## Your Learning Experience at OSU

### Visuals Upon Entry
- Videos of student engagement on a loop
- QR code for Updating interest in Beaver Hub (slide 20)

### I. Welcome, Agenda, Your Opportunity (Main Voice – Faculty/Faculty Administrator)

<table>
<thead>
<tr>
<th>Approx time: 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 minute faculty/admin</td>
</tr>
<tr>
<td>2 minute student story</td>
</tr>
<tr>
<td>3 minute pair and share</td>
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### Slides | Script |
<table>
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<tr>
<td><strong>Slide 1: Welcome to the Beaver Family!</strong></td>
<td>My name is XXX, and I’m a professor of XXX. (intros for all presenters) On behalf of the entire OSU community, we want to welcome you and celebrate your decision to join us at OSU!</td>
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<td><strong>Slide 2: Land Acknowledgment</strong></td>
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| **Slide 3: Your Agenda** | In this session, we are going to discuss:  
- Your Opportunity  
- Your Transition to OSU  
- Your Responsibilities  
- Your Resources  
- Your Next Steps |
| **Slide 4: Your Opportunity** | Section Title Slide: In this section of the presentation, we introduce the “why” of undergraduate education and what is to be gained from pursuing an undergraduate degree. |
| **Slide 5: The “Why” of undergraduate education** | Higher education spaces like OSU are full of opportunities. You’re arriving here with a lot of expectations for this next chapter of your life – there are opportunities to explore your own identity; to meet new friends, classmates, teammates; to contribute to causes that you believe in. But critically, and principally, you’re here because you want to earn a college degree. We wanted to start by discussing the values that guide colleges and universities in thinking about their academic programs and outside-the-classroom opportunities and activities |
| **Slide 6: The Values of undergraduate education** | The words you see on the screen are drivers for how a place like OSU shapes your educational experience inside and outside the classroom |
Civic Engagement • Creative Thinking • Critical Thinking • Ethical Reasoning • Lifelong Learning • Information Literacy • Inquiry and Analysis • Integrative and Applied Learning • Intercultural Knowledge and Competence • Oral Communication • Problem Solving • Quantitative Literacy • Reading • Teamwork • Written Communication

Most of you are arriving to OSU with an expected major. Some of you will stick with that major, others will change. But that’s not all of what your learning experience will be. In fact, despite what you might have heard from counselors, family, or friends, a lot of the value of your undergraduate education will be found outside your major coursework, where you’ll develop critical skills, aptitudes, and competencies that are going to contribute to your in-class learning as well as support you outside of class during and after college.

Your undergraduate experience here is profoundly influenced by the world of work. Places like OSU are in steady contact with employers to have a sense of what they want from our graduates. These words come from the National Association of Colleges and Employers about what competencies and skills, regardless of what you study, are valuable in the workplace. That is, we’re interested not just in your classroom success, but your professional success and lifelong learning.

A college degree has:

- **Personal Value** (it is powerful to you to know stuff and to know how to know stuff) [SPEAKER EXAMPLE FROM PERSONAL EXPERIENCE OR STUDENT EXPERIENCE]
  - SW Example: I was a sociology major – and through it I learned how to collect, analyze, and represent qualitative and quantitative data – skills I use every day as a political scientist but are also useful in marketing, user experience work, and more.

- **Societal Value** (society grows and evolves and improves through an educated populace) [SPEAKER EXAMPLE FROM PERSONAL EXPERIENCE OR STUDENT EXPERIENCE]
  - SW Example: My study abroad experience in the Dominican Republic helped me understand what a privilege it was to have warm showers, drinkable water, and power 24-7.

- **Economic Value** (career opportunity and earning power – data on return on investment) [SPEAKER EXAMPLE FROM PERSONAL EXPERIENCE OR STUDENT EXPERIENCE]
  - SW example: the data shows that people who have earned an undergraduate degree earn
more and are better able to adapt to changes in the job market – and if the past few years have shown us anything, it’s about the importance of being adaptable!

