a Mighty Mini Grant from the AWS Foundation that will support a Peer Mentor Program for students with disabilities beginning in fall 2021.

## STUDENT EMPLOYMENT INFORMATION

- Two student office assistants worked a total of 390 hours

**546**  
students with  
disabilities served

**238**  
accommodated  
exams

**467**  
hours of  
captioning

### ▶ PROGRAM DESCRIPTION

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 them all. We advocate for students at the campus, state, and federal levels, and we take pride in counseling families on their financial options. We love to save students time and money!

### ▶ WHAT WE DO

Purdue Fort Wayne's Office of Financial Aid works with students and their families to identify various aid options. Financial aid is any college funding that doesn't come from family, personal savings, or earnings, and it can take the form of grants, scholarships, work-study jobs, and federal or private loans. 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.

### ▶ THEORIES AND STANDARDS

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

### ▶ TRIUMPHS FOR THE YEAR

- Financial Aid office coordinated the distribution of CARES Act I Funds that assisted 1,685 students, providing \$2,794,652 in assistance.
- CARES Act II info to date needs to be added.
- On-boarded Scholarship Universe with students to help streamline searching for university and private scholarships.
- Continue to surpass state requirements on sending "Annual Aggregate Limit" Letters to students on a biannual basis.
- Provided virtual and in-person financial aid advising and FAFSA assistance to 477 students to support healthy practices.
- Shared helpful videos to impart information about financial aid, loans, and how to search for scholarships.



# OFFICE OF FINANCIAL AID



#### CONTACT INFORMATION

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

#### DEPARTMENT STAFF

Doug Hess – Director  
Kris Kampfe – Assistant Director  
Karen Louis – Assistant Director  
Sara Manley – Assistant Director  
Kathryn Snyder – Assistant Director  
Laura Zeigler – Assistant Director  
Vacant – Assistant Director  
Donna Chambers – Enrollment Services Desk Clerk  
Juliana Bengs – Financial Aid Support Specialist  
Matt Hines – Financial Aid Clerk  
Justin Mills – Enrollment Services Center Coordinator  
Sylvia Ragsdale – Enrollment Services Center Advisor

## 74%

of students receive financial aid

## 50,000,000

in aid for the fall and spring 2020-21

## ► PROGRAM DESCRIPTION

The Hilliard Gates Fitness Center offers a complete line of cardiovascular equipment, weight machines, and a free-weight area that includes new state-of-the-art free-weight 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 jogging track.

## ► WHAT WE DO

With great 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

*"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*

## ► 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 opportunities for students to increase their overall well-being.
- Offer students a healthy way to manage stress and improve academic performance.

## ► THEORIES AND STANDARDS

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

## ► TRIUMPHS FOR THE YEAR

- Completed Fitness Center renovations that include demolition of a wall that separated two racquetball courts that have now been converted into a large free-weight area, new state-of-the-art fitness equipment, top-of-the-line Mondo flooring, a new ceiling, and LED lighting.
- Provided InBody screenings that helped students understand weight, set goals, measure strength, and track overall health progress.
- Offered several group fitness classes both in-person and virtually.

# HEALTH AND WELLNESS

12,500

visits to the Fitness Center

11,000

student visits to the Fitness Center

### CONTACT INFORMATION

fitnesscenter@pfw.edu  
260-481-6655  
pfw.edu/fitness  
Gates Athletics 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

► PROGRAM DESCRIPTION

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

► WHAT WE DO

The FRIENDS of the University Pantry provide perishable and nonperishable food to our patrons in a judgement- 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 worry of hunger.
- Providing resources so students do not need to decide between buying food or going to school, and consequently, 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

- Opened a second Pantry location in Student Housing to provide additional resources for students struggling with food insecurity.
- Received a \$7,500 grant from Community Harvest that supported the purchase of two upright freezers for perishable foods, technology for data tracking, and marketing items to promote The Pantry.
- Formed a Pantry student employee staff consisting of 11 student employees, one student supervisor, and one intern.
- Collected a total of 9,011 pounds of food collected in the annual U Can Crush Hunger Campaign.
- The Pantry provided home deliveries to students who were in quarantine during the COVID-19 pandemic.

► THEORIES AND STANDARDS

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



THE FRIENDS OF THE

# UNIVERSITY PANTRY

5,040

hours 14 student employees worked this year

4,300

total visitors, 5% increase from last academic year

\$30,000

total amount raised to support and sustain The Pantry

DEPARTMENT STAFF

Eric Manor – Director of Health and Wellness  
Kyle Miller – Friends of the University Pantry Intern

CONTACT INFORMATION

pantry@pfw.edu  
pfw.edu/pantry  
Walb Union, Room G42  
(Thursday: 10 a.m.–2 p.m.)  
everyone is welcome  
Student Housing Clubhouse  
(Monday and Tuesday: 4–7 p.m.)  
students only

► PROGRAM DESCRIPTION

The Office of International Education oversees international admissions and recruitment, international student and scholar services, study abroad, and international programs.

