MURIEL S. KELLER
PACADA
PRESENTS
FORUM
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 – 1:15</td>
<td>Welcome and Networking</td>
</tr>
<tr>
<td>1:15 – 1:40</td>
<td>“Program Review Summary for the Global Partners Program”</td>
</tr>
<tr>
<td></td>
<td>Dr. David Ayers</td>
</tr>
<tr>
<td>1:40 – 2:15</td>
<td>“What CILMAR has to Offer PACADA”</td>
</tr>
<tr>
<td></td>
<td>Annette Benson</td>
</tr>
<tr>
<td>2:15 – 2:45</td>
<td>“Marcia and the Major Changers: Applying Ego Identity Statuses to Support</td>
</tr>
<tr>
<td></td>
<td>Students in the Process of Transitioning into New Majors”</td>
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<tr>
<td></td>
<td>Megan Bergman</td>
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<tr>
<td>2:45 – 3:00</td>
<td>Break</td>
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<tr>
<td>3:00 – 3:35</td>
<td>“PACADA, NACADA, and…Expanding Your Professional Development”</td>
</tr>
<tr>
<td></td>
<td>Jessica Knerr &amp; Ashley Maloff</td>
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<tr>
<td>3:35 – 4:05</td>
<td>“Integrating Financial Aid and Wellness Conversations into Academic</td>
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<tr>
<td></td>
<td>Advising”</td>
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<tr>
<td></td>
<td>Jessie Corp</td>
</tr>
<tr>
<td>4:05 – 4:15</td>
<td>Closing Remarks &amp; Grant Recipient Presentation</td>
</tr>
</tbody>
</table>
Global Partners Program

David Ayers
Assoc. Dean of International Programs
undergraduate students from China

2007 – 127
2014 – 3,241
BGR and MIX programs are open to all new incoming students, until Fall 2015. BGRi targeted “first-time/ full-time” international students only.

The first-time/full-time cohort includes any student who has not previously attended college.

Within the first-time/full-time 2016 cohort:

- 88% of the new international students had opportunity to connect with a domestic student
- 83% connected in BGRi, BGR or both
- 5% connected through participation in MIX.
- 12% chose not to connect

Percent Participation of First-Time / Full-Time Undergraduate International Students in BGRi, BGR, MIX or Other Programs

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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BGR Only</td>
<td>390</td>
<td>489</td>
<td>160</td>
<td>187</td>
<td>284</td>
<td>103</td>
<td>118</td>
</tr>
<tr>
<td>BGRi</td>
<td>--</td>
<td>--</td>
<td>328</td>
<td>496</td>
<td>633</td>
<td>716</td>
<td>664</td>
</tr>
<tr>
<td>MIX Only</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>103</td>
<td>75</td>
<td>44</td>
</tr>
<tr>
<td>First-time/Full-time Participation</td>
<td>390</td>
<td>489</td>
<td>488</td>
<td>683</td>
<td>1026</td>
<td>894</td>
<td>826</td>
</tr>
<tr>
<td>Total Incoming First-time/Full-Time Students</td>
<td>795</td>
<td>1329</td>
<td>1008</td>
<td>979</td>
<td>1143</td>
<td>1062</td>
<td>942</td>
</tr>
</tbody>
</table>
Global Partners Program (GPP) has three primary goals:

- Increase participant knowledge and understanding of a particular culture so that participants are personally better able to provide services/help international students; (to grow in Intercultural Competence)

- Upon return, with increased knowledge and understanding of a particular culture, participants will share their trip experience with colleagues in a formal setting, and; (help colleagues to grow in Intercultural Competence)

- Assist participants to better understand key overseas institutional partners so they are better equipped to promote study abroad programs within their college and assist their colleagues to also promote such programs. (help students and staff to grow in Intercultural Competence)

Along with offering pre-departure orientations in two cities, the program participants visit three campus study abroad sites to better understand what the Purdue domestic student might experience if he/she chooses to study abroad.
Component parts:

• Chinese Language (6 weeks)
• Intercultural learning/trip prep (3 weeks)
• Orientation for students and parents in Shanghai and Beijing (2 weeks)
• Campus site visits: SJTU, Tsinghua & Ningbo
• Research (IDI, SRA, Journals & Evaluations)
Learning to cross cultural boundaries: Four core intercultural competencies

- Increasing our cultural and personal self awareness through reflecting on our experiences;

- Increasing our awareness of others within their own cultural and personal contexts;

- Learning to manage our emotions in the face of ambiguity, change, and challenging circumstances & people;

- Learning to bridge cultural gaps—which means learning to shift frames and adapt behavior to other cultural contexts.

