

Examining Special Populations in Extended Orientation Programs

*NODA Extended Orientation Network
Virtual Discussion Session*

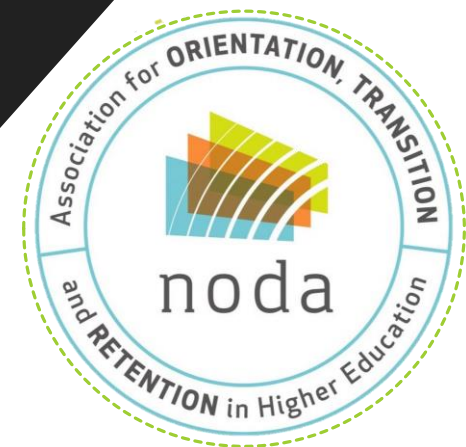
DR. BRETT BRUNER, *Director of Transition & Student Conduct*
TAYLOR KRILEY, *Director of Inclusion & Diversity Excellence*
Fort Hays State University

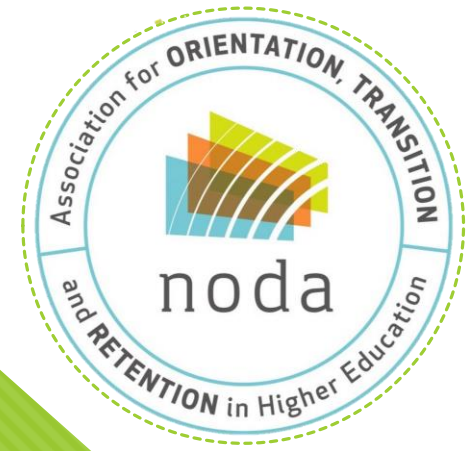
Virtual Discussion Purpose

- This virtual discussion is designed to connect NODA Extended Orientation Network members in order to interact with, learn from, and share experiences with Special Populations in Extended Orientation Programming.

Virtual Discussion Agenda

- Common Terminology
- Introductions & Current Practices
- Exploring Special Populations

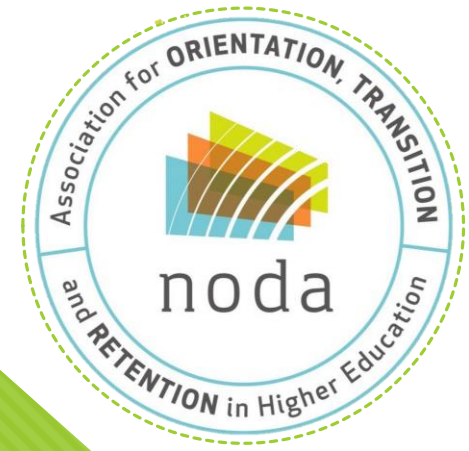




Let's connect our terminology:

- Orientation
- Orientation Examples
- Extended Orientation
- Extended Orientation Examples

COMMON TERMINOLOGY



NODA defines orientation as deliberate programmatic and service efforts designed to facilitate the transition of new students to the institution; prepare students for the institutions educational opportunities and student responsibilities; initiate the integration of new students into the intellectual, cultural, and social climate of the institution; and support the parents, partners, guardians, and children of the new student (CASHE, 2009).

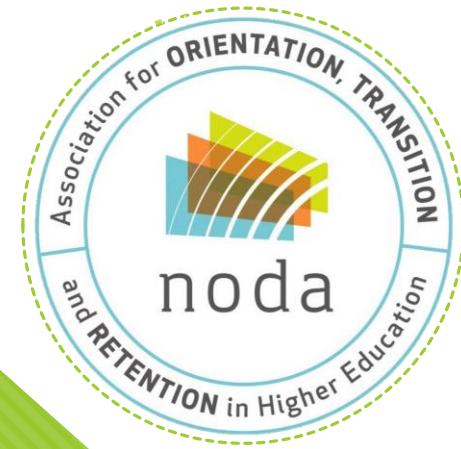
Source: https://noda.site-ym.com/?page=otr_definitions

ORIENTATION

Orientation may include (but is not limited to):

- Single or multiple day “traditional” orientation programs
- Welcome Weeks
- Orientation “camps”
- Outdoor/wilderness orientation programs
- Special-interest (e.g., community service) & special-population (e.g., student-athletes) orientation programs
- Summer bridge programs
- Online orientation programs
- Parent/family orientation programs
- Orientation courses/first-year seminars/workshop series
- Mechanisms & strategies of communication from institutions to incoming students

Source: https://noda.site-ym.com/?page=otr_definitions



ORIENTATION EXAMPLES



NODA Extended Orientation
Network

Programs that supplement traditional new student orientation, providing an **extension** to the orientation, transition, and retention process.

