Student Orientation and Learning Communities [1]

(For Fall Semester in Academic Years 2008-09 through 2012-13)

Orientation Programs

Summer Transition, Advising and Registration (STAR)[2]	2008-09	2009-10	2010-11	2011-12	2012-13
Total Participation[3]	6,548	6,096	6,149	5,886	5,827
Percent of New Purdue Students Required to Attend STAR[2]	82.2%	95.9%	94.9%	93.3%	92.1%

Boiler Gold Rush	2008-09[4]	2009-10[4]	2010-11[4]	2011-12[4]	2012-13[4]
Total First-Year Student Participation	5,236	4,981	4,977	4,703	4,803
Percent of First-Year Class	74.3%	80.7%	77.8%	70.6%	76.3%

Learning Communities

Learning Communities[5]	2008-09	2009-10	2010-11	2011-12	2012-13
Total Participation	1,410	1,385	1,536	1,888	1,998
Percent of First-Year Class	18.2%	20.7%	22.0%	25.0%	29.6%

Residential Learning Communities[6]	2008-09	2009-10	2010-11	2011-12	2012-13
Total Participation	864	855	930	1,052	1,144
Percent of First-Year Class	12.2%	13.9%	14.7%	15.7%	18.2%

[1]Defined as groups of first-year students who (1) take two or three courses together or (2) share a common academic interest and live in the same residence hall or (3) both.

[2]New Purdue students required to attend STAR includes domestic transfers and new beginners who started at Purdue during the Fall 2012 semester. International students and those students starting at Purdue during the Summer 2012 term were able to attend STAR, but were not required to do so.

[3]Total Participation numbers include students who applied for an exception to attend STAR. These students are included because they were in contact with the SATS office, spoke with an advisor and registered during their STAR time period.

[4]Transfer students also participate in Boiler Gold Rush. A total of 221 transfers participated. The number above reflects only the the number of first-year students participating in BGR. A total of 5,043 students partcipated in BGR, representing 66.3% of all new Purdue students in Fall 2012.

[5]Total Participation is based on the filled spaces associated with Learning Community offerings. In some cases, students take part in more than one Learning Community. When calculating the percent of the first-year class involved, the number of unique students is used as opposed to the total participation number.

[6]Residential Learning Communities include a residential component in addition to or in lieu of course clusters. Examples include the Earhart Residential Communities associated with the Women in Science and Engineering Programs and the Engineering Honors Learning Community.

Source: Student Access, Transition and Success Programs