Slide 9: Student Story: These values and me

This is ____. They are going to talk about how these values have intersected with their experience at OSU.

- Share some examples of how you are getting value from your time at OSU? - OR
- What of some experiences you have had that are connected to your interests and goals? - OR
- What are some experiences that you’ve had that have influenced your appreciation for your educational experiences at OSU? -OR
- What are some experiences you’ve had that have opened your eyes to where you might want take your education and career?

Slide 10 “I’m here because....”

Pair and Share: You heard some examples from ___ about their experiences, interests, and goals. What are your big dreams for your OSU education and beyond?

II. Your Transition (Main Voice: Faculty/Faculty Administrator)

Approx time: 10 min
8 mins faculty/admin
2 min student voice

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| Slide 12: Opportunities at OSU | Amazing classes with world class faculty – you can find them in Oceanography, in Creative Writing, in Engineering – all over campus. And an environment rich with opportunities for experiential learning – undergrad research and creative activity, Study Abroad, Community Engagement and Leadership service, campus jobs, even clubs and organizations |

| Slide 13: Inside the Classroom | How will your classroom experience be distinct here
- Quarter system (pacing is quick) |
- Larger classes and variable format (Lecture-recitation- studio-lab-hybrid-online)
- Heightened personal responsibility for learning – “The best thing about college is that nobody is breathing down your neck and telling you what to do. That’s also the worst thing.” -Zev
- Your role as a positive member of a learning community
  - Preparation
  - Contribution and engagement
  - Civility
  - Additional thoughts
    - Due to there being more material covered in less time, the expectation is that you have done the reading and prep beforehand, and the class session builds on that reading.
    - Attend class, pay attention.
    - Disagree civilly—ideas, not people.

Slide 14: Your Faculty

How are your instructors in your classes distinct here?
- In addition to teaching responsibilities, they maintain active research agendas that shape their instructional work in addition to advancing science, improving health outcomes, or designing innovative solutions to pressing global problems. *Many have three major job components: teaching-service-research.*
- Brokering the teacher-student relationship is different (more onus on you!).
- **Faculty here at OSU want to connect with you** – so please don’t hesitate to reach out by email or even better, during in-person or virtual office hours.
- Bluntly, that’s part of why I’m here – because we the faculty want you to hear it directly from us.
| Slide 15: Your Schedule (building blocks [the elements of your week]- class schedule, basic needs, work, engagement and involvement) | • OPTION: Share an example of a positive office hours engagement with a student  
What might your day/week/term look like? You have 168 hours in a week. Think about how you want to strike the proper balance of class, study, work, campus involvement, and your basic needs.  
• Your class schedule itself (what it might look like if you are full time student)  
• 15 credit schedule (15 hours in class; 30 hours of study out of class). SIDENOTE: you may hear about “easing into college” with less than 15 credits this fall – be careful with this, and work with your advisor to make sure you don’t start off-track  
• Making time for experiential activities and learning  
• Making time for basic needs  
• You have more control over your day to day, which is exciting and can also be daunting. It will take more planning to make sure that you are fitting in everything you need, and we encourage you to use planning resources, get tips from your classmates, faculty, and advisors, and reach out if things get overwhelming. |
| Slide 16: Student Story: My Transition to OSU | This is ______. They are going talk about their transition to OSU and some lessons they learned in the process  
• Talk about how you adapted to and learned to be successful in this environment.  
• What mistakes did you make and how did you address them?  
• How do you make space for your responsibilities and basic needs?  
• Was there a campus resource that you used to help you in your success journey? (avoid over dramatizing success, GPA, etc.— focus on how did you actually learn how to be better at OSU?) |

