

2015-2016 Annual Report
Center for New Student & Family Programs
The University of Utah



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Introduction

The Center for New Student & Family Programs strives to connect each new University of Utah student and their family to personalized support and meaningful opportunities by promoting academic excellence and successful transition. The Center's staff believes each University of Utah student deserves to have a college experience that instills a love for their alma mater. Our team aspires to create an environment where all students feel valued for and empowered by their unique talents and identities, find a sense of belonging and support, and have positive social and emotional experiences that lead to personal growth and academic success. We understand that this impact cannot be facilitated by one team alone and so aim to inspire a shared vision with students, their families, campus partners, and other agents who want to foster student success.

To achieve the mission and vision of the Center, New Student & Family Programs staff rely on the core values of the office for meaningful decision making and strategic planning. The values include:

- Embrace and Drive Change
- Pursue Growth and Learning
- Be Passionate, Committed, and Fun
- Advocate for Social Justice
- Work as a Team, Build a Family

For the fiscal year of 2016, the Center for New Student & Family Programs created and focused on six key activities that each have their own goals and desired outcomes. Although the goals are specific to each activity and populations served, they work together to support each

other and the overall aim to increase student success, retention, and graduation. The activities and their goals and outcomes include:

- Key Activity 1: Orientation programs and communications
 - Goal 1: Academic integration and preparation
 - Outcome 1: Introduction to general education and learning communities
 - Outcome 2: Introduction to specific college
 - Outcome 3: Meeting with Academic Advisor
 - Outcome 4: Basic skills in registering for classes
 - Outcome 5: Students leaving Orientation with a class schedule.
 - Outcome 6: Connection to needed academic support and enhancement
 - Goal 2: Campus and co-curricular integration and preparation
 - Outcome 1: Formal and informal education for campus navigation
 - Outcome 2: Introduction to population-specific programs
 - Outcome 3: Acquisition of knowledge and skills regarding on-campus and off-campus living
 - Outcome 4: Introduction to dining options
 - Outcome 5: Introduction to campus resources
 - Goal 3: Social integration and preparation
 - Outcome 1: Connection to a peer mentor
 - Outcome 2: Connection to peers
 - Outcome 3: Introduction to Welcome Week programming
 - Outcome 4: Fostering a sense of belonging
 - Goal 4: Identity development

- Outcome 1: Identifying as a U student, not just a generic college student
- Outcome 2: Identifying with a college/department/major
- Outcome 3: Leadership
- Key Activity 2: Welcome programs and communications
 - Goal 1: Connections to campus resources
 - Outcome 1: Diversity of programs
 - Outcome 2: Number of programs
 - Outcome 3: Attendance at programs
 - Goal 2: Sense of belonging and community
 - Outcome 1: Population-specific programming
 - Outcome 2: Student assessment data shows increased sense of belonging and connection to community
 - Goal 3: Mark transition into new academic year as significant
 - Outcome 1: Increase in areas/departments interested in programming for Welcome Week
 - Outcome 2: Growth of attendance at signature programs
- Key Activity 3: First-Year student programs and communications
 - Goal 1: Sense of belonging and community
 - Outcome 1: Connection to peers
 - Outcome 2: Student assessment data shows increased sense of belonging and connection to community
 - Goal 2: Connection to a peer mentor who is well-informed about campus resources and support

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- Outcome 1: Number of touch points with peer mentor
- Outcome 2: Peer mentor awareness of common first-year issues and barriers, as well as community resources to move past them
- Goal 3: Campus and co-curricular integration and awareness
 - Outcome 1: Connection to programs, events, and resources of interest to first-year students
 - Outcome 2: Attendance at programs
- Key Activity 4: Transfer student programs and communications
 - Goal 1: Connections to campus resources that will support student success and timely degree completion
 - Outcome 1: Diversity of program topics
 - Outcome 2: Number of programs
 - Outcome 3: Attendance at programs
 - Outcome 4: Maximize open rate for electronic communications
 - Goal 2: Sense of belonging and community
 - Outcome 1: Connection to peers
 - Outcome 2: Student assessment data shows increased sense of belonging and connection to community
 - Goal 3: Recognition of transfer student community
 - Outcome 1: Growth of Crimson Transfer Honor Society membership
 - Outcome 2: Increase in population-specific programs
- Key Activity 5: Parent & Family programs and communications

- Goal 1: Parent and family engagement in University programs that extend past students
 - Outcome 1: Attendance at programs
 - Outcome 2: Number of programs
 - Outcome 3: Quality of programs
- Goal 2: Communication about University events, resources, and support to parents and families of students
 - Outcome 1: Maximize open rate for electronic communications
 - Outcome 2: Diversity of areas/departments interested in communicating with parents and families
- Key Activity 6: Staff Excellence
 - Goal 1: Highly qualified staff
 - Outcome 1: Recruitment and retention of high performing staff members
 - Outcome 2: Appropriate training relevant to staff member’s specific role
 - Goal 2: Professional development opportunities
 - Outcome 1: Attendance at programs/conferences that are relevant to staff member’s specific role
 - Outcome 2: Engagement/leadership in professional associations

Key Activity 1: Orientation Programs & Communications

The 2016 fiscal year was the final year of a three-year strategic plan for Orientation programs. Previously in 2015, significant changes were made to schedules based on previous assessment data, national trends, and initial feedback from a task force committee. More detailed

modifications building on the well-received transitions from previous years were implemented, which resulted in positive formal assessment data and informal feedback.