► WHAT WE DO

The office oversees the creation and implementation of an international recruitment strategy to increase international student enrollment. 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. The office also issues forms I-20 and DS2019 for international students to study at PFW and continually monitors that students' immigration status. Additionally, we organize an extensive international orientation and cosponsor various trips, activities, and campus cultural celebrations, and work with international faculty and staff with sponsorship and immigration processing, including J-1 scholar processing, H-1B, and Permanent Residency petitions.

► OUTCOMES

- Recruit international students to increase diversity on the PFW campus.
- Educate F-1 and J-1 students on the regulations they must follow to maintain their non-immigrant status.
- Encourage connections between international students and domestic students on campus.

► THEORIES AND STANDARDS

- NAFSA: Association of International Educators
- AACRAO: American Association of Collegiate Registrars and Admissions Officers
- Principles of professional ethics and practice in academic and enrollment services
- U.S. Department of State Exchange Visitor Program Regulations (22 CFR 62)
- U.S. Department of Homeland Security Student and Exchange Visitor Program Regulations (8 CFR 214.2 (f))

► TRIUMPHS FOR THE YEAR

- 123% increase in undergraduate admissions from fall 2020 to fall 2021.
- 459% increase in graduate admissions from fall 2020 to fall 2021.

# INTERNATIONAL EDUCATION

**DEPARTMENT STAFF**

Brian Mylrea - Director of International Education  
 Jamie Fleming - Assistant Director for International Programs and Study Abroad Advisor  
 Keri Gouty - Assistant Director for International Education  
 Maureen Linvill - Assistant Director for International Education  
 Vacant - Administrative Assistant

**CONTACT INFO**

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

► STUDENT EMPLOYMENT INFORMATION

- Nine student employees worked 1,005 hours this year.
- The student employees assist office staff in International Education projects, program development and advertising, as well as admissions processing.
- They assist with admissions processing by running queries, verifying English proficiency.

Undergraduate International Applications (as of May, 2021)

**+66%**  
UG applications

**+97%**  
UG accepted offers

**+59.5%**  
UG admits

**53**  
countries represented from our international students during 2020-21 year



► PROGRAM DESCRIPTION

Study Abroad oversees semester/year-long programs, short-term summer/winter break programs, exchange programs, internships abroad, scholarship advising, and faculty-led international travel programs.

► WHAT WE DO

Study Abroad is responsible for developing, administering, and advising all students who wish to receive credit by studying in a foreign country. We also advise students through the entire study abroad process, including application, transfer credit, pre-departure meetings, in-country check-ins, crisis management, and returning home. In addition, Study Abroad is also responsible for faculty-led international travel programs. We collaborate with academic units and university administration to develop and implement a strategic plan for oversight, development, and administration of programs abroad.

► OUTCOMES

- Increase intercultural communication.
- Improve student employability through global/intercultural fluency
- Develop emotional intelligence/soft skills.
- Increase retention through shared experience via faculty-led programs.

► THEORIES AND STANDARDS

- NAFA: Association of International Educators
- The Forum on Education Abroad
- Standard of Good Practice
- Quality Assurance Programs
- AACRAO: American Association of Collegiate Registrars and Admissions Officers
- Principles of professional ethics and practice in academic and enrollment services
- U.S. Department of State Exchange Visitor Program Regulations (22 CFR 62)
- U.S. Department of Homeland Security Student and Exchange Visitor Program
- Regulations (8 CFR 214.2 (f))

► TRIUMPHS FOR THE YEAR

- Raised Study Abroad scholarship funds for both fall and spring Day of Giving
- Created Study Abroad video through Punch Films with interviews from faculty, staff, students, and alumni
- Created new faculty-led summer program to Spain with 17 student participants (not actualized due to COVID-19)



161

student sign ups on Study Abroad portal

70

Students can participate in over 70 different countries on over 280 programs

80

advising appointments through Handshake

62%

Increased student participation in study abroad by 62% from 2018-19 to 2019-20 (numbers-based pre-pandemic)

DEPARTMENT STAFF

Jamie L. Fleming - Assistant Director for International Programs and Study Abroad Advisor

CONTACT INFO

studyabroad@pfw.edu  
260-481-0322  
pfw.edu/study-abroad  
Liberal Arts, Room 264

INTERNATIONAL EDUCATION

STUDYABROAD

## ► PROGRAM DESCRIPTION

The Office of New Student Programs provides a smooth transition from the time a student accepts their offer to attend the university to the day they begin their first class. The journey to begin college can be overwhelming. Through various models of New Student Orientation (NSO, peer support resources, coaching, welcome and transition programs, etc.), our office works to ensure students feel welcomed and are provided with all the tools they need in order to be successful.

## ► WHAT WE DO

The New Student Orientation experience is specifically designed based on a student's background and what they need. We provide five different orientation experiences that include one-day orientations, overnight orientations, unique populations orientations, online orientations, and returning student workshops.

In addition, we recognize that parents and family members play a valuable role in a student's college experience. The Parent and Family Association is committed to providing current and future Mastodon families with important information through monthly newsletters and programming to help them stay connected while their student attends Purdue Fort Wayne.

## ► 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 created and executed New Student Orientation in a virtual format.
- Creation of Mastodon Open House event in August 2020 with 963 new students in attendance.