III. Your Responsibilities (Main Voice: Advisor)  
Approx time: 10  
8 mins for advisor
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<td>Slide 17: Your Responsibilities</td>
<td><strong>Section Title Slide:</strong> In this section of the presentation, we share advice on student expectations and responsibilities that, if fulfilled, can contribute to success and degree progression, and we frame it in terms of student commitments.</td>
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<tr>
<td>Slide 18: Your end of the bargain: expectations of students (advisees)</td>
<td>Getting the most out of this place and your investment involves effort on your part. The essence is that this is your story you are writing and creating a great story involves preparation, discipline, and attention to detail – and enlisting help when you need it. OSU has made a commitment to assuring that your big picture responsibilities as a student are transparent. These 5 expectations have been established for students regardless of your major as valuable strategies for setting a platform for your success (talk about each in detail – presenter should review <a href="https://advising.oregonstate.edu/expectations-advising">https://advising.oregonstate.edu/expectations-advising</a> to outline how they want to talk about these expectations.) These responsibilities are all in your wheelhouse to control.</td>
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| Slide 19: Commit to engagement and exploration (Activity)              | Many of you are coming here with a specific academic path in mind. We hope you find you can immerse yourself in that academic interest! We also hope you are open to refinement, change, and discovery. **Major change is very common** (Depending on the source, data generally sets this number at over half of students who start higher ed change their major at least once and half of that group changes multiple times). Students often adjust or add to their program of study because of the classes they take and the opportunities they pursue. You will encounter new classes, subjects, experiences, and ideas. Don’t shy away from trying something new (Include QR code/short
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<tr>
<th>Slide 20: Terminology Check: Beaver Hub</th>
<th>URL to get to Beaver Hub and instructions on entering interests)</th>
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In the lead up to today, you completed a Technology Onboarding Module to introduce you to some key tools you’ll use as an OSU student. **Beaver Hub** is your technological home base and gets you connected to resources: humans, service offices, and information that can support your journey. As a Hub, it can be super-helpful as an organizing force for your access to answers and information.

<table>
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<tr>
<th>Slide 21: Your success behaviors</th>
<th>Slide 22: Terminology Check: OSU ♥ Acronyms</th>
</tr>
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<tbody>
<tr>
<td>• Time Management</td>
<td>Reference START folder that provides definition for acronyms and share a few examples: ASC, DAS, BNC, S/U,</td>
</tr>
<tr>
<td>• Preparation and repetition</td>
<td></td>
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<tr>
<td>• Strategic reading and notetaking</td>
<td></td>
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<tr>
<td>• Study Tables/Groups</td>
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We previously talked about what makes the academic environment distinct here and the need to be strategic and conscious of how to achieve school-life balance. Make sure you bring success behaviors to meet the demands of your classes. You can develop and learn these skills if they are not in your repertoire.

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<th>Slide 23: Degree Requirements 101 (Building Blocks of a Degree)</th>
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<tr>
<td>• General Education (Bacc Core)</td>
<td>What makes up a degree at OSU?</td>
</tr>
<tr>
<td>• Major Requirements</td>
<td>• Degrees at a minimum consist of 180 credits.</td>
</tr>
<tr>
<td>• College Core (maybe)</td>
<td>• Most classes are 3 or 4 credits (some are less; a few are more).</td>
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<tr>
<td>• Electives/Minor</td>
<td>• You need 12 credits in a term to be a full-time student. If you can do it, 15 credits at term is optimal.</td>
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<td></td>
<td>• Everyone has major requirements and general education requirements (more on that in a minute).</td>
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<tr>
<td></td>
<td>• Depending on what college houses your major, you may have a college core, and you may fill out your degree program with a minor or electives or even a second major.</td>
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</tbody>
</table>
**Slide 24: Terminology Check: Baccalaureate Core (components of General Education at OSU)**
- Skills
- Perspectives
- Difference Power Discrimination
- Synthesis

**Slide 25: Student Story: Bacc Core and Me**
This is ____. They are going to share a meaningful experience they had with/in a bacc core class.
- Talk about a bacc core class that surprised you – OR-
- Talk about a bacc core class that challenged you in a way you have grown to appreciate – OR -
- Talk about a bacc core class that made a lasting impact on you.