Michael Vande Berg, PhD, © 2015
The Cultural Iceberg

10% Easy to see
- customs
- mores
- courtesies

90% Difficult to see
- values
- priorities
- assumptions
Another model offering insights into “the structure of the knower”: Challenge & support*

Prepare for awkward moments

- Comfort Zone
- Awkward
- Things that make life worthwhile & interesting
First Master Narrative:
Learning Through Exposure to the New and Different

Second Master Narrative:
Immersion in the New and Different

Third Master Narrative:
Immersion, Meaning Making and Cultural Mentoring
Intercultural Development Continuum: Primary Orientations

Modified from the Developmental Model of Intercultural Sensitivity (DMIS), M. Bennett, 1986

Monocultural Mindset

Denial

Misses Difference

Polarization

Minimization

Acceptance

Adaptation

Intercultural Mindset

Bridges across Difference

Deeply Comprehends Difference

De-emphasizes Difference

Judges Difference

© 2015 IDI, LLC used with permission
Intercultural Development

The material found in this graph is adapted from The Intercultural Development Inventory (IDI) by Charles A. Calahan.

“Ethnocentric (difference avoiding) is when our own culture is experienced as central to reality in some particular way.”

— Janet M. Bennett, Ph.D., 2013

“Ethnorelative (difference seeking) is when our own culture is viewed in the context of other cultures.”

— Janet M. Bennett, Ph.D., 2013

DENIAL: An orientation that likely recognizes more observable cultural differences (e.g., food) but may not notice deeper cultural difference (e.g., conflict resolution styles) and may avoid or withdraw from cultural differences.

POLARIZATION: A judgmental orientation that views cultural differences in terms of “us” and “them”. This can take the form of either an uncritical view or a critical view of our own cultural values and practices.

MINIMIZATION: An orientation that highlights cultural commonality and universal values and principles that may also mask deeper recognition and appreciation of cultural differences.

ACCEPTANCE: An orientation that recognizes and appreciates patterns of cultural difference and commonality in one’s own and other cultures.

ADAPTATION: An orientation that is capable of shifting cultural perspective and changing behavior in culturally appropriate and authentic ways.
**Perceived Orientation (PO):** Your Perceived Orientation (PO) reflects where you place yourself along the intercultural development continuum. Your Perceived Orientation can be Denial, Polarization (Defense/Reversal), Minimization, Acceptance or Adaptation.
**Developmental Orientation (DO):** The Developmental Orientation (DO) indicates your primary orientation toward cultural differences and commonalities along the continuum *as assessed by the IDI*. The DO is the perspective you most likely use in those situations where cultural differences and commonalities need to be bridged. Your Developmental Orientation can be Denial, Polarization (Defense/Reversal), Minimization, Acceptance or Adaptation.
<table>
<thead>
<tr>
<th>Pre IDI</th>
<th>Post IDI</th>
<th>Down</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>67</td>
<td>80</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>68</td>
<td>94</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>74</td>
<td>86</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>84</td>
<td>94</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>85</td>
<td>85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>93</td>
<td>96</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>98</td>
<td>114</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>106</td>
<td>104</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>109</td>
<td>105</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>113</td>
<td>109</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>114</td>
<td>122</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>123</td>
<td>103</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>123</td>
<td>112</td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>
GPP group Research related to Intercultural competence
## GPP 2014 IDI Pre-Post Assessment

### Developmental IDI Score Group Summary

<table>
<thead>
<tr>
<th></th>
<th>Pre IDI</th>
<th>Post IDI</th>
<th>Down</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most changed</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Groups Change: Total: 41 Down: 88 Up: 41
- 96.7 100.3 Average Mean Scores: ~3.6
Developmental IDI Score Group Summary

<table>
<thead>
<tr>
<th></th>
<th>Pre IDI</th>
<th>Post IDI</th>
<th>Down</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest</td>
<td></td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Most Changed</td>
<td></td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Highest</td>
<td></td>
<td></td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Total Group Change  | Total  | 67   | 47   |