## ► 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)

## ► STUDENT EMPLOYMENT INFORMATION

- Hired, trained, and retained 22 student success coaches who assisted with New Student Orientation, connected with incoming students during their transition to PFW, and participated in various university programming throughout the year.

54

Virtual Registration Sessions offered

2,080

students who completed orientation in fall 2020

235

students who completed orientation in spring 2021

### DEPARTMENT STAFF

Giang Petroviak – Director  
Madeline Minobe – Student Coordinator  
Austin Schorey – Student Coordinator

### CONTACT INFO

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

# NEW STUDENT PROGRAMS



## ► PROGRAM DESCRIPTION

The Student Assistance Program (SAP) provides brief outpatient mental health counseling to students. A Bowen Center therapist is available Monday through Friday from 8:30 a.m. to 4:30 p.m. at the Campus Clinic. These services are provided at no cost to the students. Two therapists work together to provide this coverage.

## ► WHAT WE DO

The counseling provided is for a brief episode of care treatment. SAP provides ESA assessments after PFW protocol has been implemented that allows for these assessments. A PFW-dedicated Student Assistance Plan coordinator participates in workshops for students, outreach programming, and tabling.

## ► 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.

## ► THEORIES AND STANDARDS

Bowen Center utilizes solution-focused approach in counseling. Cognitive Behavioral Therapy, Dialectical Behavior Therapy, Moral Reconciliation Therapy, and other evidence-based approaches are utilized in treatment.

## ► TRIUMPHS FOR THE YEAR

- During the COVID-19 pandemic, Bowen Center quickly added telecounseling to provide SAP services, uninterrupted and accessible to students living at home all over the country and participating in virtual learning.
- Conducted special outreach to international housing students who were unable to return home during COVID-19.



# 10%

of students utilized other Bowen services separate from the SAP, which may have included medication management, psychological testing, etc.

# 1,127

counseling sessions were delivered from August 2020 through May 2021.

# 55%

were treated for anxiety-related issues.

# 225

unique students utilized counseling.

# 48%

mood (depression)-related disorders.

### DEPARTMENT STAFF

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

### CONTACT INFO

[pfw.edu/counseling](http://pfw.edu/counseling)  
[EAPSAP@bowncenter.org](mailto:EAPSAP@bowncenter.org)  
800-342-5653  
Walb Student Union, Room 234

# STUDENT ASSISTANCE PROGRAM





## ► PROGRAM DESCRIPTION

The Student Government Association (SGA), which features three branches, provides numerous services to the Purdue Fort Wayne student body. We rent graphing calculators to students, provide free legal consultation from a retired federal judge and practicing attorney, and sponsor outreach programs. Additionally, Student Government partners with university departments to fund campus renovations and assist with student access to community programs.

## ► WHAT WE DO

SGA is the representative and advocacy body for the student body. 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 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 organization activities, and ensures checks-and-balances for the Executive Branch.

The Judicial Court, composed of seven justices acts as the check-and-balance for the Executive and Legislative branches. Their role includes reviewing constitutional amendments and other legislation and acting 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.

## ► OUTCOMES

- Improve the student body's academic, cultural, mental, physical, and social welfare.
- Safeguard the academic and individual freedoms of the members of the Purdue Fort Wayne student body.
- Advise the administration and faculty on the student viewpoint concerning matters of student interest.



## ► THEORIES AND STANDARDS

- CAS Student Leadership Programs Standards
- American Student Government Association (ASGA)
- Servant Leadership Theory
- CliftonStrengths (Gallup)
- Moral Development (Kohlberg)
- Challenge and Support (Sanford)

## ► TRIUMPHS FOR THE YEAR

- Finished renovations and opened the SGA Student Lounge on the second floor of Walb Union in fall 2020.
- 27 requests were funded through the allocations process and one request was funded in partnership with the SGA executive branch.
- 11 new student organizations were chartered through Student Senate.
- 12 initiatives were funded by Student Senate during the 2020–21 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.

## ► STUDENT EMPLOYMENT INFORMATION

Three executive assistants worked in the SGA office throughout the 2020–21 academic year for a total of 45 hours per week. They oversee all daily office functions and assist in special projects when needed.



## CONTACT INFO

stugovt@pfw.edu  
260-481-6586  
pfw.edu/sga

Walb Student Union, Room 225

## DEPARTMENT STAFF

Alex Backer – Director of Student Leadership  
Derrick West – Student Body President  
Kimberly Skeens – Vice President of Legislation  
Antonio Menson – Vice President of Finance



## ▶ PROGRAM DESCRIPTION

Student Housing fosters academic, interpersonal, and intrapersonal learning using a residential curriculum that includes a programmatic foundation interwoven with intentional interactions and the development of community. The living and learning experience at Purdue Fort Wayne places emphasis on constructive conflict management, the development of fundamental life skills, and community building, as well as connections focused on each individual student.

## ▶ WHAT WE DO

Student engagement at Student Housing involves individual intentional interactions, small and large group student-centered programs, a resident and student staff recognition program, Living Learning Communities, and Interest Groups. Using a curricular approach, additional student learning involves conduct, a well-established roommate conflict process, and utilizing tools such as health inspections to help students gain important life skills.

## ▶ 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 opportunity to advocate for others.
- Value higher levels of academic success through engagement with coursework, peers, faculty, and staff.