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**IV. Your Resources (Main Voice: Advisor)**
Approx time: 5 minutes

<table>
<thead>
<tr>
<th>Slide 26: Your Resources</th>
<th><strong>Script</strong></th>
<th>Section Title Slide: In this section, we want to talk briefly about the human and technological support resources that students have to help them with their academic journey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slide 27: You have good company at OSU</td>
<td>It is key to remember that even though you are responsible for the heavy lift for your academic journey, you are not traveling solo. You have human and tech resources to help you along the way.</td>
<td></td>
</tr>
<tr>
<td>Slide 28: The People</td>
<td>It is key to remember that even though you are responsible for the heavy lift for your academic journey, you are not traveling solo. You have human and tech resources to help you along the way. Nobody succeeds in a vacuum. You have human support on this campus to help you with:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Your overall academic success</td>
<td></td>
</tr>
</tbody>
</table>
- Support with specific challenging academic content
- Your mental and physical health
- Balancing obligations to your classes and the rest of your life.
- Your career readiness

Slide 29: The role of your academic advisor
As we shared earlier when we were talking about Beaver Hub, all of you will have an assigned academic advisor. Depending on your academic program or whether you change your major at some point, that person may change during your time at OSU, but please know your academic advisor, regardless of who that person is, fills a specific role in that they are here to help you learn how to navigate this place and better understand the tools and rules of being an OSU student. Your advisor won’t have all of the answers, but they are an excellent first person to contact with questions. I really encourage you to reach out before a challenge becomes a crisis.

Slide 30: Terminology Check: MyDegrees
An important tool that your advisor will help you interpret and understand is MyDegrees. You learned about this during your technology onboarding leading up to START. This is what is called a “degree audit” tool. It allows you, your advisor, and the institution track your progress towards your degree. MyDegrees presents a visual representation of the different degree components we discussed earlier. If you transfer credits into OSU and they are applicable to your degree program, you’ll see them visually represented in MyDegrees. As you take and complete classes at OSU, those too will be tracked in MyDegrees. Expect to look at MyDegrees whenever you meet with your advisor, and you should check MyDegrees regularly to assure that the tool is accurately tracking your progress as you go.

Slide 31: Terminology Check: Schedule of Classes
Another tool you learned about is the Schedule of Classes. This online resource is part of the official academic catalog and presents you with a real-time look at what classes are available. You can see a description, meeting time options, the instructor, and any registration restrictions the class may have. This tool links directly to our registration system. You will learn more about
both when you have your appointment with your advisor.

## V. Your Next Steps (Today and Beyond): (Main Voice – Advisor)

### Approx time: 5 minutes

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<td><strong>Slide 32: Your Next Steps</strong></td>
<td><strong>Section Title Slide:</strong> In this section, we want to provide a brief overview of the college presentation, advising and registration, and their continued onboarding into fall term, as well as help them transition to the next START step: the College Presentation.</td>
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| **Slide 33: Soon: Your Learning in Your Academic College** | As we wrap up our time together today, let’s talk about upcoming next steps in your START experience. Later today, you will go to academic presentation by the academic college that houses your major. Here is what you can expect to learn there:  
  - Insight and detail about your degree program and how bacc core intersects with your program requirements.  
  - Insight and detail about how advising works in your college/academic program  
  - Insight and detail about your first year will unfold in your particular academic program  
  - If you don’t already have it, clarification on when you will complete advising and registration (either in-person or via Zoom) |
| **Slide 34: Advice for the College Presentation Session!** | While you are in your college presentation, listen and look for connections between what we mentioned in this session and what you hear from the presenters from your college. There information should echo and build upon what we talked about today. |
| **Slide 35: Advising and Registration Expectations** | Here is what you should expect from your Advising and Registration experience:  
  - Expect to build a baseline relationship and have contact with an advising representative from your program.  
  - It is possible that the advisor you meet with at START may be different from the person ultimately assigned as your academic advisor when you get here in the fall. You can trust that even if that is |
case, those two are on the same page in helping you with your initial academic experience at OSU.