Average Mean Scores | ~2     |      |
GPP 2016 IDI pre-post assessment

Developmental IDI Score Group Summary

<table>
<thead>
<tr>
<th>Pre IDI</th>
<th>Post IDI</th>
<th>Down</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest (greatest change)</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Group Change</td>
<td>7 ↓</td>
<td>162</td>
<td>↑</td>
</tr>
</tbody>
</table>

99.2  110.3 Average Mean Scores ~11  ↑
Total # of IDI points moved by cohort

Number of Points Down vs Number of Points Up

- 2014: Total Points Down 40, Total Points Up 80
- 2015: Total Points Down 50, Total Points Up 60
- 2016: Total Points Down 10, Total Points Up 170
1. Estimate the amount of time (#of hours) you actively worked on or pursued your IDI Intercultural Development Plan (your goals) that we had discussed during your debrief after taking the initial IDI pre-program assessment.

<table>
<thead>
<tr>
<th>Range</th>
<th>1-10</th>
<th>11-20</th>
<th>21-30</th>
<th>31-40</th>
<th>&gt;41</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

2. Thinks of the number of times you stepped out of your comfort zone or took what you considered to be a cultural challenging experience during the trip. Can you give some examples of those times?

<table>
<thead>
<tr>
<th>Range</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>&gt;20</th>
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</thead>
<tbody>
<tr>
<td>Count</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

3. If you were to rate on a continuum the impact the GPP has had on your interactions with internationals in the work setting, how would you rate your GPP experience?

<table>
<thead>
<tr>
<th>Positively Impactful</th>
<th>Neutral</th>
<th>Negatively Impactful</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Summary of Research Findings

- A significant increase found for the 2016 GPP group mean scores from IDI Pre to Post assessment. (11.07, anything over 7 considered meaningful)

- A significant correlation found between time spent on the IDP and IDI increased score.

- A significant correlation found between the # of times participants moved out of their comfort zones and journal scores.

- A significant correlation found between journal scores and badges earned. (total badges both completed and not completed)
Limitations

• Small sample size
• Varied experience:
  • contact with difference
  • participation in the training
  • Mentoring
  • Comfort with technologies
  • Willingness to take a risk
Questions? Comments?
Thiagi’s six-phase model for debriefing

The questions are:
1. How do you feel?
2. What happened?
3. What did you learn?
4. How does this relate to the real world?
5. What if?
6. What next?

Sivasailam Thiagarajan, Ph. D at The Thiagi Group since 1976
Questions ?
What does CILMAR have to offer PACADA?

Annette Benson, Intercultural Learning Specialist, CILMAR
- **ISS** brings the world to Purdue.
- **Study Abroad** takes Purdue to the world.
- **CILMAR** helps Boilermakers succeed across difference – coming, going, or staying.
Two New Funding Opportunities

International Programs is pleased to announce two (2) grant opportunities associated with our new center, CILMAR, the Center for Intercultural Learning. Mentorship, Assessment, and Research. The Faculty Fellow Call is for Purdue West Lafayette tenured track faculty who will be on-campus during the 2017-18 academic year. The GILMAR Mini-Grant Call is open to faculty, staff, and doctoral students.
Dr. David Ayers
Associate Dean of International Programs

• Directs the intercultural programming team
• Past director of the Global Partners Program (GPP)
Co-Curricular Learning

Dr. David Ayers
Associate Dean of
International Programs

Leighton Buntain
Intercultural Programs
Specialist

• New coordinator for
  the GPP trip
• Oversight for the One
  Community Grant
Co-Curricular Learning

Dr. David Ayers
Associate Dean of International Programs

Carrie Anne Thomas
Intercultural Programs Specialist

• Boiler OUT volunteer program
• Peace Corps Prep
Co-Curricular Learning

Dr. David Ayers
Associate Dean of
International Programs

Beth Tucker,
Intercultural Programs
Specialist

• International
  Friendship Program
• CILMAR
  Ambassadors
Katherine Yngve  
Associate Director of Intercultural Assessment

Mike Brzezinski  
Dean of International Programs  
Director of CILMAR

Leighton Buntain  
Intercultural Programs Specialist

Annette Benson  
Intercultural Learning Specialist

Dr. David Ayers  
Associate Dean of International Programs

Dan Jones  
Intercultural Learning Specialist

Katherine Yngve  
Associate Director of Intercultural Assessment

Carrie Anne Thomas  
Intercultural Programs Specialist

Dr. Kris Acheson-Clair  
Associate Director of Pedagogy and Research

Beth Tucker,  
Intercultural Programs Specialist

Co-Curricular Learning

Curricular Learning
For faculty:

- $3000 Intercultural Pedagogy grants for faculty who attend 8 hours of intercultural workshops before taking students abroad, complete an IDI, and create a plan for incorporating intercultural learning into their study abroad

- Workshops on embedding intercultural learning into the curriculum

- Mini-grants, Vision awards, Faculty Fellow
For students:

- $1000 Study Abroad Intercultural Learning (SAIL) grant for students who take a 1-credit pass-fail class while studying abroad for a semester and complete all mentored assignments

- Intercultural Learning embedded in the classroom

- Intercultural Certification(s)
  - General
  - Team building
  - Community building
  - Peace Corps Prep
For staff:

- The Purdue InterCultural Learning Community of Practice (PICLCoP)
- Acirema, Redundancia, Culture Shock, and other simulation experiences
- Worldview Workshops/Certificates
- Supervisor Springboard
- Workshops by request
- IDI Individual Debriefs & Development Plans
<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

| Knowledge | Cultural Self-Awareness | Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how experiences have shaped these rules, and how to...) | Recognizes new perspective about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new...) | Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same...) | Show minimal awareness of own cultural rules and biases (even those share with own cultural groups) (e.g. uncomfortable with...) |
| Knowledge | Cultural worldview frameworks | Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation... | Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation... | Demonstrates partial understanding of the complexity of elements important to members of another culture in relation... | Demonstrates surface understanding of the complexity of elements important to members of another culture in relation... |
| Skills    | Empathy     | Interprets intercultural experience from the perspective of own and more than one worldview... | Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses... | Identifies components of other cultural perspectives but responds in all situations with own worldview | Views the experience of others but does so through own cultural worldview |
| Skills    | Verbal/Nonverbal Communication | Articulates a complex understanding of cultural differences in verbal and nonverbal communication... | Recognizes and participates in cultural differences in verbal and nonverbal communication... | Identifies some cultural differences in verbal and nonverbal communication... | Has a minimal level of understanding of cultural differences in verbal and nonverbal communication... |
| Attitudes | Curiosity   | Asks complex questions about other cultures... | Asks deeper questions about other cultures and seeks out answers to these questions. | Asks simple or surface questions about other cultures. | States minimal interest in learning more about other cultures. |
| Attitudes | Openness    | Initiates and develops interactions with culturally difference others... | Expresses openness to most, if not all, interactions with culturally difference others... | Expresses openness to most, if not all, interactions with culturally different others... | Receptive to interaction with culturally different others... |
- **ISS** brings the world to Purdue.

- **Study Abroad** takes Purdue to the world.

- **CILMAR** helps Boilermakers succeed across difference – coming, going, or staying.
What does CILMAR have to offer PACADA?

Annette Benson, Intercultural Learning Specialist, CILMAR

cilmar@purdue.edu

https://www.purdue.edu/IPPU/CILMAR/
What do we know about major changers? What don’t we know?
Marcia, Marcia, Marcia!

- Two Dimensions
- Exploration (Crisis)
- Commitment
- Stems from Erikson’s Theory
- Josselson jumps on board later...

<table>
<thead>
<tr>
<th></th>
<th>Commitment</th>
<th>No Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Crisis</strong></td>
<td>Identity</td>
<td>Moratorium</td>
</tr>
<tr>
<td></td>
<td>Achievement</td>
<td></td>
</tr>
<tr>
<td><strong>No Crisis</strong></td>
<td>Foreclosure</td>
<td>Diffusion</td>
</tr>
</tbody>
</table>
Recent major changers in foreclosure commit without crisis... until we help them experience it.

Who Are These Students?
- They are the “Yesmen” of Marcia’s theory.
- Crisis = No Authority / Lack of Authority Present
- First Semester in the New Major
  - “Well, even though I’m not doing well, I think I can still do well the rest of the way in this major and graduate, no sweat.”
  - “It’s your world and I’m just living in it.”
  - “Just tell me what to take, because I seriously cannot decide.”

How Can We Help?
- Developmental advising = responsibility, autonomy, confidence, and self-efficacy
- Prescriptive advising is not going to work with a foreclosed student - advisor becomes the new authority!
New major changers in identity diffusion can be supported by moving them from the extrinsic to the intrinsic and from “I don’t know” to “I will."

