

# Orientation Programs (STAR, VSTAR, BGRi, and BGR)



## **MISSION STATEMENT**

Purdue Orientation programs facilitate the transition of new undergraduate students by preparing them to be academically successful, educating them on their responsibilities, and guiding their integration into campus culture. Orientation programs also educate and enable parents/families to be excellent resources for their students.

## **VISION STATEMENT**

Purdue Orientation programs will create an inclusive, fun, and informative environment for all new students. This seamless transition also prepares students to be academically successful and gives them a sense of belonging.

## **PROGRAM DETAIL**

Orientation is a comprehensive approach, through a series of sequential programs that facilitates the transition of undergraduate students to Purdue. These programs are:

**STAR** – Summer Transition, Advising and Registration is Purdue's summer program for new undergraduate students to receive academic advice and create their initial course schedule. Incoming domestic students (for the fall term) will select one of the summer STAR sessions and come to Purdue's West Lafayette campus to begin their orientation process and conduct this and other important business. International students will participate in an online alternative known as Virtual STAR or VSTAR.

**Pre-Arrival Homework** – This is an online course where students are introduced to the orientation/BGR curriculum before arriving on campus. It is a collection of readings and videos.

**BGRi** – Boiler Gold Rush International occurs a few days prior to BGR and provides a culturally sensitive learning environment that prepares international students for the academic rigor, social and cultural environment, and holistic learning experience within Boiler Gold Rush and at Purdue University. BGRi supports the transition, adjustment and acculturation of international students. Students in BGRi transition into BGR and join their domestic peers.

**BGR** – Boiler Gold Rush is Purdue's fall orientation program that takes place in and out of the classroom the week before classes begin each year and is open to all new first-year and transfer students. BGR is designed to enhance academic success and address first year transition topics. What makes BGR such a unique experience is the small group size and peer mentor contact, which enable our new students to become better acquainted with Purdue and meet hundreds of new students before classes begin.

## **PROGRAM GOALS**

Orientation Programs will to the greatest extent possible:

- Connect students with their academic program to receive academic advice and needed information about their department; facilitate students learning about their program. (STAR/VSTAR)
- Support students in preparing their first course schedule and learning the registration process at Purdue. (STAR/VSTAR)
- Coordinate and synchronize all University communications with students about transition to the University to ensure a consistent message. (All)
- Provide all new undergraduate students, and their families, with the information and experiences they need to be prepared to begin their academic career at Purdue. (All)
- Provide effective peer to peer interaction with all participants. (STAR/VSTAR and BGRi/BGR)
- Instill campus pride and a sense of inclusiveness to all participants. (STAR and BGRi/BGR)

- Ensure that each new student will have a consistent and coordinated first year experience. See on next page. (All)
- Connect all students to the Purdue and greater Lafayette communities. (All)
- Facilitate the transition of international students to living in the US and the higher education experience in the US and specifically at Purdue. (VSTAR and BGRi)

**FOE Recommendation:**

In 2011, Purdue University engaged in the Foundation of Excellence (FOE), a year-long self-study of the undergraduate student experience. One of the key recommendations called for a consistent and coordinated first year experience. A committee of faculty, academic advisors, students and staff came up with a list of topics that all new students should be introduced to in order to get off to a good start. Below is a listing of these topics and how we address them in orientation programs.

FOE Transition Subject	STAR/ VSTAR	Pre-Arrival Homework	BGRi	BGR
Academic Advising	2		1	
Academic Integrity / Student Rights and Responsibilities	1	1	1	2
Academic Rigor Expectations (vs. High School)	1	1	1	1
Academic Success (Time Management, Study Skills, etc.)	1	1	1	2
Campus Resources (Non-Academic)	1		1	2
Campus Safety / Health and Wellness		1	1	2
Campus Technology (Blackboard, Signals, etc.)	1	1		2
Career Development	1	1		1
Communication Skills	1		1	1
Conflict Resolution				1
Coping and Resiliency Skills			1	
Diversity and Intercultural Competence		1	2	2
Experiential Learning Opportunities Resources				1
Financial Literacy	1	1		2
Involvement Opportunities & Connection to West Lafayette / Lafayette			2	2
Leadership /Identity Development		1	1	2
Library /Research/Information Literacy Resources		1		2
Purdue History and Traditions			2	2
Responsibility / Independence	1		1	1
Self-Advocacy Skills	1	1	1	2

**KEY:** (1) Introduced; (2) Comprehensive approach

**LEARNING OUTCOMES**

As a result of participating in an Orientation program, **students** will:

- Learn the above Foundation of Excellence goals through peer and faculty interactions. (STAR/VSTAR and BGRi/BGR)
- Recognize strategies to be successful at Purdue and in their program of study. (All)
- Identify the campus resources available to them and how to access those resources. (All)
- Describe how to get involved and the importance of becoming a part of the campus community. (STAR and BGRi/BGR)
- Develop awareness of the diversity of our campus and how to be successful in it. (Homework, BGRi/BGR)

As a result of participating in an Orientation program, **parents and families** will:

- Recognize methods to serve as a resource for their student in time of need.

