

MISSION STATEMENT

To introduce and connect all new undergraduate students to Purdue University through student and staff led academic and social programming, both on campus and virtual, in order to prepare them for their Purdue experience.

VISION STATEMENT

To be globally recognized and at the forefront of innovation in higher education for empowering students and creating a seamless transition for all.

PROGRAM ELEMENTS

Orientation Programs provide a series of programs and experiences that facilitate the transition of undergraduate students to Purdue and the opportunity for student leadership.

- **Boiler Gold Rush (BGR)** – BGR is Purdue’s fall orientation program that takes place in and out of the classroom the week before the fall term in August and is open to all new first-year and transfer students.
- **Boiler Gold Rush International (BGRi)** – BGRi is a supplemental program that supports the transition, adjustment and acculturation of international students in the days prior to Boiler Gold Rush in August.
- **Pre-Arrival Homework** – This online course facilitated through Blackboard Learn introduces students to the orientation/BGR curriculum in July, in an effort for them to engage in these experiences before arriving on campus in August.
- **Summer Transition, Advising and Registration (STAR)** – STAR is a series of one-day programs that take place in June and July where new undergraduate students connect with and learn from campus resources, receive academic advice, and pre-register for fall courses. STAR also has specific on campus programs devoted for Transfer, Summer Start, and Early Start students.
- **Virtual STAR (VSTAR)** – VSTAR is the online equivalent of STAR that connects students to their academic College and important University resources in the event they cannot attend the program on campus. VSTAR is available to these students from May to late August.
- **Student Leadership Experiences** – Throughout the year, undergraduate students can apply to participate in volunteer and paid opportunities that work closely with new students, including STAR Ambassador (paid), BGR/i Team Leader (volunteer), BGR/i Team Supervisor (volunteer), and BGR/i Student Orientation Committee member (paid).

LEARNING OUTCOMES

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

- Recognize strategies to be successful at Purdue and in their program of study.
- Identify the campus resources available to them and how to access those resources.
- Describe how to get involved and the importance of becoming a part of the campus community.
- Develop awareness of diversity on campus and opportunities to engage with it.

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

- Develop skills to facilitate, manage, and mentor large groups.
- Increase cultural competency by effectively integrating and communicating with diverse groups.
- Become more aware of campus and the local community resources.
- Develop a greater sense of purpose and involvement on campus.
- Develop transferable skills for future opportunities.

NOTABLE CHANGES FROM 2017-18 Academic Year

Purdue University's admitted class for the 2018-19 Academic Year unexpectedly shifted to over six hundred students above their initial target. When this was announced in May 2018, it had significant impacts and pressures on a variety of elements for all Orientation Programs, starting in June 2018. Below are some notable changes for each program, including many elements that were changed because of the shift in enrollment.

- STAR – Elements of the program changed for 2018 because of the shift to the pre-registration process, because of impacts from on campus construction, and in an effort to provide the best experience for students and guests.
 - o Pre-registration of fall courses for students on site
 - o Option for Colleges to pre-register students in their advising sessions or in a lab
 - o The centralization of parking on site and the addition of shuttles
 - o Offered a specialized session for Summer and Early Start students
 - o Check-in location change from the Armory to Elliott Hall of Music
 - o Schedule and location change for the Information Fair, to the end of the day at WALC
 - o Shift of ID Card pickup from beginning of day to end of day at Information Fair, resulting in an average of 98% of cards being picked up on site (in comparison to 65% in 2017)
 - o Expansion of STAR Ambassador Training from one day to three days
 - o Restructured STAR Transfer Days
- BGRi – Several elements of the program were changed for 2018 to allow easier navigation throughout the experience.
 - o Recreated Final Details messaging for new students
 - o Centralized check-in location from Tarkington Hall to the Krach Leadership Center
 - o Addition of a Bank and Cell Phone Fair to bring vendors to students
 - o Rescheduled Meet the Teams and Opening Ceremonies
 - o Reorganized MISCI sessions to not overlap with other programming and meals
- BGR – Elements of the schedule were changed for 2018 because of the 25th anniversary of Boiler Gold Rush, for the improvement of the student experience, and because of the increase of students attending the program.
 - o Recreated Final Details messaging for new students
 - o Implementation of PurdueGuide app for BGR and BGRi schedules, as a replacement to the retired BoilerGuide
 - o Purdue Promise and Twenty-First Century Scholar move-in on the Sunday prior to BGR
 - o All Residence Halls moved in over two days
 - o Five meal track rotations instead of four throughout the week
 - o Movie on the Mall event at Memorial Mall on the Monday of BGR
 - o Two Opening Ceremonies sessions on the Wednesday of BGR
 - o Guinness World Record Attempt during the Boiler Up Rally
 - o The addition of Club Sports, expansion of time for the session, and new location for the Resource Fair on the Thursday of BGR
 - o Location change for the Boiler Bridge Bash
 - o Expanded offerings for Academic Preview Sessions
 - o Expansion of time and new location for the B-Involved Fair on the Saturday of BGR