Who Are These Students?
- No crisis, no commitment, no problems...
- First Semester in the New Major
  - “I don’t know a lot about this major, would you explain it to me?”
  - “I still want to do something engineering-related, even though it’s no longer my major.”
  - “Do I have to meet all of these degree requirements?”

How Can We Help?
- Targeted Advising Model = path of revival to experience crisis; why does that choice help, push to intrinsic motivation
- Motivational Interviewing works to the same effect.
Recent major changers in moratorium know their options and have a great deal of knowledge, but fear they will make the wrong choices.

Who Are These Students?
- Crisis = exploration; failure to commit to the resolution of the crisis
- First Semester in the New Major
  - “Right now, since I’m new, I know this opportunity would be really good for me to grow, but I am not sure.”
  - “I would like to do this, but I don’t know how or when or if my parents will let me.”
  - “I thought I wanted to do this because my [relative] does it, but I’m not sure if this is for me anymore.”

How Can We Help?
- Targeted Advising Strikes Again!
- Process of Elimination (Gottfredson’s Theory)
New major changers who are in identity achievement will explore on their own because they are more comfortable with risk.

- They made it! Hooray! But there is still crisis...
- First Semester in the New Major:
  - “I am excited about my new major, but now I am looking for career development/research opportunities.”
  - “This class was awesome, are there more like it that I can take?”
  - “Someone came to our class today to talk about study abroad – how do I incorporate this with my plans?”
- We support them using advising practices and techniques that work for them in helping them resolve their crisis.
Moving forward from here equals a clear warrant to understand major changes after the change occurs.
PACADA, NACADA, AND... EXPANDING YOUR PROFESSIONAL DEVELOPMENT

Jessica Knerr
Ashley Maloff
IMPORTANCE OF PROFESSIONAL DEVELOPMENT

• Professional Development for Academic Advisors provides opportunities to collaborate, learn best practices, and keep up with changes in higher education.
• Association for Academic Advising: NACADA
• Association for Purdue Academic Advising: PACADA
• The purpose of these associations is to promote quality academic advising, enhance student services, and support the growth of advisors.
• But what else is out there?
OTHER OPPORTUNITIES

• NASPA (National Association of Student Personnel Administrators)
• ACPA (American College Personnel Association)
• CDPI (Career Development Professionals of Indiana)
• NACE (National Association of Colleges and Employers)
• AHEAD (Association on Higher Education and Disability)
• CRLA (College Reading and Learning Association)
• ACTLA (Association of Colleges for Tutoring and Learning Assistance)
• AAUW (American Association of University Women)
WHAT’S THE BENEFIT?

• Network with professionals across campuses in other functional areas and break down silos.
• Learn more about advising, while also learning about other functional areas.
• Gain access to regional and national conferences.
NASPA 2016: COMMON PURPOSE

• Association for Student Affairs Administrators in Higher Education
• March 12-16, 2016, Indianapolis
• Opportunities for all functional areas
• Attended by faculty, staff, grad students, undergrad students
• Keynote speakers
• Educational sessions
NASPA HIGHLIGHTS

• Sub-breakouts
• Exhibit Hall
NASPA HIGHLIGHTS

• Knowledge Communities
• Center for Women
• First-timers mentoring program
CONFERENCE TAKEAWAY

• Crisis Management in Higher Education
  • A routine situation can escalate very quickly
  • You can’t always be taught how to handle something when you are 5 layers deep – make sure to build your network of support
  • Know the difference between a routine crisis, novel crisis, and emergent crisis
CONFERENCE TAKEAWAY

• Student Affairs and Academic Affairs Working Together to Support Students with Autism Spectrum Disorders
  • Partner with parents
  • Embrace accommodations
  • Getting involved is important
  • Be patient, kind, direct, and inclusive!
FINAL TAKEAWAYS

• NASPA 2016 spent time teaching about the importance about vulnerability. How especially important it is to be authentic with colleagues and students we work with. But most importantly, to know that everyone goes through ups and downs of life.

• It will take a village of support to help students succeed.
HOW TO GET INVOLVED

• You don’t have to travel to get the benefits!
• Webinars, listservs, sub groups, mentoring programs, leadership opportunities
• Grant and scholarship opportunities
QUESTIONS?