- Get deeper exposure and learn more about how to use some key advising and registration tools (Beaver Hub, MyDegrees, Schedule of Classes, and the Registration System).
- Get registered for fall classes and have a working understanding of how to make adjustments if necessary.

| Slide 36: Advice for Advising and Registration | Ask questions! Make sure you understand why the classes that end up on your schedule are there. Know how they are working towards your academic program/area of interest. |
| Slide 37: Until fall... | Spend time reflecting on and reviewing materials you receive while you are here for START. Monitor Beaver Hub regularly for messages about additional important information to help you get ready for fall term. Right before the start of the term, there is a significant OSU transition event called OSUWelcome. There are onboarding events for your academic transition and social engagement events offered by the university and your academic college to help you get connected and get ready for the start of classes. Expect that some of the information presented today will be echoed in the fall during OSUWelcome events and your fall term appointment with their academic advisor. |
| Slide 38: Terminology Check: Go Beavs! | Affirmation, Celebration, Reiteration of Belonging, Clapping! |

**OSO organizing: Students stay put**
## Your Learning Experience at OSU

### Visuals Upon Entry
- Videos of student engagement on a loop?
- QR code for Updating interest in Beaver Hub (slide 20)

### I. Welcome, Agenda, Your Opportunity (Main Voice – Faculty/Faculty Administrator)

**Approx time:** 13
- 8 minute faculty/admin
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On behalf of the entire OSU community, we want to welcome you and celebrate your decision to join us at OSU! |
| Slide 2: Land Acknowledgment | You’ve already seen this once today. This statement has been crafted by the university to help us understand the connection between this physical space and the ancestry of the lands it inhabits |
| Slide 3: Your Agenda | In this session, we are going to discuss your learning at OSU broken into five sections:  
- Your Opportunity  
- Your Transition to OSU  
- Your Responsibilities  
- Your Resources  
- Your Next Steps |
| Slide 4: Your Opportunity | Section Title Slide: In this section of the presentation, we introduce the “why” of undergraduate education and what is to be gained from pursuing an undergraduate degree. |
| Slide 5: The “Why” of undergraduate education | Higher education spaces like OSU are full of opportunities.  
You’re arriving here with a lot of expectations for this next chapter of your life – there are opportunities to explore your own identity; to meet new friends, classmates, teammates; to contribute to causes that you believe in.  
**But critically, and principally, you’re here because you want to complete what you started at your previous institution** and earn a college degree.  
We wanted to start by discussing the values that guide colleges and universities in thinking about their academic programs and outside-the-classroom opportunities and activities |
### Slide 6: The Values of Undergraduate Education

- Civic Engagement
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There’s a whole science behind what should happen at colleges and universities in terms of desire outcomes. The words you see on the screen are drivers for how a place like OSU shapes your educational experience inside and outside the classroom. As a Transfer student, you surely have had experiences that have touched on some of these core values and skills. Our hope for you for the remainder of your undergraduate journey at OSU is that you encounter experiences that put all of these critical values into your toolbox.

### Slide 7: The Value of Undergraduate Education (Career and Self-Development • Communication • Critical Thinking • Equity and Inclusion • Leadership • Professionalism • Teamwork • Technology)

Your undergraduate experience here is profoundly influenced by the world of work. Places like OSU are in steady contact with employers to have a sense of what they want from our graduates.

That is, we’re interested not just in your classroom success while you are here, but also your professional success and lifelong learning once you’ve graduated.

### Slide 8: What Value Does an Undergraduate Degree Have to You

A college degree has:

- **Personal Value** (it is powerful to you to know stuff and to know how to know stuff) [SPEAKER EXAMPLE FROM PERSONAL EXPERIENCE OR STUDENT EXPERIENCE]

SW Example: I was a sociology major – and through it I learned how to collect, analyze, and represent qualitative and quantitative data – skills I use every day as a political scientist but are also useful in marketing, user experience work, and more.