First-Year Orientation

Most key activity goals and outcomes are addressed through the First-Year Orientation schedule. Specific assessment data is also collected for some of the outcomes, which is discussed below based on the semester of matriculation.

Matriculating Spring 2016

For spring 2016 matriculating first-year students, Orientation programs consisted of one-day, on-campus programs. These programs remained similar in format to the previous year. An attendance comparison for spring 2016 and spring 2015 follows:

	Spring 2016	Spring 2015
Traditional First-Year Orientation	102	77
Online Modules, followed by Last Chance First-Year Orientation	76	52
Total	178	129

For spring-matriculating first-year students, 86.36% of assessment respondents indicated they registered for 12-18 credit hours as compared to the 53.85% a year ago. This dramatic increase shows that Outcomes 3, 4, and 5 for Goal 1: Academic integration and preparation (Outcome 3 Meeting with Academic Advisor, Outcome 4: Basic skills in registering for classes,

Outcome 5: Students leaving Orientation with a class schedule) occurred and for full-time status.

The 13.64% that registered for 0-11 credit hours indicated the following reasons for less than full-time student status:

- 50% Intentionally going to the U as a part-time student
- 25% Financial issues
- 25% Still deciding on course schedule

Other assessment areas of interest included:

- 90.47% of respondents strongly agreeing or agreeing that “I felt welcome to and part of the University of Utah community during Orientation” shows achievement of Goal 3: Social integration and preparation, Outcome 4: Fostering a sense of belonging. This was a significant increase from last year’s data which measured at 76.92%.
- 80.95% of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to the academic expectations and resources at the University of Utah” shows achievement of Goal 1: Academic integration and preparation, Outcome 1: Introduction to general education and learning communities. This was a significant increase from last year’s data which measured at 69.23%
- 68.18% of respondents rating their academic advising experience “Excellent” or “Good”. This was close to last year’s rating of 69.23%.

- 66.67% of respondents strongly agreeing or agreeing that “I had the opportunity to connect with other incoming students” shows achievement of Goal 3, Outcome 2.
- 61.91% of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to student support resources and campus life”, which shows achievement of Goal 1: Academic integration and preparation, Outcome 1: Introduction to general education and learning communities. This was an increase from last year’s rate of 53.85%.

Matriculating Summer 2016

For summer 2016 matriculating first-year students, the Center for New Student & Family programs implemented few changes to the schedule, due to the significant updates in 2015.

Meaningful assessment increases included summer-matriculating first-year students who registered for 12-18 hours increasing from 55.56% of assessment respondents as compared to only 20.00% of respondents in the previous year. The 44.44% that registered for 0-11 credit hours indicated the following reasons for less than full-time student status:

- 16.67% Intentionally going to the U as a part-time student
- 16.67% Waiting on AP/Transfer Credit
- 16.67% Class times desired not available

The 50.00% of respondents who indicated another reason for registering for fewer than 12 credit hours shared the following themes: working while taking class and planning to be full-time during the fall and spring semesters. It is evident that the main reason for taking fewer than 12

credit hours is due to intentionally being a part-time student for the summer semester, which does not necessarily indicate they will not be full-time in the following fall semester.

Other assessment areas of interest included:

- 88.89% of respondents rating their academic advising experience “Excellent” or “Good”, as compared to 78.57% from the previous year.
- 75.00% of respondents strongly agreeing or agreeing that “As a result of attending New Student Orientation, I feel a stronger sense of belonging to the University of Utah community” shows achievement of Goal 3: Social integration and preparation, Outcome 4: Fostering a sense of belonging
- 87.50% of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to student support resources and campus life” as compared to 71.43% from the previous year.
- 87.50% of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to the academic expectations and resources at the University of Utah” shows achievement of Goal 1: Academic integration and preparation, Outcome 1: Introduction to general education and learning communities. This was a significant increase from last year’s rate of 64.28%.
- 87.50% of respondents strongly agreeing or agreeing that “I had the opportunity to connect with other incoming students during lunch at Orientation” shows achievement of Goal 3: Social integration and preparation, Outcome 2: Connection to peers. This was a significant increase from last year’s rate of 66.67%.

An attendance comparison for summer 2016 and summer 2015 follows:

	Summer 2016	Summer2015
Traditional First-Year Orientation	40	67
Online Modules, followed by Last Chance First-Year Orientation	13	54
Total	53	121

Decreased summer 2016 First-Year Orientation participants followed the patterns of Admissions and transfer students who paid the Enrollment Deposit for summer term.

Matriculating Fall 2016

For fall-matriculating, first-year students, 94.88% of assessment respondents indicated they registered for 12-18 credit hours, showing that Outcomes 3, 4, and 5 for Goal 1: Academic integration and preparation (Outcome 3 Meeting with Academic Advisor, Outcome 4: Basic skills in registering for classes, Outcome 5: Students leaving Orientation with a class schedule) occurred and for full-time status for the majority of students. The 3.87% that registered for 0-11 credit hours indicated the following reasons for less than full-time student status:

- 25.81% Still deciding on course schedule
- 12.90% Not enough academic advising information
- 9.68% Financial issues

- 6.45% Intentionally going to the U as a part-time student
- 6.45% Waiting on AP/transfer credit
- 6.45% Class times desired not available
- 3.23% Courses desired not available

The 29.03% of respondents who indicated another reason for registering for fewer than 12 credit hours shared that the following themes: working full-time and wanting to ease into college life.