- Identify the campus resources available to their students and how the students can access those resources.

As a result of participating in an Orientation program, **student leaders** will:

- Develop skills to facilitate and manage large groups.
- Increase cultural competency by effectively integrating and communicating with diverse groups.
- Become more aware of campus and the local community resources.

### **ASSESSMENT PLAN**

To improve Orientation programs and to ensure that progress is being made toward the aforementioned goals and desired learning outcomes a comprehensive assessment plan is conducted. The following assessment practices will be used as needed:

- Pre- and post-survey about goals listed on previous pages.
- Compare all participants vs non-participants overall academic achievement (retention, GPA, and graduation rates) through university reporting (break down by demographics and special populations).
- Compare semester to semester GPA's of student leaders to see the correlation of involvement to GPA standing (if there is any).
- Post-program review with the student staff to determine how the program ran, skills gained, and areas for program improvement.
- Post-program focus groups with identified student demographics (international students, minority students, Tippecanoe/local community students and majority students) to gain a perspective on how we can better build a connection between those students and the university.
- First semester touch points with the Team Leaders and Team Supers to see how the progress of the first semester is going for their new students.
- Pre- and post-test with BGR student leaders to see the growth in leadership skills.
- Discrete program review with select staff members.
- Debrief with campus partners.
- Review campus statistics to determine orientation impact on health/wellness/safety.
- Use social media to ask parents and families support questions for their students throughout the first semester.
- Use a live feedback tool in order to ask questions at any event.
- Collect attendance information for all events.
- The effect of orientation programs on final yield (e.g., are STAR participants more likely to be here post-census than non-participants).

### **CONTRIBUTIONS TO STUDENT SUCCESS**

Orientation programs contribute to the institutional goal of enhancing retention rates, graduation rates, GPA success, and satisfaction levels of Purdue students by:

- Connecting students with their academic programs
- Supporting the connection of parents and families to the University
- Facilitating academic advice
- Supporting fall yield by enhancing admitted students' connection to the University
- Enabling students to connect to the university by:
  - a. introducing pride and resources
  - b. fostering peer interaction
- Providing leadership experiences for student leaders to gain knowledge to use in future careers, i.e. facilitation strategies, diversity insight and team building activities.
- Introducing them to the differences between their high school experience and higher education in the US.

- Connecting student leaders to other programs in the Student Success at Purdue office, i.e. BGR student leaders becoming Supplemental Instruction leaders
- Contributing to the University Core Learning Outcomes as per the Foundations of Excellence (FOE) recommendations (see Appendix)

Orientation Programs contributes to the Gallup-Purdue Index<sup>1</sup> findings by:

- Showing or demonstrating that we care about students as individuals
  - Creating an environment that focuses on inclusivity and the importance of individual contributions to the group (students and student leaders)
  - Increasing new students confidence in having conversations with faculty, staff and peers
  - Connecting them with a current student leader who is knowledgeable and loves Purdue
- Helping students become excited about learning
  - Providing an energetic atmosphere with interactive classroom activities
  - Giving a glimpse of what our professors are like in and out of the classroom environment
  - Highlighting the classroom student experience by offering preview sessions
  - Interacting with academic advisors to create and build their academic timeline
- Encouraging students to pursue their dreams
  - Offering a platform for discussion on their academic journey
  - Allowing the flexibility to choose what resources they want to learn more about
- Guiding students to apply their classroom learning to jobs, internships, or “real world” experiences
  - Giving student leaders an experiential opportunity to expand their knowledge of leadership skills including facilitation and public speaking
  - Supervising and mentoring them as student leaders, thereby preparing them for future job and internship opportunities
- Helping students get involved in extracurricular activities and organizations
  - Sharing campus resources and activities with students

#### **NOTABLE CHANGES FROM 2013-2014**

- STAR
  - Complete redesign of the program:
    - Created a student program to ensure consistent experience connected to orientation program goals.
    - Contributed to new parent program to allow the University to engage parents.
    - Separated parents and students for more focused programming.
    - Peer leaders guided new students through the program day allowing for peer-to-peer education.
    - Provided students with lunch!
    - Moved registration to be the final event of the day.
    - ID photo upload process effectively eliminated Card Office lines.
    - Moved some services to the students (e.g., Purdue Promise, Horizons) so students wouldn’t have to get to those offices.
  - Peer leaders were trained orientation (BGR) leaders.
  - Balanced overall program daily attendance to ensure consistent program experience.
- VSTAR:
  - Updated to be in line with Purdue branding.
  - General content updating and improvement.
  - VSTAR Ambassadors were selected from trained orientation leaders.
- Pre-Arrival Homework: Brand new initiative

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<sup>1</sup> Indicators for alumni success as defined by the Gallup-Purdue Index. For more information:  
<http://www.purdue.edu/newsroom/releases/2014/Q2/gallup-purdue-index-releases-inaugural-findings-of-national-landmark-study.html>