This could include any program outside of the traditional new student orientation including, but not limited to, the following:

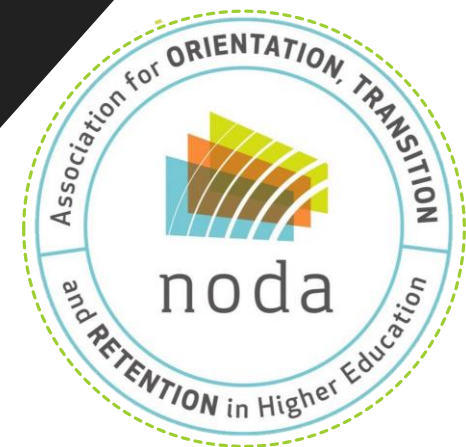
- Spirit & tradition camps
- Outdoor orientations
- Welcome Weeks
- Experiential orientation programs

Source: http://www.nodaweb.org/?page=network_extended_o

EXTENDED ORIENTATION

Introductions & Current Practices

- Introduce yourself & give a brief overview of your extended orientation programming; including special populations.
- Taylor Kriley
- E-Experience Camp
 - Special populations
 - **At-risk:** undecided, students of color, 10% admit, HS GPA, or 175<days
 - **Division goals:** non-traditional, 1st Generation, athletes, transfer
- Dr. Brett Bruner
- HCI & Golden Beginnings
 - Special populations
 - **Division goals:** Hispanic and Latina/x/o & 1st Generation



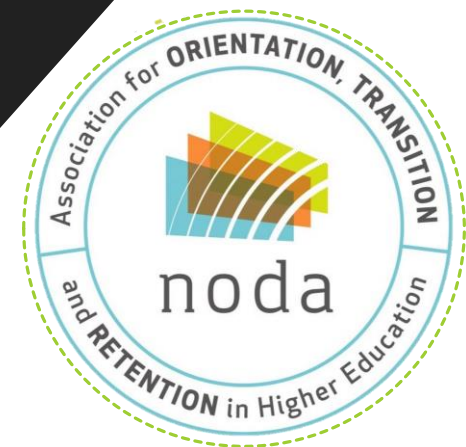
Exploring Special Programs

- Theme-based vs. one size fits all
- Weeks vs. days vs. hours
- On-campus vs. off-campus vs. mixture
- Fee vs. Free
- One option vs. multiple options
- One department vs. one institution

- Let's discuss and explore in regards to special populations.

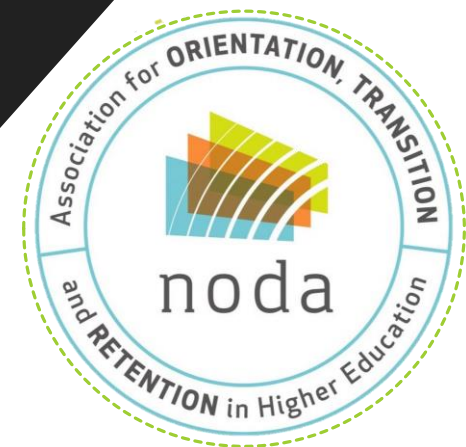
Discuss & Explore

- Describe the challenges are you facing with supporting special populations through EO.