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Pair and Share: You heard some examples from ____ about their experiences, interests, and goals. What are your big dreams for OSU and beyond?

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- Quarter system (pacing is quick) |
- Larger classes and variable format (Lecture-recitation- studio-lab-hybrid-online)
- Heightened personal responsibility for learning – this is always in play with college level classes but it is definitely pronounced in large classes and quarter system classes)
- Your role as a positive member of a learning community (As an experienced transfer student, you are bringing wisdom about classroom engagement and learning with you. Draw upon it!)
  1. Preparation
  2. Contribution and engagement
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  4. Additional thoughts
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<td>• Talk about how you adapted to and learned to be successful in this environment.</td>
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<td>• What mistakes did you make and how did you address them?</td>
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<td>• How do you make space for your responsibilities and basic needs?</td>
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<tr>
<td>• Was there a campus resource that you used to help you in your success journey?</td>
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<tr>
<td>• (avoid over dramatizing success, GPA, etc.—focus on how did you actually learn how to be better at OSU?)</td>
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### III. Your Responsibilities (Main Voice: Advisor)

Approx time: 10
8 mins for advisor
2 mins student story
<table>
<thead>
<tr>
<th>Slides</th>
<th>Script</th>
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<tbody>
<tr>
<td>Slide 17: Your Responsibilities</td>
<td><strong>Section Title Slide:</strong> In this section of the presentation, we share advice on student expectations and responsibilities that, if fulfilled, can contribute to success and degree progression, and we frame it in terms of student commitments.</td>
</tr>
<tr>
<td>Slide 18: Your end of the bargain: expectations of advisees</td>
<td>Getting the most out of this place and your investment involves effort on your part. The essence is that this is your story you are writing and creating a great story involves preparation, discipline, and attention to detail – and enlisting help when you need it. OSU has made a commitment to assuring that your big picture responsibilities as a student are transparent. These 5 expectations have been established for students regardless of your major as valuable strategies for setting a platform for your success (talk about each in detail – presenter should review - <a href="https://advising.oregonstate.edu/expectations-advising">https://advising.oregonstate.edu/expectations-advising</a> to outline how they want to talk about these expectations. ) These responsibilities are all in your wheelhouse to control.</td>
</tr>
<tr>
<td>Slide 19: Commit to engagement and exploration (Activity)</td>
<td>Many of you are coming here with a specific academic path in mind. We hope you find you can immerse yourself in that academic interest! We also hope you are open to refinement, change, and discovery. <strong>Major change is very common</strong> (Depending on the source, data generally sets this number at over half of students who start higher ed change their major at least once and half of that group changes multiple times). Students often adjust or add to their program of study because of the classes they take and the opportunities they pursue. You will encounter new classes, subjects, experiences, and ideas. Don’t shy away from trying something new (Include QR code/short URL to get to Beaver Hub and instructions on entering interests)</td>
</tr>
</tbody>
</table>
### Slide 20: Terminology Check: Beaver Hub

In the lead up to today, you completed a **Technology Onboarding Module** to introduce you to some key tools you’ll use as an OSU student. **Beaver Hub** is your technological home base and gets you connected to resources: humans, service offices, and information that can support your journey. As a Hub, it can be super-helpful as an organizing force for your access to answers and information.

### Slide 21: Your success behaviors

- Time Management
- Preparation and repetition
- Strategic reading and notetaking
- Study Tables/Groups

We previously talked about what makes the academic environment distinct here (your approach to studying will change here). No doubt you cultivated some strategies to succeed at your previous school. Be prepared to draw upon on strategies that worked for you, but also be prepared to try new strategies as well.

Make sure you bring success behaviors to meet the demands of your OSU classes. You can develop and learn these skills if they are not in your repertoire or just want to get better at them.