Other assessment areas of interest included:

- 98.08% of respondents strongly agreeing or somewhat agreeing that “My OL was knowledgeable and able to answer my questions.”
- 98.03% of respondents strong agreeing or somewhat agreeing that “During New Student Orientation, I learned about different resources on campus that could help me if I am having academic concerns.”
- 95.61% of respondents strongly agreeing or somewhat agreeing that “During New Student Orientation, I received a broad introduction to campus life.”
- 95.41% of respondents strongly agreeing or somewhat agreeing that “My OL made me feel comfortable during NSO.”
- 97.13% of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to student support resources to keep me physically and mentally fit.”
- 95.01% of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to the academic expectations and resources at the University of Utah” shows achievement of

Goal 1: Academic integration and preparation, Outcome 1: Introduction to general education and learning communities

- 94.10% of respondents strongly agreeing or somewhat agreeing that “I know how to register for classes.”
- 90.54% of respondents strongly agreeing or somewhat agreeing that “My OL helped me connect with other students.”
- 89.94% of respondents indicating they feel a sense of belonging among the University of Utah campus community shows achievement of Goal 3: Social integration and preparation, Outcome 4: Fostering a sense of belonging
- 89.56% of respondents strongly agreeing or somewhat agreeing that “I know where to go for advice about academic requirements.”
- 86.57% of respondents indicating they were “Very satisfied” or “Somewhat satisfied” with the evening activities at the Student Life Center .
- 86.54% of respondents strongly agreeing or agreeing that “I feel that I received sufficient information about Orientation (e.g. how to register for Orientation, parking for Orientation, check-in process) before coming to campus” .
- 81.51% of respondents rating their academic advising experience “Excellent” or “Good”.
- 63.87% of respondents rating their overall orientation experience as “Excellent” or “Good”.

Additionally, assessment data shows that 88.78% of assessment respondents attended at least one optional, pre-orientation session. Of those that attended, 81.44% stated they found the session(s) very helpful or somewhat helpful.

An attendance comparison for fall 2015 and fall 2016 follows:

	Fall 2015	Fall 2016
Traditional First-Year Orientation	3,133	3,317
Online Modules, followed by Last Chance First-Year Orientation	360	502
Total	3,493	3,819

Increased fall 2016 First-Year Orientation participants that used online modules likely was due to the students who deferred two years previously and returned this summer to start at the U. Because the majority of these students were returning from LDS missions in August, they were best situated for taking online modules, followed by the last chance First-Year Orientation.

Transfer Orientation

Like First-Year Orientation, almost all key activity goals and outcomes are addressed through the Transfer Orientation schedule. Specific assessment data is also collected for some of the outcomes, which is discussed below based on the semester of matriculation.

Matriculating Spring 2016

For spring 2016 matriculating transfer students, Orientation programs consisted of one-day, on-campus programs. These programs remained similar in format to the previous year. An attendance comparison for spring 2015 and spring 2016 follows:

	Spring 2015	Spring 2016
Transfer Orientation	634	685
Online Modules, followed by Last Chance Transfer Orientation	340	317
Total	974	1002

For spring-matriculating transfer students 68.84% of assessment respondents indicated they registered for 12-18 credit hours, showing that Outcomes 3, 4, and 5 for Goal 1: Academic integration and preparation (Outcome 3 Meeting with Academic Advisor, Outcome 4: Basic skills in registering for classes, Outcome 5: Students leaving Orientation with a class schedule) occurred and for full-time status. The 30.43% that registered for 0-11 credit hours indicated the following reasons for less than full-time student status:

- 50.00% Intentionally going to the U as a part-time student
- 13.43% Financial issues
- 11.94% Still deciding on course schedule
- 11.94% Courses desired not available
- 10.45% Class times desired not available
- 2.99% Not enough academic advising information

- 1.49% Waiting on transfer credit

The 16.42% of respondents that indicated another reason for registering for fewer than 12 credit hours shared that the following themes: working full-time, only needing the courses they registered for, or only having the prerequisites fulfilled for the courses they registered for.

Other assessment areas of interest included:

- 85.07% of respondents rating their academic advising experience “Excellent” or “Good”
- 79.39% of respondents strongly agreeing or agreeing that “I felt welcome to and part of the University of Utah community during Orientation” shows achievement of Goal 3: Social integration and preparation, Outcome 4: Fostering a sense of belonging
- 78.62% of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to student support resources and campus life”
- 69.93% of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to the academic expectations and resources at the University of Utah” shows achievement of Goal 1: Academic integration and preparation, Outcome 1: Introduction to general education and learning communities

Matriculating Summer 2016

For summer-matriculating transfer students, 32.50% of assessment respondents indicated they registered for 12-18 credit hours and 67.50% indicated they registered for 0-11 hours,

showing that Outcome 5: Students leaving Orientation with a class schedule has changed to more students intentionally registering for part-time status. Those who registered for fewer than 12 hours indicated the following reasons:

- 46.15% Intentionally going to the U as a part-time student
- 19.23% Still deciding on course schedule
- 15.38% Financial issues
- 11.54% Waiting on transfer credit
- 11.54% Courses desired not available
- 3.85% Class times desired not available
- 3.85% Unsure if attending the U

The 38.46% of respondents that indicated another reason for registering for fewer than 12 credit hours shared that the following themes: working full-time, family obligations, in a part-time program, needing to finish pre-requisites, and not needing to take any more courses than they registered for. It is evident that the main reason for taking fewer than 12 credit hours is due to intentionally being a part-time student for the summer semester, which does not necessarily indicate they will not be full-time in the following fall semester.