## ▶ 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

## ▶ TRIUMPHS FOR THE YEAR

- For the third year in a row, Housing reached maximum capacity, contracting 124 off-campus beds, which created a total of 1328 beds--the most ever.
- Partnered with REM and Facilities to formalize a comprehensive health inspection process.
- Implemented an upgraded housing portal over the course of the fall semester, which has proven to be much more user friendly and provides a better customer service experience for students.
- Approximately 390 students who lived in Student Housing had to quarantine this year. Each one was assigned a member of the residential education staff to conduct daily follow-up via phone or email for the duration of the quarantine process, as well as provide support and assistance where needed.

## ▶ STUDENT EMPLOYMENT INFORMATION

- Employed 35 resident assistants, 5 desk assistants for a total of 40 student employees
- Average cumulative GPA of 3.25
- 19 represented majors
- 37% underrepresented minority representation on staff

# STUDENT HOUSING

### CONTACT INFO

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

### DEPARTMENT STAFF

Jordyn Hogan – Director  
Tamera Dunn – Assistant Director  
Sue Castleman – Operations Manager  
Kaitlyn Bell – Hall Director  
Ethan Oldfield – Hall Director  
Jackson Russell – Hall Director

221

Number of programs

5,479

Total attendance

\$34.87

Average cost

59%

Intentional interactions: 59% response rate over the entire year

68%

returned to campus (5% increase from 2019, 10% increase from fall 2017)

46%

returned to housing (10% increase from fall 2017)

## ► PROGRAM DESCRIPTION

The Office of Student Life and Leadership is dedicated to enhancing the student experience by providing cocurricular opportunities that engage students in establishing connections with their peers, developing leadership skills, building an affinity to the university, and adding to their overall college experience.

## ► WHAT WE DO

Student Life and Leadership is home to various programs and services, including Student Activities Board, Student Government Association, the Student Travel Fund, student clubs and organizations, intramural sports, student leadership programs, and community service activities.

# STUDENT LIFE AND LEADERSHIP

## CONTACT INFO

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

## DEPARTMENT STAFF

Alex Backer – Director of Student Leadership  
James Velez – Director of Student Activities  
Will Dzuricsko – Student Programming Coordinator  
Jessi Navarro – Student Activities Coordinator  
Gail Lugo – Administrative Assistant

## ► OUTCOMES

- Engage students through innovative programming and sustainable campus and community partnerships.
- 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
- Student Leadership Competencies

## ► TRIUMPHS FOR THE YEAR

- Created an electronic check-out system for those wanting to borrow games and equipment. This allows for an easier way to know what is available for rental.
- Collaborated with groups and departments like Hispanos Unidos, Office of Diversity and Multicultural Affairs, and Chapman Scholars on programs like Dia de Los Muertos and Voter Registration Week.
- Coordinated and handed out thousands of face masks to students during the school year.
- Created and successfully ran programming while following CDC and university/local/state regulations, ensuring safe and meaningful experiences.

The Student Travel Fund is used to financially support travel by individual students or student clubs and organizations. Students can request funds for transportation, lodging, and registration fees from Student Travel for professional or personal development activities (i.e., conferences, conventions, tours, training sessions, workshops, competitions, and humanitarian activities organized by recognized nonprofit organizations).

For the 2020–21 academic year, the fund was impacted by travel restrictions due to the COVID-19 pandemic at the federal, state, local, and system levels. Students were unable to physically travel the world for professional and personal development. A supplemental policy was created to support the intent of the funds and offer students the opportunity to connect to experiences virtually. The fund was used to cover registration fees for two student organizations and one individual student to attend virtual conferences in their fields of study.

## 700

Tracked student traffic in the office. Over the course of the academic year, nearly 700 students checked in to the office.

## 12,132

There were 12,132 participant check-ins for fall 2020 and 6,944 participant check-ins for spring 2021 programming sponsored by Student Life and Leadership.

## 85

Student Life and Leadership sponsored and collaborated on 85 programs for the 2020–21 academic school year.