OUR DATA

2018 is the first year Student Success Programs used the pre-post assessment method to understand students’ learning outcomes and experiences during the STAR program. The pre and post surveys were distributed to 6618 registrants, and we received 2266 and 3579 valid responses respectively, equating to 34.8% and 54% response rates. The pre and post surveys included questions on multiple themes, such as students’ learning outcomes, impact of new course registration process, feelings of connection, etc. Data shows the majority of participants (nearly 90%) were “satisfied” or “extremely satisfied” with their overall 2018 STAR experience.

To further understand students’ 2018 BGR experience, a pre-post assessment method is adopted to fully assess the impact of BGR on students’ satisfaction, learning outcomes, and sense of belonging. The pre and post surveys were distributed to 7163 registrants, and there were 4289 and 3207 valid responses respectively, equating to 60% and 45% response rates. The pre and post surveys included questions on multiple themes, such as students’ satisfaction, sense of belonging and relationships, influential factors in the program, and learning outcomes. Data shows the majority of students (91%) were “satisfied” or “extremely satisfied” with their overall 2018 BGR experience.

The below chart displays the retention and graduation rates for BGR participants vs. non-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
2009	BGR	4843	89.90%	83.58%	79.93%	47.86%	72.06%	76.81%
	Non BGR	1323	85.56%	78.53%	73.77%	42.71%	65.23%	70.37%
2010	BGR	4930	91.22%	85.07%	81.05%	50.06%	73.94%	78.07%
	Non BGR	1423	86.79%	78.92%	72.73%	46.31%	68.03%	73.16%
2011	BGR	4684	91.27%	86.02%	82.75%	52.39%	75.73%	80.36%
	Non BGR	1976	88.92%	80.36%	76.67%	49.34%	70.55%	74.90%
2012	BGR	5010	91.58%	87.25%	84.09%	56.69%	78.36%	82.34%
	Non BGR	1319	88.86%	81.73%	78.47%	52.69%	72.78%	76.80%
2013	BGR	5163	93.07%	88.57%	84.72%	58.92%	79.20%	
	Non BGR	1156	90.66%	83.74%	78.03%	56.75%	73.44%	
2014	BGR	5199	93.50%	88.86%	84.94%	61.47%		
	Non BGR	1209	89.58%	84.45%	79.98%	55.00%		
2015	BGR	5784	92.44%	88.11%	83.96%			
	Non BGR	1071	88.05%	82.73%	77.78%			
2016	BGR	5996	92.19%	88.19%				
	Non BGR	1233	88.97%	83.78%				
2017	BGR	6153	92.62%					
	Non BGR	1395	88.96%					

2018 Orientation Data

STAR

- 7,048 students attended STAR 2018, which is 853 more students than last year

Table 1: STAR 2018 Demographic Percentages

	N	International	Non-Resident	Resident	Female	Male	URM
Transfer STAR	213	1.4%	14.1%	84.5%	51.2%	48.8%	11.3%
Summer Start STAR	211	0.0%	24.6%	75.4%	48.3%	51.7%	23.2%
Week 1	2055	0.1%	25.6%	74.3%	50.0%	50.0%	10.7%
Week 2	1950	0.3%	40.5%	59.3%	45.7%	54.3%	10.0%
Week 3	1199	0.3%	43.8%	56.0%	45.5%	54.5%	11.0%
Week 4	1420	0.1%	47.7%	52.3%	40.6%	59.4%	12.5%
Overall	7048	0.2%	36.9%	62.9%	46.1%	53.9%	11.3%

Table 2: STAR 2018 Demographic Counts

	N	International	Non-Resident	Resident	Female	Male	URM
Transfer STAR	213	3	30	180	109	104	24
Summer Start STAR	211	0	52	159	102	109	49
Week 1	2055	2	526	1527	1028	1027	220
Week 2	1950	5	789	1156	891	1059	195
Week 3	1199	3	525	671	545	654	132
Week 4	1420	1	677	742	577	843	177
Overall	7048	14	2599	4435	3252	3796	797