Other assessment areas of interest included:

- 87.18% of respondents rating their academic advising experience “Excellent” or “Good”
- 82.06% of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to the academic expectations and resources at the University of Utah” shows achievement of

Goal 1: Academic integration and preparation, Outcome 1: Introduction to general education and learning communities

- 82.05% of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to student support resources and campus life”
- 71.05% of respondents strongly agreeing or agreeing that “I had the opportunity to connect with other incoming students during lunch at New Student Orientation” shows achievement of Goal 3: Social integration and preparation, Outcome 4: Fostering a sense of belonging
- 68.42% of respondents rating their overall orientation experience as “Excellent” or “Good”.

Additionally, assessment data shows that 85.37% of assessment respondents attended at least one optional, pre-orientation session. Of those that attended, 77.14% stated they found the session(s) very helpful or somewhat helpful.

An attendance comparison for summer 2015 and summer 2016 follows:

	Summer 2015	Summer2016
Transfer Orientation	332	262
Online Modules, followed by Last Chance Transfer Orientation	40	55
Total	372	317

Decreased summer 2016 Transfer Orientation participants followed the patterns of Admissions and deposited transfer students for summer term.

Matriculating Fall 2016

For fall-matriculating transfer students, 68.61% of assessment respondents indicated they registered for 12-18 credit hours, showing that Outcomes 3, 4, and 5 for Goal 1: Academic integration and preparation (Outcome 3 Meeting with Academic Advisor, Outcome 4: Basic skills in registering for classes, Outcome 5: Students leaving Orientation with a class schedule) occurred and for full-time status for the majority of students. The 1.35% that registered for more than 18 credit hours indicated they wanted to complete their degree quickly or were double majoring, and the 30.04% that registered for 0-11 credit hours indicated the following reasons for less than full-time student status:

- 46.27% Intentionally going to the U as a part-time student
- 26.87% Courses desired not available
- 23.88% Still deciding on course schedule
- 19.40% Class times desired not available
- 16.42% Financial issues
- 11.94% Waiting on transfer credit
- 5.97% Not enough academic advising information

The 34.44% of respondents that indicated another reason for registering for fewer than 12 credit hours shared that the following themes: working full-time or not needing to take any more courses than they registered for.

Other assessment areas of interest included:

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- 79.05% of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to student support resources and campus life”
- 78.00% of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to the academic expectations and resources at the University of Utah” shows achievement of Goal 1: Academic integration and preparation, Outcome 1: Introduction to general education and learning communities
- 77.28% of respondents rating their academic advising experience “Excellent” or “Good”
- 69.56% of respondents rating their overall orientation experience as “Excellent” or “Good”.
- 65.59% of respondents strongly agreeing or agreeing that “I had the opportunity to connect with other incoming students during lunch at New Student Orientation”, and 62.62% of respondents strongly agreeing or agreeing that “As a result of attending New Student Orientation, I feel a stronger sense of belonging to the University of Utah community” shows achievement of Goal 3: Social integration and preparation, Outcome 4: Fostering a sense of belonging

An attendance comparison for fall 2015 and fall 2016 follows:

	Fall 2015	Fall 2016
Transfer Orientation	1,462	1,597

Online Modules, followed by Last Chance Transfer Orientation	538	502
Total	2,000	2,099

Parent & Family Orientation

Parent & Family Orientation occurs with fall-matriculating, First-Year Orientation programs. In fiscal year 2016, there were ten English-language sessions and one Spanish-language session with 1,289 parent attendees. This was a significant increase from 858 in the summer of 2015. Strongly positive assessment data indicated that:

- 95.08% strongly agree or agree that “The University of Utah is a place where my student will receive appropriate levels of challenge and support to encourage personal and intellectual development.”
- 94.53% strongly agree or agree that “The University values my role as a parent/family member and sees me as a partner in supporting my student’s success.”
- 93.44% strongly agree or agree that “I feel knowledgeable about the range of support services and academic and co-curricular opportunities available to my student at the University.”
- 88.71% strongly agree or agree that “I feel more knowledgeable about the ways I can be engaged as a parent or family member.”
- 86.88% strongly agree or agree that “As a result of attending Parent & Family Orientation, I better understand the importance of my student being challenged academically and personally during college.”

- 86.34% strongly agree or agree that “As a result of attending Parent & Family Orientation, I better understand the importance of fostering autonomy in my student, while still serving as a resource and support.”
- 80.33% strongly agree or agree that “As a result of attending Parent & Family Orientation, I better understand the importance of assisting my student in reflecting on and learning from unsuccessful experiences during college.”
- 77.60% strongly agree or agree that “As a result of attending Parent & Family Orientation, I better understand the importance of encouraging my student to recognize and examine his/her own personal identity in relation to the diversity of others in the University community.”