► PROGRAM DESCRIPTION

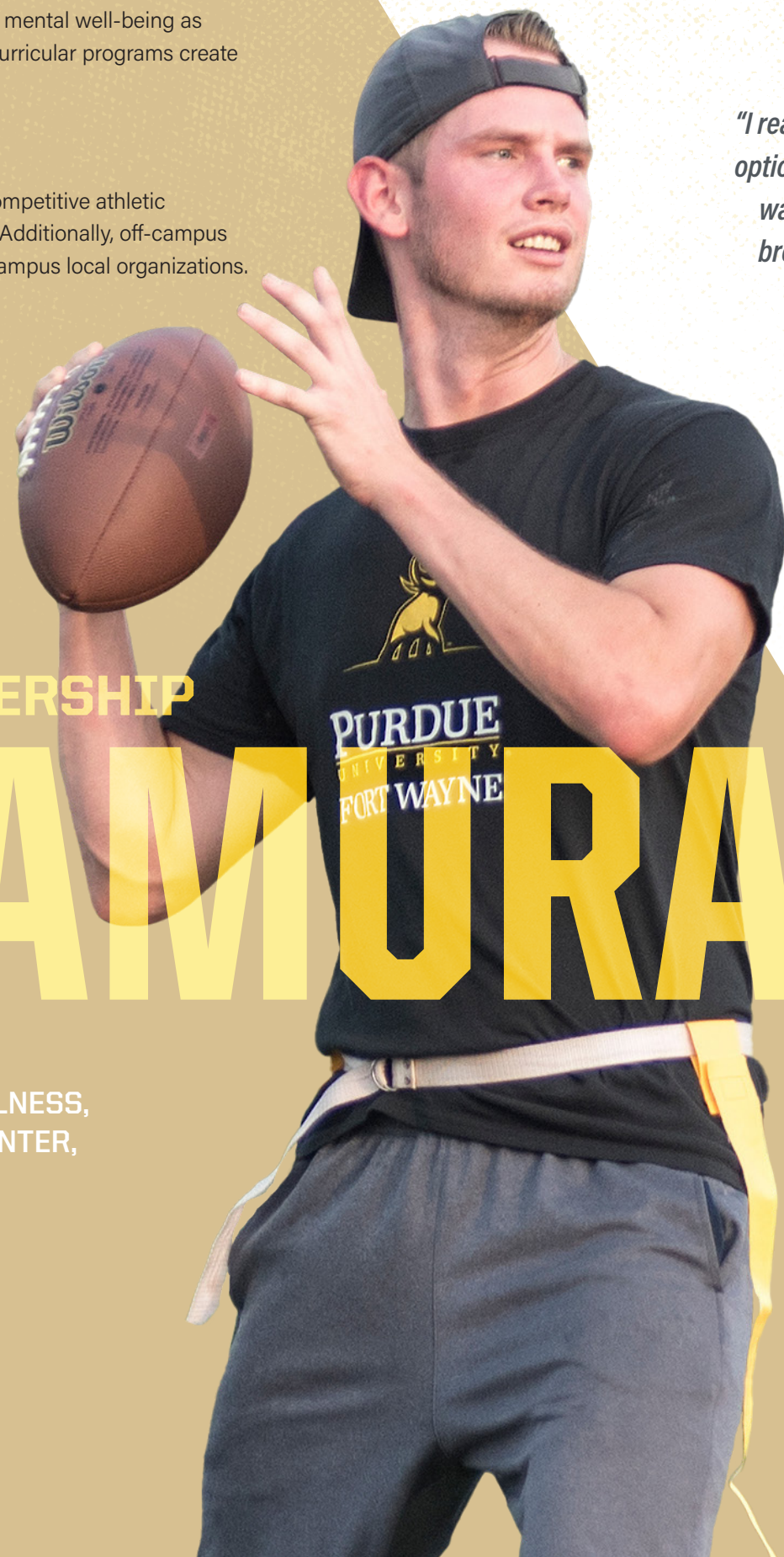
Intramural sports allow students to enhance their physical and mental well-being as they participate in competitive sports and activities. These cocurricular programs create engagement with the campus and each other.

► WHAT WE DO

Intramural sports expand the student experience by offering competitive athletic 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*



► THEORIES AND STANDARDS

- CAS Standards: Advancing Health and Well-Being

► TRIUMPHS FOR THE YEAR

- Installed two permanent outdoor volleyball court sets on campus to be able to create spaces on campus for different mid-day match opportunities.

- Utilized local companies to be able to program during the COVID-19 pandemic while still offering athletic experiences like Fast Track Racing, Laxer X, Headwaters Park Ice Skating, and Sky Zone.
- Created first-ever Mastodon Challenge where participants engaged in several physical and mental activities to earn a mastodon medal.
- Created first-ever Dusk 'til Dawn Volleyball Tournament where teams began play in the evening and played until the following morning.

STUDENT LIFE AND LEADERSHIP

# INTRAMURAL SPORTS

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

15 2,700

unique programs and collaborations

student check-in participations

## ► PROGRAM DESCRIPTION

The Student Activities Board (SAB) creates cocurricular opportunities for students to complement their educational experience through many different campus programming and activities. Through innovative and collaborative programming, we work to invigorate a student's campus involvement.

## ► WHAT WE DO

SAB creates programs that engage the student body through both virtual and in-person environments. SAB makes available leadership opportunities for those who are interested in growing their professional skill sets.

## ► OUTCOMES

- Engage the student body through campus-wide programming.
- Offer accessible and inclusive programming.
- 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

- Successfully completed numerous programs during the COVID-19 pandemic.
- Introduced five assistant chair positions to complement the SAB chair positions most recently implemented for a student leadership structure.
- Created and executed first-ever campus carnival, "Big Night." This event hosted nearly 2,000 student, faculty, staff, and community participants. This event brought 12 carnival rides, 6 carnival games, fireworks, and food to campus.

# “

*"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

# 27

programs offered in the fall 2020 semester with 10,068 check-ins  
25 programs offered in the spring 2021 semester with 6,651 check-ins

# 52

Increased programs offered from 27 to 52 year-to-year, nearly doubling programs

# 16,719

Increased participant check-ins year-to-year from 8,937 to 16,719, nearly doubling attendance



## STUDENT LIFE AND LEADERSHIP

# STUDENT ACTIVITIES BOARD

► PROGRAM DESCRIPTION

Student clubs and organizations offer students the ability to enhance their cocurricular experience by creating opportunities for them to grow and expand their horizons. Through these experiences, members and leaders can prepare themselves for the workforce through skills they have established in their involvement. In addition, they have the opportunity to network with area leaders and alumni.