- BGRi:
  - a. BGRi leaders were also BGR leaders
    - i. dramatically improved the transition from BGRi to BGR
    - ii. Consistent training across the two programs
    - iii. Created hierarchy of leaders in line with BGR
  - b. Reached capacity of 700
  - c. Location (Earhart) was much more supportive of the program.
  - d. Check-in/Check-out process greatly improved
    - i. Electronic check-in
    - ii. Consistent student leadership roles
    - iii. Improved communication with campus partners through multiple pre-arrival meetings
  - e. Student-led classroom discussions
  - f. Unpacked the programming even further to create more adjustment time
  - g. Student leaders were empowered to make decisions based on the needs of their groups
- BGR
  - a. Incorporated 10 orientation lessons derived from the Foundations of Excellence process
  - b. Separated New Student Induction from Opening Session to be able to include parents and guests
  - c. Offered parent/family welcome reception in place of family orientation sessions
  - d. Involved Residence Hall staff in the program
  - e. Eliminated the Business Fair and incorporated with Boiler Bridge Bash
  - f. Added We Are Purdue! diversity celebration
  - g. Student leaders (for the most part) lived off campus
  - h. Programmed for all seven days (instead of 3) to start of term
  - i. Created teams based on hall teams rather than strictly by hall
  - j. BGRi teams fleshed out with domestic students in BGR
  - k. Created faculty mentors for teams
  - l. Assigned select Team Supers to instruct or assist in instructing the orientation lessons
  - m. Moved certain events into Mackey Arena

**OUR DATA**

**STAR participants**

- 5,221 students attended STAR 2014
- Overall attendance was slightly lower than last year with 454 fewer students.
- URM attendance steadily increased this year, a trend not seen before.
- STAR Demographics below:

	<b>International</b>	<b>Non-Resident</b>	<b>Resident</b>	<b>Female</b>	<b>Male</b>	<b>URM</b>
Week 1	>0.1%	27.6%	72.3%	50.3%	49.7%	8.5%
Week 2	>0.1%	30.5%	69.3%	44.1%	55.9%	8.9%
Week 3	>0.1%	35.1%	64.7%	38.6%	61.4%	9.5%
Week 4	>0.1%	44.2%	55.7%	44.2%	55.7%	12.5%
<b>Overall</b>	<b>0.2%</b>	<b>33.0%</b>	<b>66.7%</b>	<b>44.6%</b>	<b>55.3%</b>	<b>9.7%</b>

STAR Participant Yield at Fall Census

	<b>2013</b>			<b>2014</b>		
	<b>Melt</b>	<b>Total</b>	<b>Yield</b>	<b>Melt</b>	<b>Total</b>	<b>Yield</b>
STAR	66	5475	98.79%	54	5221	98.97%
VSTAR	37	1221	96.97%	313	1934	83.82%
STAR No show	35	169	79.29%	24	168	85.71%

## BGR Participants and Student Leaders

BGR participants and student leaders consistently have significantly higher GPA and retention rates than non-participants, and this is generally true for participating women and underrepresented minorities. More importantly, BGR participants graduate at a higher rate than their non-participating peers.

Retention and Graduation Rates Comparing BGR participants vs Non-BGR Participants

Academic Year	Cohort	One Year Retention Rate	Two Year Retention Rate	Three Year Retention Rate	Four Year Graduation Rate	Five year Graduation Rate	Six Year Graduation Rate
2008-09	BGR	88.26%	81.92%	78.47%	47.28%	70.58%	75.56%
	Non BGR	84.10%	75.90%	70.13%	40.19%	61.47%	67.88%
2009-10	BGR	89.90%	83.58%	79.93%	47.86%	72.06%	
	Non BGR	85.56%	78.53%	73.77%	42.71%	65.23%	
2010-11	BGR	91.22%	85.07%	81.05%	50.06%		
	Non BGR	86.79%	78.92%	72.73%	46.31%		
2011-12	BGR	91.27%	86.02%	82.75%			
	Non BGR	88.92%	80.36%	76.67%			
2012-13	BGR	91.58%	87.25%				
	Non BGR	88.86%	81.73%				
2013-14	BGR	93.07%					
	Non BGR	90.66%					

Retention and Graduation Rates Comparing BGR Participants vs Non-BGR Participants and URM Status