Demographic information of note shows that Parent & Family Orientation continues to diversify its participants. 37.36% of assessment respondents are Utah residents and 62.64% live outside of Utah. Additionally, a Spanish-language Parent & Family Orientation was piloted in June 2016 with 55 attendees. 100% of participants completed an assessment with 100% indicating that every part of the program was very useful or moderately useful in helping support their student’s transition to and success at the University of Utah.

Key Activity 2: Welcome Programs & Communications

In the past four years, the Center for New Student & Family Programs increased its vision for welcoming new students and welcoming back continuing students to campus. This includes the expansion of Swoop Camp programs and Welcome Week.

Swoop Camp Programs

The Swoop Camp programs have a focus on helping new students grow their interest in a specific area while also connecting more deeply with the University of Utah. In 2015, Swoop

Camps offered two choices to incoming first-year students, *Swoop Camp Adventure* and *Swoop Camp Spirit*. *Adventure* was a 4-day, 3-night experience that connected students by engaging their mutual love for the outdoors. *Spirit* was a 3-day, 2-night program focused on U pride, community, and leadership.

50 incoming first-year students attended two sections of Swoop Camp Adventure in June, July, and August of 2015. . During each camp session, students participated in three trip activities: national park hiking, whitewater rafting, and rock climbing during the day. At night students would participate in small group activities back at camp in order to engage more fully in the extended orientation approach. Each night professional staff and student leaders from various campus partners would join the adventure camps and hold an open forum to tell their story of transition to the U and offer a question and answer portion. June and July 2015 Adventure camps were scheduled together with New Student Orientation sessions to help out-of-state students make the most of their orientation and time in Utah. This idea posed very successful, as the majority of Swoop Camp Adventure participants attended the adjacent New Student Orientation with a few in-state students who attended a different new student orientation session.

Falling under the Welcome programs and communications key activity, *Swoop Camp Adventure* focused on Goal 2: Sense of belonging and community. By providing outdoor programming, *Adventure* supported Outcome 1: Population-specific programming by encouraging specific populations to envision themselves as part of the *Swoop Camp* community. The populations included out-of-state students (66% of participants) who were unfamiliar with Utah recreation and wanted a first-point of engagement, as well as outdoor enthusiasts from both in-state and out-of-state. Additionally, to support Outcome 2: Student assessment data shows

increased sense of belonging and connection to community, the *Swoop Camp Adventure* participant assessment demonstrated the following:

- 100% strongly agreed or agreed that:
 - “As a result of attending Swoop Camp, I feel connected to the University of Utah community.”
 - “As a result of attending Swoop Camp, I had the opportunity to meet other new and continuing students.”
 - “As a result of attending Swoop Camp, I was introduced to Utah outdoor recreational options.”
 - “As a result of attending Swoop Camp, I feel like my trip leaders were knowledgeable and supportive resources.”
- Regarding open-ended feedback, one Adventure participant said “I think it was the best thing I could have done before entering college because I feel more confident about starting my first year.”

The 2016 fiscal year *Swoop Camp Spirit* hosted 69 new student participants in August 2015, which more than doubled the previous year’s attendance of 31. Falling under the Welcome programs and communications key activity, *Swoop Camp Spirit* focused on Goal 2: Sense of belonging and community. By focusing on leadership and University programming, *Spirit* supported Outcome 1: Population-specific programming by encouraging specific populations to envision themselves as part of the *Swoop Camp* community. The populations included out-of-state students (46% of participants), as well as Leadership-focused students (27% of participants were also residents of the Signature Leadership Floor in Housing and Residential Education). Additionally, to support Outcome 2: Student assessment data shows increased sense of belonging

and connection to community, the *Swoop Camp Spirit* participant assessment demonstrated the following:

- 100% strongly agreed or agreed that:
 - “I feel like my Swoop Camp Captains were knowledgeable and supportive resources.”
 - “As a result of attending Swoop Camp, I had the opportunity to meet other new and continuing students.”
- 90% strongly agreed or agreed that:
 - “As a result of attending Swoop Camp, I was introduced to Utah leadership and involvement opportunities.”
 - “As a result of attending Swoop Camp, I feel connected to the University of Utah community.”
- 81% strongly agreed or agreed that:
 - “As a result of attending Swoop Camp, I was introduced to campus resources that can help me have a successful first year of college.”
- Regarding open-ended feedback, *Spirit* participants said:
 - “Meeting all of the other Swoopers! I felt extremely connected to the people around me, which when you're unfamiliar with everyone is very helpful.”
 - “Getting to know so many awesome people and learning about my school.”

- “Fun experience, the leaders were great and actually are friends with many campers once swoop camp is done. I met a lot of good friends and that is valuable.”
- “I LOVED SWOOP CAMP!!! BEST DECISION EVER!!!???”
- “I’m so happy I did it! I have a great friend group already because of Swoop Camp.”
- “It was really awesome and at first I didn't want to go because my mom was making me go, but I had an amazing time and I met some awesome people that I am still in touch with and can now call my friends because of camp.”

While formal assessment data for both Swoop Camp programs demonstrates the strengths of both Adventure and Spirit in meeting key activity goal-related outcomes, it does not tell the full story. Additional qualitative data like handwritten thank you notes from participants to their Captains, words of praise about their Captains to professional staff, and continued connections between participants and Captains lead us to believe that student leaders are one of the program’s greatest assets.