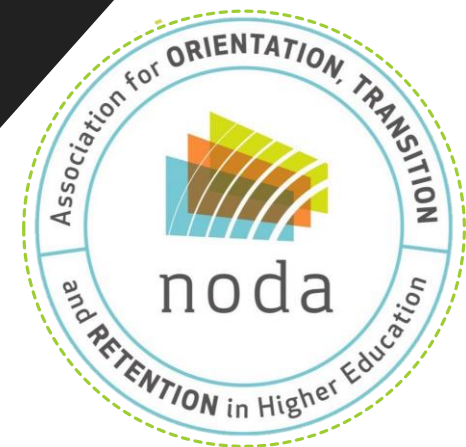
Discuss & Explore

- Describe the challenges are you facing with supporting special populations through EO.
 - Providing EO for all special populations on campus.
 - Funding for EO targeting special populations on campus.
 - Identifying special populations to provide EO experiences.
 - Staffing resources to provide successful EO for special populations.



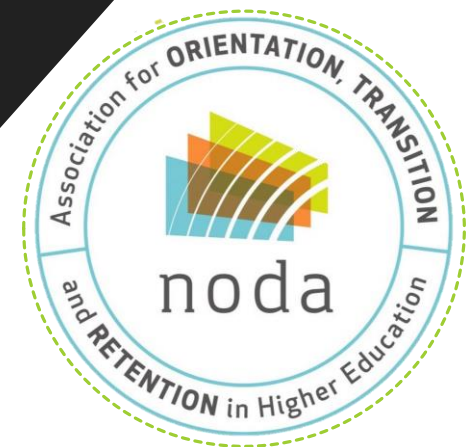
Discuss & Explore

- Describe the pros and cons to creating a one size fits all vs. individual EO for each special population.



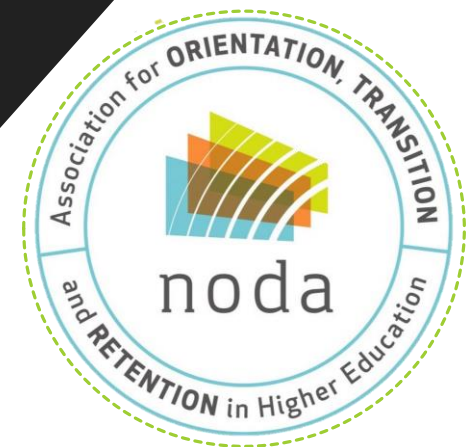
Discuss & Explore

- Describe the pros and cons to creating a one size fits all vs. individual EO for each special population.
 - Secure/no secure financial and staff resources.
 - Increase/decrease engagement and connection of special populations.
 - Increases/diminishes the amount of intentional focus and support for a specific population.



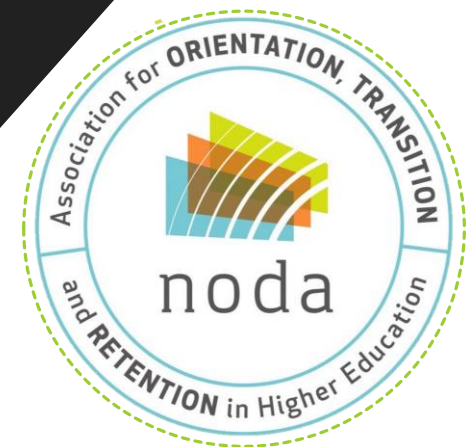
Discuss & Explore

- Describe the pros and cons for how long an EO should last.



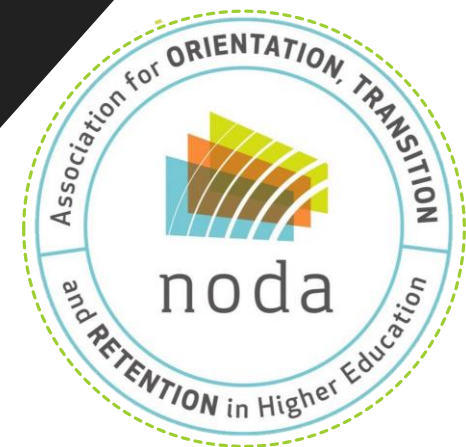
Discuss & Explore

- Describe the pros and cons for how long an EO should last.
 - Increase/decrease funding needs.
 - Increase/decrease access and opportunities for participation.
 - Increase/decrease learning outcomes and impact on participants
 - Determines cost per participant and staff to facilitate EO.