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Integrating Financial Aid & Wellness into Academic Advising

PACADA Presents Forum
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Why Should We Care?

- Even though a student might have gone through the process and did everything they were supposed to, they will show up to campus unsure of how they will pay for college (Sutton, 2002)

- “Financial wellness influences students’ behaviors, academic success, and psychological and physical health outcomes” (Shaulskiy, Duckett, Kennedy-Phillips, & McDaniel, 2015)

- Financial concerns are one of the most commonly noted reasons students leave college (Hitchcock, 2008)

- “Financial aid should be every advisor’s concern because it is every student’s concern” (Pellegrin & Zabokrtsky, 2009)
What Can We Do?

- Have a general understanding of how financial aid works and what the policies are that most commonly impact students

- Know the signs of what could indicate a student may have financial concerns that are impacting their success

- Ask the right questions and normalize the conversation

- Make referrals to the Division of Financial Aid (DFA) and the Bursar and share relevant resources
Important Dates & Deadlines

- When is the Purdue deadline for students to (re)file their FAFSA? **March 1st**
  - to be eligible for all Purdue, State, and Federal aid

- When is financial aid disbursement? **Up to 10 Days before start of semester**

- When does Bursar require Tuition/Fees to be paid in full (or an installment plan to be set up)? **4pm the Monday after classes start; all courses are dropped**
  - What happens if it’s not?

- What is DFA Census and when is it? **Date determining financial aid eligibility; end of the 4th week of classes**
Holds That Impact Registration/Graduation

- **Accounts Receivable hold**
  - Typically a cost that has been applied to their bill (ex: parking ticket, PUSH visit, student org fee, etc.)

- **Banner Accounts Receivable hold**
  - Can occur when a student has not paid their tuition bill in full, missed a late payment, or has new costs applied (ex: housing)
  - Can also be applied if DFA needs aid to be finalized or verified
Financial Aid/Wellness Resources Guide

- Financial Aid Policies & Processes
  - Incoming Student Important Dates
  - DFA Census & Initial Course Participation (ICP)
  - Verification Overview
  - Satisfactory Academic Progress (SAP) Policy
  - Financial Aid Appeals
  - Federal Work Study

- Info on Types of Aid
  - PWL Incoming Student Scholarships
  - PWL Continuing Student Scholarships
  - Departmental Scholarships
  - Grants
  - Loans
  - Summer Aid

- Bursar
  - Installment Plans
  - Step by Step Tutorials for Students

- Other
  - Off-Campus Housing
  - ACE Campus Food Pantry
  - Emergency Loans through ODOS

Note: Know the scholarship/financial aid administrators by department or support program
(Possible) Signs of Financial Stressors

- Not buying textbooks
- Working more than 15 hours/week
- Living off-campus
- Important holds on account not being resolved
- Has questions/concerns about FAFSA
Sample Questions to Ask

**STAR**

- Are you familiar with how your financial aid will work and what you need to do before school starts?
- Do you have any aid with requirements (GPA, credits per year, etc.) to keep in mind?
- What questions do you have for me about costs at Purdue? Is there anything financially that you are worried about?

**Advising Appointments**

- Are you planning to get a job while you are here at Purdue? How many hours do you or plan to work?
- Do you have Federal Work Study (FWS) and do you know where to find jobs that are available?
- What are your plans for housing next year? If off-campus, do you have a plan for budgeting your financial aid to pay for it?

**Possible Outreach**

- **HOLDS:** I noticed that you have a hold on your account. Where are you at in the process and do you have any concerns about it being resolved before you register?
- **CREDIT LOAD:** It looks like you have registered for only 11 credits this semester. Do you intend on adding a class and do you know how that might impact your financial aid?
Final Thoughts

- Help normalize the conversation about financial wellness
- Avoid making assumptions (let the student tell their story)
- Review financial aid policies and types of aid to help a student successfully navigate the process
- Stick to the basics and leave specifics to DFA
- Contact DFA and the Bursar to learn more
Thank you!

Final questions and/or comments?
References


PACADA PROFESSIONAL DEVELOPMENT GRANTS

• Beth Jones, Exploratory Studies
• Cara Wetzel, Exploratory Studies
• Elizabeth Watts, Computer Science
• Holly Englert, Mechanical Engineering
• Linda Gregory, Exploratory Studies
• Pat George, Student Services
• Anna Ochs, Honors College