► WHAT WE DO

Student Life and Leadership offers student organization members and leaders the ability to hone their leadership skills and create a sense of belonging to the university. We offer leadership development opportunities with both officers and members through our annual training, monthly development, and monthly town halls. We provide mentorship on program planning and conflict management. The Student Organization Resource Center gives organizations a space for members to meet, plan events, utilize technology, and access complimentary physical resources for marketing purposes.

► OUTCOMES

- Create cocurricular experiences that will enhance overall education.
- Encourage participation in leadership and in personal and professional development.
- Promote the development of lifelong memories and affinity through membership in each student's chosen organization(s) and create strong ties to the Purdue Fort Wayne campus community.

► THEORIES AND STANDARDS

- CAS Standards: Campus Activities Programs
- CAS Standards: Leadership Education and Development

► TRIUMPHS FOR THE YEAR

- Moved all of the financial records for student organizations fully over to the Student Life and Leadership office.
- Launched COOL system with the recognized student organizations, allowing them to have a full online banking system. Training was completed with the officers and advisors to be able utilize the system for balance inquiries and check requests.
- Started new virtual town hall meetings that gave access to other officers while learning how each other could be successful during challenging times.
- Successfully moved officer training to a completely virtual format where officers could complete on their own schedule.



*“With the support of our members, we have officially launched our first official club project, ‘The Electric Car’ (creative name, I know). We made sure to involve as many diverse fields as possible (e.g., electrical, computer, computer science, mechanical, physics).”*

*—Tanvir, president, Institute of Electrical and Electronic Engineers*

STUDENT LIFE AND LEADERSHIP

# STUDENT CLUBS AND ORGANIZATIONS

11

new student organizations chartered during the 2020–21 academic school

750

Nearly 750 recorded events (meetings, fundraisers, programs, etc.) executed by the recognized student organizations during the 2020–21 academic school year.

## ► PROGRAM DESCRIPTION

Student leadership development focuses on creating opportunities for students to explore how they view and understand themselves and how they view and understand others. Additionally, we seek to develop student leadership through complementing the in-class academic experience of students with programs that engage students in building their soft, transferable skills and reflecting on their lived experiences.

## ► WHAT WE DO

We are building a leadership curriculum that will amplify the student experience through new and improved programming opportunities, including workshops, facilitations, and retreats.

## ► 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: Student Leadership Programs
- Experiential Learning Model
- Student Leadership Competencies
- The Student Leadership Challenge: Five Practices of becoming an Exemplary Leader (Kouzes and Posner)
- Servant Leadership Theory
- Schlossberg's Transition Theory

## ► TRIUMPHS FOR THE YEAR

- Held the Freshman Leadership Retreat on campus in October 2020. We were able to adjust to the current circumstances and still achieve the learning outcomes for the program, which include peer interaction, connection to university personnel and experienced students, increased self-awareness, and interpersonal skills.
- Led a workshop for student-athletes entitled Leadership in Sports that connected leadership theories to notable moments or athletes as well as the lived experiences of the participants.
- Collaborated with colleagues across the division or host the #adulting series in spring 2021. This five-session series focused on bridging the gap between college and post-graduate life. Each session focused on a new topic and was interactive with tangible takeaways for the participants. Topics included searching for an apartment, signing a lease, building and balancing a budget, determining personal and professional boundaries, the job search process, and accessing community resources.

“

*“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

89.7%

of students who attended the Freshmen Leadership Retreat 2020 have registered for spring semester 2021 classes as of December 11, 2020

39

Freshman Leadership Retreat 2020: 39 students attended with six student leaders and seven staff members

67%

Freshman Leadership Retreat attendees fall-to-fall retention rate is 67%

54.5%

Current first-time, full-time beginning student fall-to-fall retention rate is 54.5% “compared to 54% university fall-to-fall retention as of 6/16/21”

STUDENT LIFE AND LEADERSHIP

STUDENT LEADERSHIP PROGRAMS

► PROGRAM DESCRIPTION

The Division of Enrollment Management and the Student Experience not only 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 as one of the primary foundational experiences that binds the classroom and the co-curricular environment and fosters a deep sense of belonging. Additionally, the skills honed in these positions align directly to what employers are looking for in post-graduation employment and beyond. 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



*“Working on campus is a fun opportunity to make new friends and share and add to your college experience, I recommend working on campus because it was really helped me understand how college loves its students and staff.”*

**Elijah Conley,**  
Elementary Education Major

*“I like working on campus because it allows me to make connections. I’d recommend working on campus because the employers truly understand that you’re a student first. Most jobs understand that you are busy and learning how to enter adulthood.”*

**Rachel Ringle,**  
Psychology Major with a Human Services minor

*“Student employment goes beyond task assistance for the hiring department; the experience for students is crucial for gaining real-world skills necessary for employment after graduation. Additionally, student employment is a strong retention-based initiative that ensures student build a strong connection to the campus”*

**Shubitha Kever,**  
Associate Diversity Officer & Director of TRIO Programs,  
Office of Diversity, Equity, and Inclusion

► ON-CAMPUS STUDENT EMPLOYMENT FAIR

Mark your calendars now for next year’s On-Campus Student Employment Fair, 11 a.m. – 2 p.m. on Tuesday August 30th. This is An excellent opportunity to find your next student employee and share information about opportunities in your office.