Academic Year	Cohort	Status	One Year Retention Rate	Two Year Retention Rate	Three Year Retention Rate	Four Year Graduation Rate	Five year Graduation Rate	Six Year Graduation Rate
2008-09	Non-URM	BGR	88.56%	82.30%	78.84%	48.31%	71.44%	76.19%
		Non-BGR	84.76%	76.54%	71.00%	41.71%	62.71%	69.03%
	URM	BGR	83.73%	76.20%	72.89%	31.63%	57.53%	65.96%
		Non-BGR	77.21%	69.12%	61.03%	24.26%	48.53%	55.88%
2009-10	Non-URM	BGR	90.09%	83.96%	80.44%	48.78%	72.93%	
		Non-BGR	85.39%	78.42%	73.72%	44.67%	65.91%	
	URM	BGR	86.99%	77.74%	71.92%	33.56%	58.56%	
		Non-BGR	87.12%	79.55%	74.24%	25.00%	59.09%	
2010-11	Non-URM	BGR	91.33%	85.24%	81.36%	50.85%		
		Non-BGR	87.32%	79.20%	73.32%	47.87%		
	URM	BGR	89.87%	83.12%	77.40%	40.78%		
		Non-BGR	81.54%	76.15%	66.92%	30.77%		
2011-12	Non-URM	BGR	91.45%	86.46%	83.39%			
		Non-BGR	89.57%	80.93%	77.47%			
	URM	BGR	89.40%	81.45%	76.14%			
		Non-BGR	82.51%	74.86%	68.85%			
2012-13	Non-URM	BGR	91.88%	87.80%				
		Non-BGR	89.13%	82.32%				

2013-14	URM	BGR	88.32%	81.31%
		Non-BGR	85.96%	75.44%
	Non-URM	BGR	93.37%	
		Non-BGR	90.66%	
	URM	BGR	89.84%	
		Non-BGR	90.60%	

Retention and Graduation Rates by BGR Participants vs Non-BGR Participants and International Status

Academic Year	Cohort	Status	One Year Retention Rate	Two Year Retention Rate	Three Year Retention Rate	Four Year Graduation Rate	Five year Graduation Rate	Six Year Graduation Rate
2008-09	Domestic	BGR	88.19%	81.84%	78.35%	47.19%	70.53%	75.54%
		Non-BGR	84.18%	76.51%	70.70%	39.06%	61.26%	67.47%
	International	BGR	90.31%	84.18%	81.63%	49.49%	71.94%	76.02%
		Non-BGR	83.80%	73.52%	67.91%	44.55%	62.31%	69.47%
2009-10	Domestic	BGR	89.73%	83.46%	79.56%	47.04%	71.66%	
		Non-BGR	85.03%	78.36%	72.45%	39.66%	64.06%	
	International	BGR	91.73%	84.91%	83.94%	56.69%	76.40%	
		Non-BGR	87.59%	79.20%	78.83%	54.38%	69.71%	
2010-11	Domestic	BGR	91.15%	85.15%	81.15%	49.67%		
		Non-BGR	86.11%	78.62%	72.61%	43.55%		
	International	BGR	92.05%	84.10%	80.00%	54.62%		
		Non-BGR	88.48%	79.66%	73.04%	53.19%		
2011-12	Domestic	BGR	91.04%	85.86%	82.41%			
		Non-BGR	87.64%	78.82%	74.76%			
	International	BGR	93.25%	87.32%	85.69%			
		Non-BGR	90.63%	82.44%	79.24%			
2012-13	Domestic	BGR	91.40%	87.16%				
		Non-BGR	88.16%	79.90%				
	International	BGR	93.19%	87.98%				
		Non-BGR	89.96%	84.65%				
2013-14	Domestic	BGR	92.90%					
		Non-BGR	90.12%					
	International	BGR	94.14%					
		Non-BGR	92.23%					

Retention and Graduation Rates by BGRi Participants vs Non-BGRi Participants

Academic Year	Cohort	One Year Retention Rate	Two Year Retention Rate	Three Year Retention Rate	Four Year Graduation Rate	Five year Graduation Rate	Six Year Graduation Rate
2012-13	BGRi	91.77%	86.71%				
	Non BGRi	91.46%	86.11%				
2013-14	BGRi	94.57%					
	Non BGRi	92.53%					

Retention and Graduation Rates by BGRi Participants vs Non-BGRi Participants and BGR Status

Academic Year	Cohort	Status	One Year Retention Rate	Two Year Retention Rate	Three Year Retention Rate	Four Year Graduation Rate	Five year Graduation Rate	Six Year Graduation Rate
2012-13	BGR	BGRi	91.77%	86.71%				
		Non-BGRi	95.63%	90.16%				
	Non-BGR	BGRi	n/a	n/a				
		Non-BGRi	89.96%	84.65%				
2013-14	BGR	BGRi	94.49%					
		Non-BGRi	93.26%					
	Non-BGR	BGRi	100.00%					
		Non-BGRi	92.04%					

BGR 2014 Student Staff

	SOC (n=10)		Supers (n=95)		TLs (n=463)	
	Number	%	Number	%	Number	%
<b>Male</b>	7	70%	32	34%	180	39%
<b>Female</b>	3	30%	63	66%	283	61%
<b>URM</b>	1	10%	8	8%	40	9%
<b>Non URM</b>	9	90%	87	92%	423	91%
<b>Fall 2013 GPA</b>	3.24		3.21		3.34	
<b>Spring 2014 GPA</b>	3.26		3.24		3.28	