Welcome Week Programs

Welcome Week continued to grow in the 2016 fiscal year. Taking place for nine days in August 2015, Welcome Week programs as a whole increased, as well as programs that are specifically planned and managed by the Center for New Student & Family Programs. The Center for New Student & Family Programs was once again able to disburse \$5,000 in innovation grants to groups or offices creating a new Welcome Week program or expanding an existing one. This funding supported programs that included a diversity session named “Voices

of Diversity”, a social program through University Programming Council, college programming, and community-specific programming that supported students in specific majors or identifying as specific ethnicities, and more. Additionally, the Center for New Student & Family Programs added a program called Pioneer Your First Year, which encouraged new students to visit different offices on campus in order to win prizes.

Falling under the Welcome programs and communications key activity, *Welcome Week* focused on Goal 1: Connections to campus resources and Goal 3: Mark transition into new academic year as significant. For Goal 1, the success of Outcome 1: Diversity of programs and Outcome 2: Number of programs was intertwined. In addition to having 108 individual programs, the largest number ever offered at the U’s Welcome Week, they 35 different areas and organizations to show the diverse range of programs. For Goal 3: Mark transition into new academic year as significant, having an increase from 27 to 35 individual groups programming during from 2014 to 2015 demonstrates Outcome 1: Increase in areas/departments interested in programming for Welcome Week. Within Goal 1, Outcome 3: Attendance at programs also seemed successful with campus partners expressing satisfaction for numbers attending their events and with an increase overall at signature events as seen in Goal 3, Outcome 2: Growth of attendance at signature programs as demonstrated by the New Student Welcome attendance increase and the First-Year Class Picture attendance increase.

Key Activity 3: First-Year Student Programs & Communications

In the past few years, the Center for New Student & Family Programs has increased programming around the first-year experience. Programs and communications for the 2015-2016 academic year included:

- Campus Life Mentor Program

- Picture Your First Year
- First-Year Class E-Newsletter

Campus Life Mentor Program

The Campus Life Mentor (CLM) program is designed to pair new students to an upper-class mentor and provide an immediate connection to the University of Utah. Although the program is categorized as a first-year student program due to the larger numbers of first-year students engaged with it, CLM works with both first-year and transfer students. Mentors are trained student leaders who provide guidance, resources, advice, and support as new students navigate their first year on campus.

For the 2015-2016 academic year, New Student & Family Programs increased the number of upper-class mentors to 30 from the 22 in the previous years. This change was due to increased commitment from the mentees, as well as the intention of smaller mentor groups for better relationship management. Through direct recruitment during summer orientation sessions, over 150 first-year students and over 50 transfers students indicated they were interested in participating in the CLM program. Within the first-year student population, over 40 students indicated they were interested in being assigned to a Women in Motion group, which intentionally pairs female students together and offers additional programming opportunities. The CLM program offered one large-scale event each month during the academic year, and students were also invited to participate in monthly small group events organized by their assigned Mentor. All events provided by the Center for New Student and Family Programs were based around five key components; social interactions, volunteerism, education, transfer programming and women's programming. Additionally, Mentors were expected to have at least two points of contact with their students each month. This was mostly accomplished through

phone calls, emails, texts, and the CLM Facebook group. It was also highly encouraged for Mentors to meet with their Mentees one on one throughout the academic year. Each mentor was provided a group fund, which allowed mentors the autonomy to create their own events by providing a range of experiences where all felt included and comfortable.

For 2015-2016, the CLM program saw 71 students who participated in 1-2 large-scale CLM events, 11 students who participated in 3-4 events, and 11 students who participated in 5 or more events. These strong attendance numbers related to Goal 3: Campus and co-curricular integration and awareness, Outcome 2: Attendance at programs. All 200 students had multiple conversations or in-person meetings with their mentor, whether or not they attended a large-scale event. The large-scale events, small-group events, and two or more points of non-event contact between mentors and their individual mentees focused on achieving Goal 2: Connection to a peer mentor who is well-informed about campus resources and support, specifically Outcome 1: Number of touch points with peer mentor. Because all small-group events were on-campus programs and most large-scale events partnered with other campus groups, Goal 3: Campus and co-curricular integration and awareness, Outcome 1: Connection to programs, events, and resources of interest to first-year students succeeded in creating connections not just with the Campus Life Mentor program, but also overall campus programs and student life.

A mid-year survey distributed at the end of the fall 2015 semester was completed by 61 students and showed the following results:

- 58% of respondents indicating “Strongly Agree” or “Agree” that my Campus Life Mentor understands what I have gone through during my transition to the University of Utah my first semester.

- 54% of respondents indicating “Strongly Agree” or “Agree” that my Campus Life Mentor connects me with appropriate resources (offices, clubs, organizations, people, etc.) on campus based on my needs.

These results relate to Goal 1: Sense of belonging and community, Outcome 2: Student assessment data shows increased sense of belonging and connection to community and Goal 2: Connection to a peer mentor who is well-informed about campus resources and support, Outcome 2: Peer mentor awareness of common first-year issues and barriers, as well as community resources to move past them, although there is potential for growth in raising the rate of impact.

Some open-ended responses from this survey are also shows the success of Goal 1: Sense of belonging and community, Outcome 1: Connection to peers and Goal 2: Connection to a peer mentor who is well-informed about campus resources and support, Outcome 2: Peer mentor awareness of common first-year issues and barriers. Although these are only a few excerpts from the open-ended data collection, they represent the theme of feedback Mentors and New Student & Family Programs received both in formal assessment and informal conversations throughout the academic year.

