Office of Graduate Student Life

<table>
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<th>Department Name:</th>
<th>Office of Graduate Student Life</th>
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<tbody>
<tr>
<td>Program or Service:</td>
<td>New Graduate &amp; Professional Student Orientation</td>
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<td>Brief description of program or service:</td>
<td>The New Graduate and Professional Student Orientation is designed to welcome new graduate and professional students to Boston College. Orientation aims to assist them in their transition to graduate school by connecting them with key members of the campus community, university and Boston-area resources, and graduate and professional students from other schools and disciplines.</td>
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<td>Date:</td>
<td>6/1/2016</td>
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1. State the formal learning and/or operational outcomes for the program, service, or department:

   Students who attend Orientation will be able to...
   - Identify at least two academic or administrative buildings on campus
   - Locate one of the campus libraries
   - Identify at least two opportunities for involvement as a graduate student
   - Anticipate one potential challenge they may face as a graduate student and identify a resource they would utilize for support in navigating that challenge

2. Where are these learning outcomes published? Be specific. (Where are the department’s learning expectations accessible to potential students: on the web or in your department’s handouts?):

   Published on Graduate Student Life website.

3. What data/evidence is used to determine whether participants have achieved the stated outcomes? (What method did you use? What were you measuring?):

   Survey.
   Survey measures:
   - Demographic information
   - Reasons student attended/did not attend event
   - Satisfaction with all sessions of orientation
   - Student's knowledge of available resources

4. Who collects and interprets the evidence? When and how often does this occur? Who assists in interpreting and analyzing the data?:

   Office of Graduate Student Life staff and graduate students involved collect and interpret the data. Recommendations are discussed among the staff and presented to the Director (or Associate Vice President of Student Affairs, if necessary). This is done after the program has ended in late August, and reviewed again at the start of the summer prior to the following program.
5. Individuals with whom the data is shared (list primary and secondary stakeholders and narrative as to why):

Stakeholders:
- Office of Graduate Student Life staff
  - Director, Assistant Director
  - Oversee planning and implementation of program
- Graduate Assistant Lead
  - Assist in planning and implementation of program
- Orientation Leads
  - May offer student input for additional improvements
- Associate VP of Student Affairs
  - Oversees OGSL department
- Future attendees
  - Manage expectations about program
  - Understand what program will offer

6. What changes have been made as a result of using the data/evidence? (What was the change? What data led you to make that change?) If no change, indicate why:

**2016**

The data below shows that our learning outcomes are generally being met and only minor changes will occur for 2016.

**Learning Outcomes results**
- 97% were able to identify at least two academic or administrative buildings on campus
- 99% were able to locate one of the campus libraries
- 88% were able to identify at least two opportunities for involvement as a graduate student
- 88% were able to anticipate one potential challenge they may face as a graduate student and identify a resource they would utilize for support in navigating that challenge

**Additional data results**
- 76% of the attendees agreed that orientation helped them know what to expect academically at BC
- 76% agreed that orientation helped them better understand how to integrate their academic and personal/social lives during graduate school at BC
- 89% agreed that they learned about the different resources available to graduate students at BC
- 83% agreed that orientation helped them feel connected to the institution

**Changes for 2016**
- Due to very low attendance, we will remove the International Student Panel from the educational sessions. Instead, this will take place about 2 weeks into the academic year once students have settled in. This will be a collaborative effort between OISS, OGSL, and the Graduate International Student Association (GISA). We found that several students were unable to attend the panel during orientation, either because of the long day or other commitments. Pushing the panel to later in the year will extend their orientation to BC and the community, and will also introduce them to GISA.
- There was a significant gap in the RSVP and attendance of students in the School of Management. (155 RSVP'd but only 61 attended). This was due to one or more events (including classes) being put on by the Carroll School during Orientation. For 2016, we have increased communication efforts with CGSOM and will monitor these registrations closely.
- To better introduce and connect students to the mission of BC, we will add an Educational Session on the history of BC and the Jesuits.
**2015**
Only minor changes were made to the program. As noted in the data below, the survey determined that outcomes were well-achieved, and the program succeeded in welcoming students to the academic and social environment, exposing students to campus and community resources, and helping build community.

- 77% of the attendees agreed that orientation helped them know what to expect academically at BC
- 80% agreed that they met people at orientation with whom they would like to continue relationships
- 91% agreed that they learned about the different resources available to graduate students at BC
- 88% agreed that orientation helped them feel connected to the institution

Minor Change:
Data from an open-ended response question suggested there should be more discussion around returning to academic life for those who have been out of school for a significant period of time. The 2015 program has added an educational session addressing this topic.

| 7. How do you know that the changes have resulted in improved learning outcomes? (continuous improvement evidence): | We have consistently seen that the program is meeting the desired outcomes and very few changes are needed from year to year. |