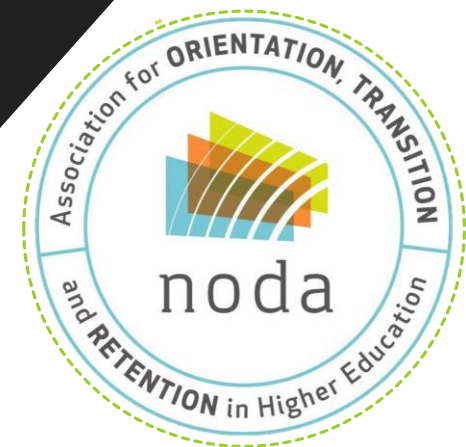
Discuss & Explore

- Describe the pros and cons of EO location (on/off campus).
 - Increase/decrease in funding.
 - Determines transportation needs.
 - Increase/decrease in connection to institution.
 - Increase/decrease in connection to community.
 - Increase/decrease in staff needs.
 - Determines risk management and accommodations.



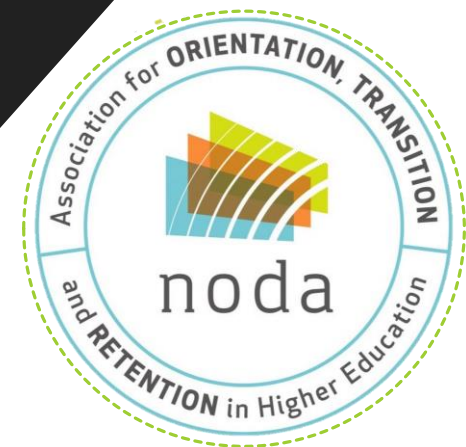
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- Describe the pros and cons of EO participant cost (fee, free, or somewhere in the middle).



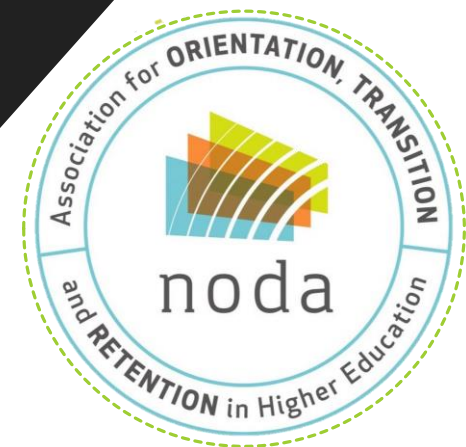
Discuss & Explore

- Describe the pros and cons of EO participant cost (fee, free, or somewhere in the middle).
 - Increase/decrease funding needs.
 - Increase/decrease access and opportunities for participation.
 - Increase/decrease attendance.



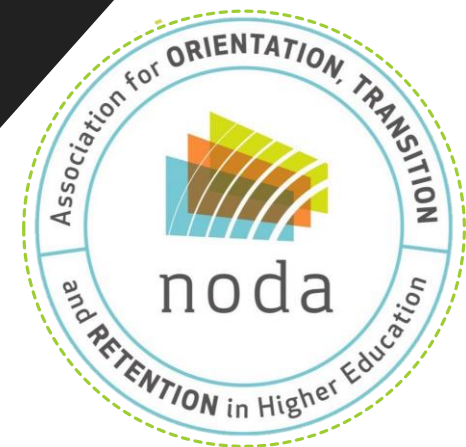
Discuss & Explore

- Describe the pros and cons can you share about providing multiple EO sessions.