- “Even though I was extremely busy, they never stopped including my in events. I felt more like a part of student life on campus.”
- “I started my semester very roughly and when I wanted to change things around they helped me. They gave me ideas about how to change bad habits and form good ones. They also were great at providing me with information I needed about programs that

could help me. They were very knowledgeable about the U and it helped me significantly.”

- “It was good to know someone cared about me.”
- “My mentor was wonderful in that they helped me holistically - by that, I mean that they not only cared about my academic success, but my physical and mental health as well. This was especially helpful in that those two things played a huge role in how I was able to perform as a student. Along with the mental health side of things, it was really comforting to know that I had someone to turn to, to talk about anything and everything. I was never alone, and I always knew that I could talk to my mentor about anything, without the fear of judgment. Along with this, they also took out so much personal time to be my study buddy. I'm sure that wasn't really in the job description, so it meant a lot that they were willing to be there for me outside of CLM events. They are definitely more than my CLM mentor. They are my friend - which is the best type of mentor there is.”

Additionally, institutional data regarding impact on GPA and student success shows that students who engaged with the Campus Life Mentor program performed at a higher academic rate than those who did not.

GPA data for CLM students by group type is as follows:

	Fall 2015 GPA	Spring 2016 GPA
First-Years Did NOT Participate in CLM	3.02	3.08
General First-Year CLM Group	3.06	3.13
Women in Motion CLM Group	3.15	3.14
Transfers Did NOT Participate in CLM	3.13	3.18
Transfers CLM Group	3.22	3.07

There were also great developments through the perspective of the mentors. Assessment data shows that they felt they had an impact on new students' academic and social integration and included comments like:

- “I’ve had one girl stay in school because I helped her figure out how to handle and juggle school and classes. I think I’ve impacted [my mentees] because I truly feel that all of them know I’m there for them.”
- “I feel as if I have been able to introduce my mentees to campus and many of the resources available here at the U. I also feel like I have been able to give them the tools to meet other people and make connections”
- “I know that several students have made friends through the programs, as well as learned more about the happenings on campus as a result of my events”
- “My mentees had varied responses, however, my most responsive mentees and some of my minimally responsive mentees became good friends. I was able to decrease my mentees stress by helping them know what to expect. I especially helped quite a few with professor and recommendation letter issues.”

Although this is only a small amount of assessment data collected, these comments represent the themes found throughout the mentor assessment and indicate success regarding Goal 1: Sense of belonging and community, Outcome 1: Connection to peers, Goal 2: Connection to a peer mentor who is well-informed about campus resources and support, Outcome 2: Peer mentor awareness of common first-year issues and barriers, as well as community resources to move past them, and Goal 3: Campus and co-curricular integration and awareness, Outcome 1: Connection to programs, events, and resources of interest to first-year students. Mentors also felt like they grew as people, leaders, and U students through their work as a Campus Life Mentor.

Some comments demonstrating reoccurring themes like leadership development, increased connection to campus, increased knowledge of campus resources, increased confidence, better skills with communication and time management, and meaningful peer relationships with mentees and other mentors include:

- “I feel like I have become more of a leader than what I was before. It has developed me as a person and student.”
- “I have become more skilled with time management and gained more perspective.”
- “I have been able to gain greater familiarity with seeking and navigating campus and community resources, which have added to my personal development as a student leader.”
- “The CLM program has helped me develop a better picture of the university and a better understanding of the wide variety of students that go here. It has also helped me develop my communication skills and find new ways to relate to people that I may never have talked to otherwise.”
- “The program has helped me reach out to my community and reach beyond my normal social comfort zones. I feel that I am now more engaged with my community and have built a sense of confidence around that.”
- “I’ve learned the ability to maintain consistent communication with people to create a safe environment.”
- “I never really saw myself as a leader but the CLM program has shown me that it doesn’t take much to make a difference in someone else’s life. I have learned to like being someone they can go to for help/guidance, etc.”

- “I have learned more about being more open minded.”
- “I have learned how to organize group meetings as well as understand that not everyone can make it to every meeting.”
- “I’ve learned to be creative in my leadership in trying to get everyone involved.”

In spring 2015, 36 Mentors and 7 returning 2015/16 mentors were hired to work with the CLM program for the 2016-2017 year. All 43 mentors attended a retreat and participated in the 2016 Peer Mentor Institute. During the CLM retreat, mentors completed information forms to identify themselves and their interests. These form connected students with a mentor based on similar areas of interest, in order to create a connection with their mentees from the start.

Mentors completed additional trainings in August before the academic year and the CLM kick-off. These trainings encompassed conversations around diversity, social justice, leadership, effective communication, work/life/balance, sense of belonging, safe spaces, etc. These trainings and development opportunities provided students with a stronger sense of character as a Campus Life Mentor. Additionally, the CLM program plans to offer weekly events each month for the 2016-2017 year, allowing students more options (time, programming, connections) of events to attend and creating further opportunities to meet other new students and Mentors.