Percentage of New Students that Participated in BGR 2014

<b>Ethnicity</b>	<b>Admission Type</b>	<b># Participants</b>	<b>Total Population</b>	<b>% of Total Pop</b>
2 or More Races	FTFT	125	146	85.62%
	Transfer	2	14	14.29%
	Other	0	1	0.00%
	<i>Overall</i>	<i>127</i>	<i>161</i>	<i>78.88%</i>
Black/African-American	FTFT	129	183	70.49%
	Transfer	5	25	20.00%
	Other	0	4	0.00%
	<i>Overall</i>	<i>134</i>	<i>212</i>	<i>63.21%</i>
Hispanic	FTFT	245	303	80.86%
	Transfer	16	50	32.00%
	Other	1	5	20.00%
	<i>Overall</i>	<i>262</i>	<i>358</i>	<i>73.18%</i>
Asian	FTFT	414	474	87.34%
	Transfer	6	28	21.43%
	Other	0	25	0.00%
	<i>Overall</i>	<i>420</i>	<i>527</i>	<i>79.70%</i>
Native American	FTFT	7	9	77.78%
	Transfer	0	2	0.00%
	Other	0	0	n/a
	<i>Overall</i>	<i>7</i>	<i>11</i>	<i>63.64%</i>
International	FTFT	900	1145	78.60%
	Transfer	43	150	28.67%
	Other	42	216	19.44%
	<i>Overall</i>	<i>985</i>	<i>1511</i>	<i>65.19%</i>
Caucasian	FTFT	3528	4032	87.50%
	Transfer	90	458	19.65%
	Other	20	112	17.86%
	<i>Overall</i>	<i>3638</i>	<i>4602</i>	<i>79.05%</i>

**KEY: Full Time First Time (FTFT)**

**OUR STORY**

**STAR**

For many years the University coordinated a program referred to as Day on Campus (DOC). This program served to bring the incoming domestic class to campus in a manner that supported the academic units' need to provide academic advice. The program was voluntary, students connected solely with their college (there was no University-level programming), and there was no use of registration priorities to encourage attendance. Additionally, up until this time, students did not self-register for courses. Academic Advisors registered students for their courses. The result was that less than 80% of eligible students attended DOC and actually met with their Advisor, University-level information was provided inconsistently, and international students were not able to create course schedules prior to arrival on campus.

As a result of a two-year long Task Force process, the program was modified for 2009 in many key ways and the STAR program was created. Domestic students were now required to attend, students would self-register for courses (with the advent of Banner), registration time tickets would be coupled with STAR attendance, international students

would access the course registration system from afar at the same time as their peers and there would be University-level programming.

In 2013, Virtual STAR (VSTAR) was launched as an online experience to help international students (who cannot attend STAR in person) become prepared for advising and registration. Domestic students who cannot attend STAR also participate in VSTAR.

In 2014 the program was redesigned to accommodate a formal parent/guest program which meant parents could no longer participate in the advising meetings. The program also introduced peer leaders, incorporated peer-to-peer education and coordinated attendance numbers each day so as to ensure a consistent experience.

### BGRi

Fall 2011 saw an international student yield that exceeded expectations. This gave light to developing concerns about the transition success of international students. In response, the three organizations most directly impacted by and responsible for this challenge began to actively discuss how they could separately act. Thanks to the initiative of their leadership, the Office of International Students and Scholars (ISS), University Residences (UR) and Student Success at Purdue began to realize that they could accomplish more and be more effective if they worked collaboratively. A joint committee realized that the key was not to alter Boiler Gold Rush (BGR) but to supplement it. With the Dean of International Program's financial backing and University Residences contribution of hall space, detailed planning began immediately. The general concept was to bring international students to campus 3-4 days ahead of their domestic peers, house them together, address their immediate needs and assist them in transitioning to higher education in the US and Purdue specifically. The goal was to provide this service at no added cost to up to 700 international students (the size of one residence hall).

BGRi was launched as a pilot program in 2012 and served nearly 350 students. In 2013, over 570 students participated. In both program years, the existing UR Global student leader organization provided the structure and peer leadership. Additionally, the Dean of International Programs funded on a nonrecurring basis.

BGRi is now funded on a recurring basis and is a formal extension of BGR. In 2014 BGRi reached its capacity of 700 students.

### BGR

"Corn Camp" was the original name of Boiler Gold Rush! In 1993 Roger Sharritt, a hall manager in Cary Quad (oldest residence hall on campus) founded our orientation program. In 1994, corn camp became Boiler Gold Rush. The first program involved about 100 students and 15 student leaders. Over time, the program expanded to over 5,000 new students, over 450 student leaders and involves all of the residence halls.

In 2014 the program was completely redesigned to a full seven days of programming overseen by student leaders throughout. Additionally, the program incorporated orientation curriculum developed through the Foundations of Excellence self-study process and involved faculty in multiple ways.