► POSTING WITH HANDSHAKE

Posting student employee positions on Handshake is easy if you are set up with an employer account. If you need to set up an employer account, or would like a job description template, please contact the Career Development Center at [studentemployment@pfw.edu](mailto:studentemployment@pfw.edu)

<b>55,675</b> Hours	<b>14</b> Offices	<b>277</b> Hours Average	<b>144</b> Undergraduate Students
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*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 which elements have the most profound impact on their growth and success. These theories and standards serve to inform our student affairs and enrollment management 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 post-secondary 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**

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**

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 provide 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, 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 which 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 AND 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, students, etc., 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 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.

### **U.S. 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 US and for Americans to participate in educational and cultural programs in other countries.

### **U.S. 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 non-immigrant students participating in educational or cultural programs in the US.

## 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.

### CIVSA (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)

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 post-secondary education. INACAC's mission is to set professional standards in college admissions guidance.

### ISCA (INDIANA SCHOOL COUNSELOR ASSOCIATION)

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)

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)

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)

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 post-secondary 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

### OUR VISION

Learning Amplified—Enhancing the Student Experience!

We will have a relational and connected campus with an emphasis on every student being valued, supported, and included. We will foster a culture where empathetic understanding guides each person's ability to succeed.

### ASPIRATIONAL PILLARS

- Advance Student Personal and Professional Development
- Champion Diversity, Equity, and Inclusion
- Engage Our Students
- Ignite Campus Pride

### ADVANCE STUDENT PERSONAL AND PROFESSIONAL DEVELOPMENT

*We will provide opportunities for personal and professional development that will assist students in pursuit of their educational goals and prepare them for success after college.*

- OBJECTIVE 1:** Collaborate with university and external partners to provide students access to community engagement activities and experiential learning opportunities that will enhance their personal and professional development.
- OBJECTIVE 2:** Integrate comprehensive wellness throughout the student experience by connecting students to health-related resources and wellness opportunities.
- OBJECTIVE 3:** Educate and help students develop the skills and growth mindset needed to achieve their personal, educational, and professional goals.



### CHAMPION DIVERSITY, EQUITY, AND INCLUSION

*We will be a campus leader for diversity, equity, and inclusion (DEI). We will celebrate differences in identity, culture, thought, experience, and ability, while addressing historical imbalances and opportunity gaps in power, access, and representation that have created barriers to the success of our most vulnerable populations.*

- OBJECTIVE 1:** Actively research to identify and implement cutting-edge and high-impact DEI practices that increase cultural competence and uplift diverse identities and experiences.
- OBJECTIVE 2:** Collaborate across campus and with the community to develop innovative programs and services that create more inclusive and socially just educational experiences.
- OBJECTIVE 3:** Ensure that service, support, and advocacy for underrepresented and minority student populations remain at the forefront of our work.
- OBJECTIVE 4:** Increase and maintain the representational diversity of Enrollment Management and the Student Experience on committees, in student leadership positions, and within unit personnel and senior staff.

### ENGAGE OUR STUDENTS

*We will support student retention through high-impact practices that include sustaining strong partnerships within our campus and community, instilling affinity within the student experience, and providing inclusive environments for connection. We will create opportunities for all students to explore, learn, and grow through innovative programming and services that adapt to our evolving student body.*

- OBJECTIVE 1:** Strengthen the impact of Enrollment Management and the Student Experience programming through purposeful planning, reflection, and assessment in alignment with nationally recognized standards.
- OBJECTIVE 2:** Improve campus-wide communications to ensure that all students can engage and that university faculty and staff are encouraged to participate in programs and make referrals to services.
- OBJECTIVE 3:** Build and sustain resources and services that are accessible, reliable, and effective.
- OBJECTIVE 4:** Facilitate inclusive opportunities and experiences that allow for peer engagement, growth and exposure, and cross-campus collaborations.
- OBJECTIVE 5:** 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 to and with their university.
- OBJECTIVE 3:** Increase the visibility of university symbols and signifiers, including Don the Mastodon.
- OBJECTIVE 4:** Maximize utilization of current student-centered physical spaces, and develop new ones, to increase a student's sense of community, belonging, affinity, safety, and university pride.

## ENROLLMENT MANAGEMENT AND THE STUDENT EXPERIENCE

## DIVISIONAL COMMITTEES

The Enrollment Management and the Student Experience committees were created to provide an excellent opportunity for our 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
- Develop and host Enrollment Management and the Student Experience Lunch and Learns that allow for further learning and engagement of the Division of Enrollment Management and the Student Experience

2020–21 Members: Alex Backer, Abby Blackmon (chair), Ryan McCombs, Robin Newman, Jordan Parrot, and Jackson Russell.