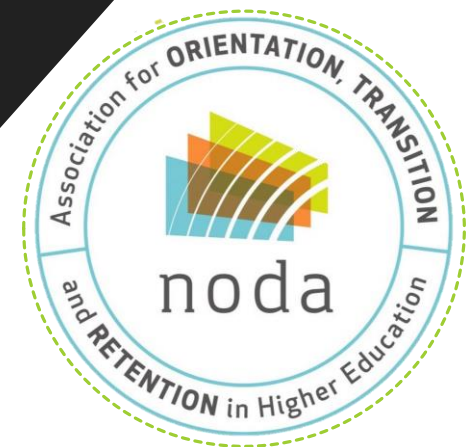
Discuss & Explore

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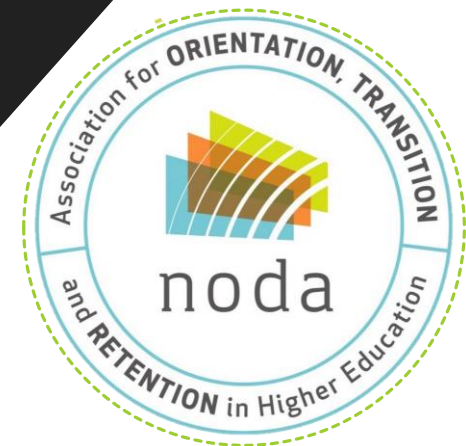
Discuss & Explore

- What success stories can you share about supporting special populations through EO?



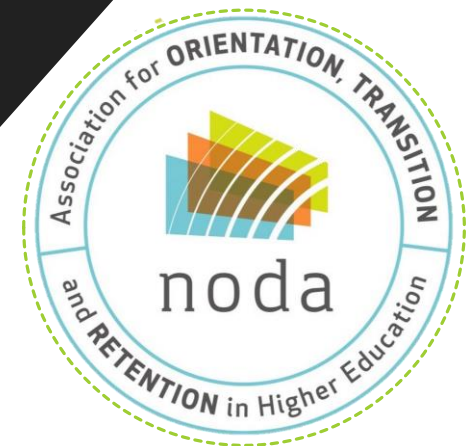
Exploring Special Populations

- Hispanic College Institute
 - Self-confidence in personal strengths, talents, and goals
 - Pride in being a Latinx/a/o college student
 - Important role of family (defined as all-encompassing as desired) in the undergraduate college experience



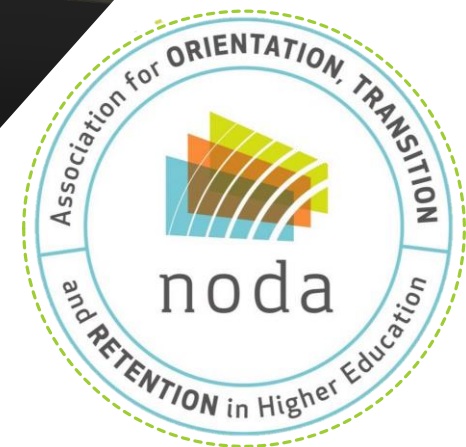
Exploring Special Populations

- Golden Beginnings Pre-Orientation Program for First-Generation College Students
 - Sense of community with first-generation peers
 - Connection to faculty, staff, and upperclass student leaders



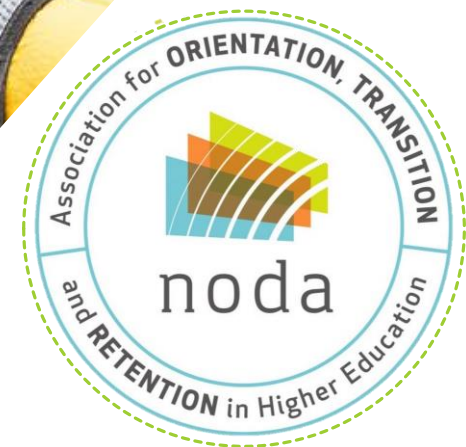
Exploring Special Populations

- LEAD Camp to E-Experience Camp
 - 3-days to 24-hour with multiple sessions
 - Off campus to on/off campus
 - June to July to prevent summer melt
 - Departmental to institutional
 - Fee to free
 - Leadership studies curriculum to blending leadership with incorporating academic and co-curricular skill building
 - Target population leadership studies students to at-risk and institutional target populations (undecided, students of color, 10% admit, HS GPA, 175<days, non-traditional, 1st Generation, athletes, & transfer)
 - Recruitment strategies to target special populations