### YEARLY CYCLE & TIMELINE

#### **STAR**

**August**-Update STAR Material in Marketing and Media related materials (High Expectations)

**September**-Determine mailing plan, establish any needed STAR committees-communications/redesign

**October** -Reset all sections in Banner, build one section per day for each program, update and submit the NODA Summer intern application, submit MyPurdue New Student Tab request and update auto-generated e-mail text

**November**- Solicit quotas from Academic Units, make sure STAR exceptions are reset, solicit contact information for Exception process from academic areas, make sure STAR Exception CRNs are set with appropriate Banner message, solicit space needs from academic areas, update website with STAR 2014 Info Analyze STAR, BGR and WOW section details. Run SZRLNKS and other reports to verify that all sections have the right text and correct "switches" turned on

**December-**(Early) Set section limits, Request co-Reqs for BGR section (10266). Co-req TTP (10296) and BGRi (10774), Reserve “Bull Gang” for move to ELLT/Loeb, By Dec 13 Set “Accept plus 7 days” message in Hobsons; Make a different confirmation letter for STAR exceptions in Hobsons

**January-**(Early) Reserve space, By mid-Jan set “Accept plus 5 weeks) message in Hobsons, Early- send bookstore solicitations, Publication Launch meeting with Marketing and Media, NODA Intern Interviews, Send note to Tim Todd/Elliott folks about Friday before request a set up/tech rehearsal, Send note to Doug Majors (ITAP and makes pics hot!) to get on his calendar for set up of STAR the Friday before, Send Wyatt Carmony with grounds a note about trailers outside of MTHWS and Physics along Eng. Mall wall, Decide a date/plan for the Class of 2018 Event for campus community.

**February-**Develop student staff hiring requirements, NODA Intern offer goes out, Set up M&M meeting to create STAR Brochures

**March-**Reserve check-in computers, Mid-March- Have a Class of \_\_\_\_ event for the campus community, Request Admissions & EMAR support to check-in, By Mar 15, set “Mid-Point Message” in Hobsons, Start discussion of assessment, STAR Ambassador application ready, Order golf carts, Get STAR bag info out to campus community, Hire student help to stuff STAR bags

**April-**Send request for support to AVP for EM, Select STAR Ambassadors by Mid-April, Email to exceptions before STAR, Do all Hobsons updates

**May-** Early May Conduct SATS Town Hall Meeting, (Post-cancel) Switch on “STAR is a Requirement” email in Hobsons, Mid-May, send STAR Preparation Mailing in Hobsons, Start update to survey/continue discussions on assessments, NODA Intern-arrival and welcome social. Decorate area he/she will sit.

**June-** Make sure date messages are turned off, Develop STAR attendance listserv or Filelocker, Ask Tim Todd if we can have storage room by restroom by Loeb, Start of 2<sup>nd</sup> week of June- send final details email, Start of 2<sup>nd</sup> week- conduct training for student workers, garage greeters, and checker-inners, End of week before STAR, send final update to [advisors@purdue.edu](mailto:advisors@purdue.edu). College Rep report times. Exception stop date (end of June), Friday before STAR- Move to ELLT Lobby. Set up ELLT Lobby. Technical Rehearsal in ELLT (or Loeb), Make STAR gradable, Collect a list of people who want to receive daily communication, Send out Attendance daily

**July-** End of week two- message to all who should be attending STAR but who are not registered to attend, End of first week of July- move materials to STEW West Foyer storage room (if needed), (One week after program) Send message to all Beg and Trans, for fall term, that do not have a schedule. Content is to encourage them to contact their college for advice and registration assistance. Share with colleges, NODA Intern will leave mid/end of July, STAR Program Review, Send out Attendance daily, Create a “panel” weekly to upload to Qualtrics...send out surveys weekly.

**August-**(Friday before BGR starts) Send message to all Beg and Transfer for fall, who do not have a schedule and are not participating in BGR to take action, Upload STAR documents to Sharepoint

## **BGR/BGRi**

**August (Post BGR)**-Banquet, SOC Chair Selection

**September-**Admissions Events, BGR Review-debriefs in-house and campus, Big 10 Conference, SOC Selection-interviews and selection and retreat, Miscellaneous-Reserve next year’s retreats and Business office pull, Publications-confirmation card/brochure/postcards

- BGRi- debriefs on and off campus

**October**-Supervisor recruitment/space reservations/interviews, FreeZone script ideas, Speaker holds for next year, spring Welcome ideas

- BGRi- BGRi planning group meeting (ISS, University residence, IP, Student Success at Purdue), Meeting with SOC- Planning cross cultural training for BGR/BGRi student leaders.