### Slide 22: Terminology Check: OSU ♥ Acronyms

Reference START folder that provides definition for acronyms and share a few examples: ASC, DAS, BNC, S/U,

### Slide 23: Degree Requirements 101 (Building Blocks of a Degree)

- General Education (Bacc Core)
- Major Requirements
- College Core (maybe)
- Electives/Minor

What makes up a degree at OSU?

- Degrees at a minimum consist of 180 credits.
- Most classes are 3 or 4 credits (some are less; a few are more).
- You need 12 credits in a term to be a full-time student. If you can do it, 15 credits at term is optimal.
- Everyone has major requirements and general education requirements (more on that in a minute).
- Depending on what college houses your major, you may have a college core, and you may fill out your degree program with a minor or electives or even a second major.

### Slide 24: Your Transfer Credits

Any credits that you sent to OSU that have been accepted as transferable are counting in this mix somewhere.

This slide shows you that process:

- You have your transfer credits sent to OSU.
Admissions processes and articulates these credits.
Transferable credits show up in your degree audit (MyDegrees – more on this in a minute)
Advisors can help you make sense of questions you have about past credits.

<table>
<thead>
<tr>
<th>Slide 25: Terminology Check: Baccalaureate Core (components of General Education at OSU)</th>
<th>A university degree is about breadth and depth. Bacc core at OSU helps you achieve breadth to complement the depth of your major. Bacc core consists of categories to develop <strong>Skills</strong>, broaden <strong>Perspectives</strong>, cultivate understanding of <strong>Difference, Power, and Discrimination</strong>, and practice <strong>Synthesis</strong>. Bacc core is a great space for exploration. You may encounter a new subject that really engages you. You may also be challenged to deal with a topic that is not your favorite and have to find ways to succeed. These experiences carry long-term value. Transfer students, especially those who completed a transfer associates, often have covered much of their bacc core. The Synthesis classes are mostly unique to OSU and are not likely to be covered by transfer credits.</th>
</tr>
</thead>
</table>
| Slide 26: Student Story: Bacc Core and Me | This is ____. They are going to share a meaningful experience they had with/in a bacc core class.  
- Talk about a bacc core class that surprised you – OR-  
- Talk about a bacc core class that challenged you in a way you have grown to appreciate – OR -  
- Talk about a bacc core class that made a lasting impact on you. |

### IV. Your Resources (Main Voice: Advisor)  
Approx time: 5 minutes

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<tr>
<td>Slide 27: Your Resources</td>
<td><strong>Section Title Slide:</strong> In this section, we want to talk briefly about the human and technological support resources available to help students with their academic journey.</td>
</tr>
<tr>
<td>Slide 28: You have good company at OSU</td>
<td>It is key to remember that even though you are responsible for the heavy lift for your academic</td>
</tr>
</tbody>
</table>
journey, you are not traveling solo. You have human and tech resources to help you along the way.

**Slide 29: The People**

Nobody succeeds in a vacuum. You have human support on this campus to help you with:
- Your overall academic success
- Support with specific challenging academic content.
- Your mental and physical health
- Balancing obligations to your classes and the rest of your life.
- Your career readiness

**Slide 30: The role of your academic advisor**

As we shared earlier when we were talking about Beaver Hub, all of you will have an assigned academic advisor. Depending on your academic program or whether you change your major at some point, that person may change during your time at OSU, but please know your academic advisor, regardless of who that person is, fills a specific role in that they are here to help you learn how to navigate this place and better understand the tools and rules of being an OSU student. Your advisor won’t have all of the answers, but they are an excellent first person to contact with questions. I really encourage you to reach out before a challenge becomes a crisis.