**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 assessments and summary reports; identify, deliver, and present on Divisional Strategic Plan Process
- Assist Senior Staff in refining learning outcomes and producing Assessment portion of annual Impact Report

2020–22 Members: Tamera Dunn (chair), Tracey Hanton, Jessi Navarro, Renan Reilly, and James Velez (cochair).

**TEAM CELEBRATION AND RECOGNITION**

*The purpose of the Team Celebration and Recognition is to*

- Amplify the experience of working at Purdue Fort Wayne as a member of the Enrollment Management and the Student Experience Division
- Engage divisional staff members through social, service, and recognition-based events to build community with the division and the university
- Determine ways to formally and informally recognize Divisional staff throughout the year
- Plan a formal end of the year Enrollment Management and the Student Experience Division celebration
- Organize a Divisional Service Day annually
- Organize and promote informal social gatherings amongst Divisional staff

2020–21 Members: Juliana Bengs, Nick Brand, Laural Dailey, Will Dzuricsko (chair), Douglas Hess, Karen Louis, Gail Lugo, and Ethan Oldfield.

**EMPLOYEE ENGAGEMENT**

*The purpose of the Employee Engagement Committee is to:*

- Create a welcoming environment for new employees
- Show gratitude for the service of those who leave the division

The Employee Engagement Committee is divided into three major categories:

- Welcoming new members: The committee reaches out to new members prior to their start date to provide them with a sense of belonging to the division

The Buddy Program was established to engage new team members within their first six months of employment

- Annual birthdays and work anniversaries: The committee celebrates and recognizes each member in the division on their birthday and work anniversary each year. It is aimed to show gratitude for team members' efforts and dedication to the division

- Appreciation for departing members: The committee shows appreciation to outgoing individuals with a farewell gift and (or) gathering if desired

Those retiring will be honored for their years of service within the division.

2020–21 Members: Ryan Meriwether, Maureen Linvill, Mike Black, Lynette Coughlin, Jordyn Hogan, Eric Manor, Melody Monday, Giang Petroviak, Jeremy Zahs, and Courtney Sullivan (chair).

ENROLLMENT MANAGEMENT AND THE STUDENT EXPERIENCE

TEAM MEMBERS



ALEX BACKER  
SGA



KAITLYN BELL  
Housing



WILL DZURICKSO  
Student Life and  
Leadership



JAMIE FLEMING  
International  
Education



KERI GOUTY  
International  
Education



MADISON HALL  
Career Development  
Center



TRACEY HANTON  
Career Development  
Center



JULIANA BENGs  
Financial Aid



MIKE BLACK  
Dean of Students Office



ABBY BLACKMON  
Dean of Students Office



JENNIFER BOWER  
Undergraduate  
Admissions



NICK BRAND  
Wellness



TYSHAWNA HERRON  
(GA)  
Career Development  
Center



DOUG HESS  
Financial Aid



MATT HINES  
Financial Aid



JORDYN HOGAN  
Housing



KRIS KAMPFE  
Financial Aid



STEPHANIE BURTON  
(GA)  
Career Development  
Center



SUSAN BYERS  
Career Development  
Center



SUE CASTLEMAN  
Housing



DONNA CHAMBERS  
Financial Aid



LYNETTE COUGHLIN  
Vice Chancellor's Office



MELISSA LAWSON  
Business Office



MAUREEN LINVIL  
International  
Education



KAREN LOUIS  
Financial Aid



GAIL LUGO  
Student Life and  
Leadership



ERIC MANOR  
Wellness



KRISSY CREAGER  
Vice Chancellor



ASHLEY CRILL  
Disability Access Center



LAURAL DAILEY  
Dean of Students Office



ROY DANIELIAN  
Undergraduate  
Admissions



TAMERA DUNN  
Housing



RYAN MCCOMBS  
Disability Access Center



RYAN MERIWETHER  
Undergraduate  
Admissions



MEGHAN MIER  
Disability Access Center



JUSTIN MILLS  
Financial Aid



MELODY MONDAY (GA)  
Career Development  
Center



**BRIAN MYLREA**  
International  
Education



**JESSI NAVARRO**  
Student Life and  
Leadership



**ROBIN NEWMAN**  
Dean of Students Office



**ETHAN OLDFIELD**  
Housing



**JORDAN PARROT**  
Undergraduate  
Admissions



**GIANG PETROVIAK**  
New Student Programs



**SYLVIA RAGDALE**  
Financial Aid



**RENAN REILLY**  
Career Development  
Center



**DAVID REYNOLDS**  
Business Office



**SABLE ROBINSON**  
Undergraduate  
Admissions



**SKYLER RODRIGUEZ**  
Undergraduate  
Admissions



**JACKSON RUSSELL**  
Housing



**KAT SNYDER**  
Financial Aid



**COURTNEY SULLIVAN**  
Career Development  
Center



**SARA UNDERWOOD**  
Undergraduate  
Admissions



**JAMES VELEZ**  
Student Life and  
Leadership



**NOAH WILLIAMS**  
Undergraduate  
Admissions



**JEREMY ZAHS**  
Undergraduate  
Admissions



**LAURA ZEIGLER**  
Financial Aid





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