**November**-NODAC, Team Leader Recruitment ideas/space reservations, Supervisor selection and retreat, Spring Welcome planning, Athletic Orientation-initial planning meeting, publications-initial calendar/handbook meeting, Update Hobson's messages sent to participants, meet with faculty to create curriculum for classes, start planning with campus partners for events during week of

- BGRi- NASFA, communication to international students regarding potential leadership position and their travel plans (pre TL callout) \Team Leader Recruitment ideas/space reservations

**December**-SOC duties- team leader recruitment themes/plan; training plans/themes, miscellaneous-reserve all team leader training rooms, Registrar-STAR CRNS, Spring Welcome-prepare

- BGRi- Planning meeting (Pre arrival messages and logistic)

**January**- Spring Welcome, SOC- supervisor trainings, TL recruitment, FreeZone skit planning and auditions, signed speaker contracts, Sponsorship/partnerships- stewarding/soliciting both on and off campus, reconnect with campus partners on events

- BGRi- campus partner initial meetings

**February**-NODA Regional-preparing SOC for conference, SOC- team leader interviews (up to 1000), supervisor trainings, Publications-finalizing handbook, Partnerships- continued conversation and planning, start sending confirmation emails to registered BGR participants

- BGRi- Partnerships- continued conversation and planning (phones, banks, Walmart, etc.) Academic session planning meeting #1, (Book rooms), Athletics session planning meeting #1, Cultural Session planning meeting #1.

**March**- Continued team leader interviews/selection, Campus wide reservation meeting

- BGRi- International student leader flight confirmation (before retreat), Academic session planning meeting #2, Athletics session planning meeting #2, Cultural Session planning meeting #2

**April**-Partnerships-continued conversation and planning, Submit bids for staff items (water bottle, bags, shirts, etc), Athletic Orientation continued discussions/planning, Team leader trainings and supervisor trainings

- BGRi- Partnerships-continued conversation and planning, Final Academic session planning meeting, Final Athletics session planning meeting, Final Cultural Session planning meeting

**May**-Liaisons connecting with campus partners to continue tasks for events, Confirm publications sent to participants, Get student staff items ordered

- BGRi- NASFA national conference, connecting with campus partners to continue tasks for events, Baseball card ID cards from leader

**June**-Finalizing schedules and programming, STAR Bag stuffing, Create evaluations- student staff and participants

- BGRi- Finalize schedules and programming, inventory BGRi leftovers, student leader communication (keep in touch)

**July**-Finalizing all messages to student staff over summer, final details to participants and printing items, Elliott Hall of Music/CART- confirming all programming times, Liaisons finalizing event programming, Confirm after program wrap up info, Confirm banquet details

- BGRi- Finalizing all messages to student staff over summer confirming all programming times, finalizing event programming, matching finalized, start Peer-to- peer arrival communication

**August (Pre-BGR/BGRi)**-Check-in materials delivered to halls, Prepare SOC 2015 callout, Participant sort, name tags printed and halls ready, Final trainings with staff

### **BENCHMARK PROGRAMS**

Orientation programs benchmarks against the following programs:

- University of Minnesota
  - a. Large student leader structure
  - b. Large week long program
  - c. Comprehensive assessment approach
- Ohio State
  - a. Summer registration
  - b. Well-developed parent program
- University of Southern California
  - a. On-line orientation
- Texas A&M Fish Camp
  - a. Creating a strong sense of belonging, school spirit and tradition
  - b. Large student leader structure

Orientation programs aspire to benchmark against the following programs:

- The following Universities either offer online foreign language placement testing before arrival on campus or plan to in the near future:
  - a. University of Nebraska
  - b. Indiana University
  - c. Ohio State University
  - d. University of Illinois

BGR is often benchmarked by other schools as well. We are called often for information regarding the following:

- Student staff structure
- Student staff leadership development material (class for supers and info from trainings)
- FreeZone (diversity piece of trainings)
- Virtual STAR experience
- Boiler Gold Rush International
- Orientation curriculum

University/Colleges that benchmark our programs:

- Ohio State
- Penn State
- Indiana University
- University of Illinois
- Algonquin College in Canada
- University of Notre Dame
- Stony Brook University

Orientation programs also utilize the following resources to stay up-to-date on research and best practices:

- National Orientation Directors Association Conference (NODAC)
  - Kasi is the Co-Indiana State Coordinator
- NODA Region 7
  - Joey is on the planning committee and in charge of Regional Orientation Leadership Institute. This program during the regional conference challenges the top student leaders in the region.
- Big 10/CIC Orientation Directors meeting and the email group

- First-Year Experience Conference
- Association of International Educators
- Best practices - Council of the Advancement of Standards (CAS)
- Indiana Student Affairs Association
  - Kasi is on the planning committee
- Other colleagues

### **OPPORTUNITIES FOR FUNDRAISING & DEVELOPMENT**

- Opportunities for investment
  - STAR
    - All placement tests online and taken advance of STAR
    - Two-day program at no cost to the students
    - Ponchos for leaders
  - BGRi
    - Toiletry bags
    - Purdue blankets
    - Ponchos for leaders
  - BGR
    - Program fee incorporated into tuition and fees
    - Supplies provided to all new students
      - Ponchos for leaders
      - Mortarboards
      - 4-3-2-1 item
      - Shirts
      - Water bottles
      - Bags
      - Clicker
      - iPad
- Program Improvements
  - STAR/VSTAR re-design
    - Continue to improve the family experience
    - Continue to improve the student experience
    - Accommodate support for discretionary needs of attendees (e.g., Band try-outs, DRC, etc)
    - Create a more meaningful Resource Fair
    - Improve the VSTAR user experience
    - Establish Transfer Days
  - BGR re-design
    - Refine the academic component this year
    - Compress the entire program
    - Change the move-in period
  - Transfer programming
    - Transfer programming will continue to be enhanced meeting the transfer student needs.
    - A position created focusing on developing transfer student programming during Boiler Gold Rush and STAR, which includes a commitment to student organizations and enhancing the overall transfer student experience.
    - Collaborating with the Academic Success Center to support the teaching and implementation of the Transfer Credit Success Course.
  - Veterans Orientation collaboration
    - Collaborate with this office to form an effective, informative and active orientation program.
  - Non-Traditional Student Services collaboration