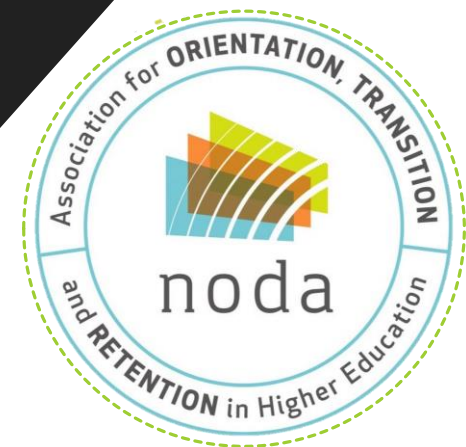
Exploring Special Populations

- LEAD Camp to E-Experience Camp
 - Rock your 1st year (3-hours) and incorporated specific sessions to support special populations
 - Additional components added for athletes, transfer, 10% admit
 - Athletes met with current athletes and had an additional session with Assistant AD
 - 10% admit met with the student advising center and TRIO (if applicable) at the beginning and end to build success plan
 - Transfer students were grouped together and met with other transfer students
 - Non-traditional students were grouped together and met with TradPlus coordinator



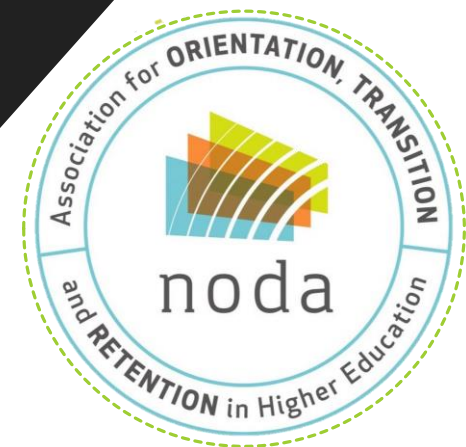
Exploring Special Populations

- Georgia Tech
 - International <http://transitionprograms.gatech.edu/extended-orientation>
- Texas A&M
 - Transfer Camp <https://www.tamu.edu/traditions/orientation/t-camp/>
 - Spring Camp <https://www.tamu.edu/traditions/orientation/howdy-camp/>
- University of Dayton
 - Pell Eligible/Low Income
<https://www.udayton.edu/apply/undergraduate/events/Flyer-Promise-Summer-Program-Schedule.php>
- Washington University-St. Louis:
 - 15+ Options <https://firstyear.wustl.edu/orientation/pre-orientation-programs/>

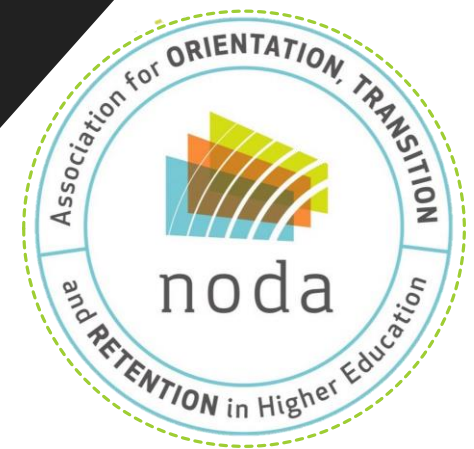


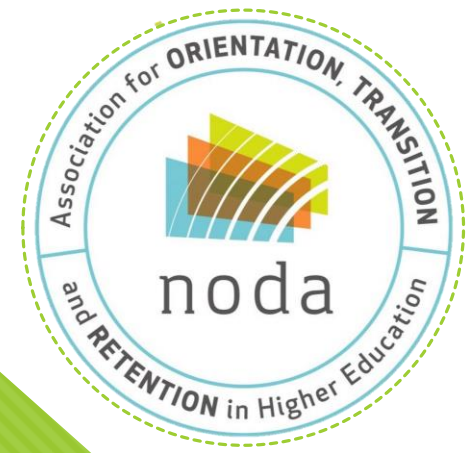
Exploring Special Populations

- Salem College
 - 1st Generation <https://www.salem.edu/salemfirsts>
- University of Georgia
 - Transfer https://cls.uga.edu/content_page/dawg-camp
- University of Utah
 - Transfer <http://www.orientation.utah.edu/transfer/Swoop-Camp-Crimson.php>
- University of California, Berkeley
 - Summer Bridge Program for Undocumented Students
<https://undocu.berkeley.edu/academic-support/summer-bridge-program/>



Questions?





THANK YOU

For additional questions & information email

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