**Slide 31: Terminology Check: MyDegrees**

An important tool that your advisor will help you interpret and understand is MyDegrees. This is what is called a “degree audit” tool. It allows you, your advisor, and the institution track your progress towards your degree. MyDegrees presents a visual representation of the different degree components we discussed earlier. And again, if OSU has received and processed your transfer credits, you’ll find that any of them that have been accepted as transferable are visually represented in MyDegrees. As you take and complete classes at OSU, those too will be tracked in MyDegrees. Expect to look at MyDegrees whenever you meet with your advisor, and you should check MyDegrees regularly to assure that the tool is accurately tracking your progress as you go.

**Slide 32: Terminology Check: Schedule of Classes**

Another tool you learned about is the Schedule of Classes. This online resource is part of the
official academic catalog and presents you will a real-time look at what classes are available. You can see a description, meeting time options, the instructor, and any registration restrictions the class may have. This tool links directly to our registration system. You will learn more about both when you have your appointment with your advisor.

## V. Your Next Steps (Today and Beyond): (Main Voice – Advisor)

**Approx time: 5 minutes**

<table>
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<tr>
<td>Slide 33: Your Next Steps</td>
<td><strong>Section Title Slide:</strong> In this section, we want to provide a brief overview of the college presentation, advising and registration, and their continued onboarding into fall term, as well as help them transition to the next START step: the College Presentation.</td>
</tr>
</tbody>
</table>
| Slide 34: Next: Your Learning in Your Academic College                 | As we wrap up our time together today, let’s talk about upcoming next steps in your START experience. Soon you’ll go to academic presentation by the academic college that houses your major. Here is what you can expect to learn there:  
  - Insight and detail about your degree program and how bacc core intersects with your program requirements.  
  - Insight and detail about how advising works in your college/academic program  
  - Insight and detail about how your journey will unfold for you in your particular academic program.  
  - If you don’t already have it, clarification on when you will complete advising and registration (either in-person today or via Zoom later) |
| Slide 35: Advice for the College Presentation Session!                 | While you are in your college presentation, listen and look for connections between what we mentioned in this session and what you hear from the presenters from your college. There information should echo and build upon what we talked about today. |
| Slide 36: Advising and Registration Expectations                       | Here is what you should expect from the advising and registration experience:  
  - Insight and detail about your degree program and how bacc core intersects with your program requirements.  
  - Insight and detail about how advising works in your college/academic program  
  - Insight and detail about how your journey will unfold for you in your particular academic program.  
  - If you don’t already have it, clarification on when you will complete advising and registration (either in-person today or via Zoom later) |
- Expect to build a baseline relationship and have contact with an advising representative from your program.
- It is possible that the advisor you meet with at START may be different from the person ultimately assigned as your academic advisor when you get here in the fall. If that is the case, you can trust that those two are on the same page in helping you with your initial academic experience at OSU.
- Get deeper exposure and learn more about how to use some key advising and registration tools (Beaver Hub, MyDegrees, Schedule of Classes, and the Registration System).
- **Start to gain a better sense of how your transfer credits will apply to your OSU degree program.**
- Get registered for fall classes and have a working understanding of how to adjust your schedule if necessary.

<table>
<thead>
<tr>
<th>Slide 37: Advice for Advising and Registration</th>
<th>Ask questions! Make sure you understand why the classes that end up on your schedule are there. Know how they are working towards your academic program/area of interest.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slide 38: Until fall...</td>
<td>Spend time reflecting on and reviewing materials you receive while you are here for START. Monitor Beaver Hub regularly for messages about additional important information to help you get ready for fall term. Right before the start of the term, there is a significant OSU transition event called OSUWelcome. There are onboarding events for your academic transition and social engagement events offered by the university and your academic college to help you get connected and get ready for the start of classes. Expect that some of the information presented today will be echoed in the fall during OSUWelcome events and your fall term appointment with their academic advisor.</td>
</tr>
<tr>
<td>Slide 39: Terminology Check: Go Beavs!</td>
<td>Affirmation, Celebration, Reiteration of Belonging, Clapping!</td>
</tr>
</tbody>
</table>

**OSO organizing: Onward to the Next Session**