- Collaborate with this office to form an effective, informative and active orientation program.

**LEGEND**

BGR – Boiler Gold Rush

BGRi – Boiler Gold Rush International

STAR – Summer, Transition, Advising and Registration

VSTAR – Virtual STAR

SOC – Student Orientation Committee

Super – Supervisors (middle level of volunteer student staff within BGR)

TL's – Team Leader (entry level of volunteer student staff within BGR)

TLi's – Team Leader International

TSi's – Team Supervisor International

University Core Learning Outcomes Mapping—BGR, BGRi, VSTAR, and STAR

<b>Foundational Learning Outcomes (First Year)</b>	<b>Program/Event/Course</b>	<b>Assessment Artifact/Evidence</b>
Human Cultures	FreeZone, Guest speakers, We Are Purdue, Cultural Center, Interest sessions, Diversity class	Reaction sessions, BGR Survey Results
Information Literacy	Information literacy class, Financial Literacy class	
Oral Communication	Informal group discussions for all student staff, Public speaking, Icebreakers	BGR Survey results, more comfortable engaging in meaningful discussion, leaders feedback and observations of new students growing oral communication competencies throughout the week of BGR
Science, Technology, and Mathematics		
Written Communication	Student Orientation Committee	All documentation and literature necessary to create BGR over a 9 month period
<b>Embedded Learning Outcomes (Ongoing)</b>		
<b>Embedded Learning Outcomes (Ongoing)</b>	<b>Program/Event/Course</b>	<b>Assessment Artifact/Evidence</b>
Creative Thinking	Student Orientation Committee	All documentation and literature necessary to create BGR over a 9 month period, unique programming and content is written over a yearly basis
Critical Thinking	Informal group discussions for all student leaders	Reaction sessions
Ethical Reasoning	FreeZone, Safety and Wellness Session, Academic sessions, Informal group discussion, staff training, Student Rights & Responsibilities- academic integrity class, GS210 class	Reaction sessions, BGR Survey results, professional observations
Global Citizenship and Social Awareness	FreeZone, Informal group discussion, Cultural guest speakers, Staff community service project	Reaction sessions, BGR Survey results, professional observation, commitment levels of student leadership (# of participants and hours of commitment)
Information Literacy		
Integrative Knowledge		
Intercultural Knowledge and Effectiveness	Staff diversity and cultural training	Staff feedback and action
Leadership and Teamwork	BGR-All student staff training, BGR hierarchy, student program development, week of activities	BGR survey results, Reaction sessions, student oral feedback
Oral Communication	Informal group discussions, Public speaking, Icebreakers	BGR Survey results, more comfortable engaging in meaningful discussion, leaders feedback and observations of new students growing oral



		communication competencies throughout the week of BGR
Quantitative Reasoning		
Written Communication	Student Orientation Committee	All documentation and literature necessary to create BGR over a 9 month period
<b>Student Development Learning Outcomes (Ongoing)</b>	<b>Program/Event/Course</b>	<b>Assessment Artifact/Evidence</b>
Appreciation of Arts and Culture		
Campus and Community Knowledge	BGR and STAR- campus tours, Tradition Walks, Resource Fairs, Health & Wellness, Boiler Up Rally, Bridge Bash	BGR and STAR survey results, Reaction sessions, comfortable with campus
Engagement, Commitment, and Community	Staff trainings and participation, sense of belonging, traditions and school spirit	Percent of applications to leadership positions,
Equity, Diversity, and Inclusion	FreeZone, group discussion, guest speakers, Global Fair, Cultural Center interest sessions	Reaction sessions, BGR Survey results, professional observation
Health and Wellness	Safety and Wellness session, B-Involved Fair, Late Night w/ Rec Sports, Religious events and services, Meet the Greeks	Reaction session, involvement, Financial Literacy part of survey.
Identity Development	Staff training, B-involved Fair, College Welcome, FreeZone	Participations, BGR post survey
Interpersonal Relationships	Staff training, group discussions,	Reaction sessions, BGR Survey results
Metacognition and Lifelong Learning		
Self-Efficacy and Self-Advocacy	Staff training, group discussions, FreeZone, Student driven nature of BGR, STAR-Financial Literacy, self-registration, myPurdue Plan, Health & Wellness	Reaction sessions, BGR Survey results, professional observation