Table 3: STAR Participant Yields at Fall Census

	2016			2017			2018		
	Melt	Total	Yield	Melt	Total	Yield	Melt	Total	Yield
STAR	53	6000	99.1%	44	6195	99.3%	55	6624	99.2%
Transfer STAR	-	-	-	7	195	96.4%	10	213	95.3%
Summer Start STAR	-	-	-	-	-	-	4	211	98.1%
VSTAR	238	1993	88.1%	259	2091	87.6%	360	2611	86.2%
STAR No show	11	61	82.0%	3	115	97.4%	20	89	77.5%

BGR Student Staff

Table 4: BGR 2018 Student Staff

	SOC (n=7)		Supers (n=103)		TLs (n=497)	
	Number	Percent	Number	Percent	Number	Percent
Male	4	57.1%	46	44.7%	191	38.4%
Female	3	42.9%	57	55.3%	306	61.6%
URM	1	14.3%	7	6.8%	44	8.9%
Non-URM	6	85.7%	96	93.2%	453	91.1%
Fall 2017 GPA	3.22		3.34		3.45	
Spring 2018 GPA	3.28		3.25		3.39	

The tables below show the average semester GPAs of student staff before, during, and after their BGR experience.

Table 5: Average Semester GPA for Students who Participated as BGR Student Staff for 1 Year

Starting Cohort	Before		After	
	Fall	Spring	Fall	Spring
2017	Fall 16	Spring 17	Fall 17	Spring 18
	3.35	3.34	3.21	3.06
2016	Fall 15	Spring 16	Fall 16	Spring 17
	3.42	3.33	3.19	3.22
2015	Fall 14	Spring 15	Fall 15	Spring 16
	3.35	3.25	3.21	3.20
2014	Fall 13	Spring 14	Fall 14	Spring 15
	3.35	3.26	3.20	3.07

Table 6: Average Semester GPA for Students who Participated as BGR Student Staff for 2 Years

Starting Cohort	Before		During		After	
	Fall	Spring	Fall	Spring	Fall	Spring
2016	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18
	3.50	3.40	3.25	3.37	3.39	3.09
2015	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17
	3.34	3.26	3.27	3.34	3.37	3.26
2014	Fall 13	Spring 14	Fall 14	Spring 15	Fall 15	Spring 16
	3.40	3.30	3.22	3.35	3.46	3.45

Table 7: Average Semester GPA for Students who Participated as BGR Student Staff for 3 Years

Starting Cohort	Before		During				After	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
2015	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18
	3.33	3.29	3.26	3.54	3.37	3.46	3.56	3.59
2014	Fall 13	Spring 14	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17
	3.46	3.33	3.31	3.41	3.57	3.59	3.64	3.74

BGR Participants

- 6,793 students participated in BGR 2018, which is 442 more students than last year

Table 8: Percentage of New Students who Participated in BGR 2018

Ethnicity	Admission Type	# of Participants	Total Population	% of Total Pop
2+ Races	New Beginner	328	431	76.1%
	Transfer	0	28	0.0%
	NonDegree	0	1	0.0%
	Overall	328	460	71.3%
Black/African-American	New Beginner	159	253	62.8%
	Transfer	1	42	2.4%
	NonDegree	0	1	0.0%
	Overall	160	296	54.1%
Hispanic	New Beginner	348	488	71.3%
	Transfer	3	99	3.0%
	NonDegree	2	2	100.0%
	Overall	353	589	59.9%
Asian	New Beginner	720	966	74.5%
	Transfer	6	76	7.9%
	Study Abroad	0	3	0.0%
	Overall	726	1045	69.5%
American Indian/Alaska Native	New Beginner	7	7	100.0%
	Transfer	0	1	0.0%
	Overall	7	8	87.5%
International	New Beginner	604	891	67.8%
	Transfer	51	378	13.5%
	Study Abroad	69	179	38.5%
	Overall	724	1448	50.0%
Native Hawaiian/Pacific Islander	New Beginner	4	5	80.0%
	Transfer	0	2	0.0%
	Overall	4	7	57.1%
Unknown	New Beginner	67	85	78.8%
	Transfer	0	16	0.0%
	Overall	67	101	66.3%
Caucasian	New Beginner	4375	5467	80.0%
	Transfer	32	753	4.2%
	Study Abroad	3	5	60.0%
	NonDegree	14	43	32.6%
	Overall	4424	6269	70.6%

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