Picture Your First Year Program

In its fourth year during the 2015-2016 academic year, Picture Your First Year (PYFY) continued to provide a creative outlet for first-year students to track their individual transition stories through photography. PYFY is a full-year program where first-year students take pictures around a weekly theme and meet together each week with an upper-class mentor for ten weeks each semester. During this time, participants share their thematic photos, as well as stories about what they are experiencing. Themes on the syllabus include: first weeks, who I am, support, we

are Utah, home at the U, confidence and anxiety, my U, core values, refresh and energize, my own theme, growth, finding my niche, leadership and service, finding my passions, classes, my second year, my future, and advice for new students. At the weekly small group meetings, participants connect with the other new students, find support from their mentor, and learn about programs and resources that could help them overcome barriers or concerns that they share through their pictures and stories. Although the program does not require prior photography skills, it does end with their work being displayed in the Utah Museum of Fine Arts gallery and with a gallery stroll and reception event.

6The ten participants who joined and completed the program in the 2015 fiscal year had an average GPA of 3.410 (an increase from last year's average of 3.063) at the end of their first year compared to the average GPA of 3.02 (an increase from last year's average of 2.950) at the end of the first year for students who were not a part of the PYFY program. Additionally, all ten participants returned to the U in their second year, enrolled as full-time students. Many of the PYFY participants have asked for this program to continue through their second year and have found other ways to get involved on campus. These ten participants who attended all twenty PYFY meetings in their first year met Goal 2: Connection to a peer mentor who is well-informed about campus resources and support, Outcome 1: Number of touch points with peer mentor.

First-Year Class E-Newsletter

In the 2015-2016 academic year, eight monthly e-newsletters were sent to the first-year class. The content of the eight e-newsletters included collaboration for articles from the following areas:

- University College

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- Student Success Advocates
- ASUU Tutoring
- Math Tutoring Center
- Writing Center
- Supplemental Instruction
- Leadership Development
- Center for Student Wellness
- University Counseling Center
- Campus Recreation Services
- Center for Ethnic Student Affairs
- Center for Disability Services
- Veterans Support Center
- Women’s Resource Center
- LGBT Resource Center
- Learning Enhancement Program
- Associate Vice President for Student Development
- Office of Admissions
- Greek Life
- ASUU
- Bennion Center
- Office of Equity and Diversity
- Financial Aid
- Scholarships

- Housing and Residential Education
- Office of the Registrar
- Women’s Leadership Summit
- Undergraduate Research
- Learning Abroad
- National Student Exchange
- Career Center

The open rate, the diversity in the range of articles, and the monthly calendar of events from the University Calendar and campus partners allowed for the success of Goal 3: Campus and co-curricular integration and awareness, Outcome 1: Connection to programs, events, and resources of interest to first-year students.

Key Activity 4: Transfer Student Programs & Communications

It its third year on the University of Utah campus, Transfer student programs and communications excelled in meeting Goal 1: Connections to campus resources that will support student success and timely degree completion. Transfer Tuesday programs increase from 16 events in the 2015 fiscal year to 20 events in the 2016 fiscal year, and Tau Sigma National Honor Society changed to Crimson Transfer Honor Society (CTHS) and increased the number of programs and members. Specifically, CTHS programs grew to include four study sessions, a reception, two end-of-semester socials, an induction, and service activities with the Maliheh Clinic, Martin Luther King, Jr. Day of Service, Red Butte Garden clean-up, and fundraiser activity. These additions helped Outcome 2: Number of programs and Outcome 1: Diversity of

program topics be the most successful outcomes for the 2015-2016 academic year for Transfer student programs and communications.

Perhaps because of this diversity of programs, Outcome 3: Attendance at programs was successful. 257 (up from 222 in the previous year) unique transfer students attended a Transfer Tuesday program, with 118 attending one program, 73 attending two programs, and 25 attending three or more programs. In addition to Transfer Tuesdays, 186 transfer students participated in the fall and spring Transfer Swag Swaps, yielding 192 clothing items that were collected and donated to charity. For transfer students who may not have been able to attend an in-person program, Outcome 4: Maximize open rate for electronic communications was critical for connecting them to campus resources. The *Transfer Connections* e-newsletter disseminates information applicable to transfer students four times during the academic year. The newsletters contained articles on topics such as opportunities and resources on campus, Crimson Transfer Honor Society, upcoming Transfer Tuesdays, and a highlight of a campus office or staff member dedicated to transfer student success. The list-serv for the newsletter included 3,444 transfer students who opted in, with an average open rate of 25%.

Another important area of growth was within Goal 3: Recognition of transfer student community, as CTHS raised and distributed over \$1,000 of scholarships to transfer students. In the 2016 fiscal year, Outcome 1: Growth of Crimson Transfer Honor Society membership was a special focus, almost doubling from 96 members to 182 members. Outcome 2: Increase in population-specific programs was also important and led to transfer programs that specifically targeted students of color, low-income students, students interested in research, students interested in service, students interested in leadership, and students interested in learning abroad (as seen in the diverse Transfer Tuesday and CTHS programming described above).

Key Activity 5: Parent & Family Programs & Communications

Goal 1: Parent and family engagement in University programs that extend past students was clearly met in 2016 fiscal year. Outcome 2: Number of programs and Outcome 3: Quality of Programs was important, as successful programs continued (Parent Welcome Luau, Parent & Family Weekend in the fall, and Moms & Dads Nights). Outcome 3: Quality of Programs was shown through assessment data from attendees to Parent & Family programs:

- 97.92% of respondents strongly agreed or agreed that Parent & Family Weekend provided meaningful opportunities to spend time with their student(s).
- 87.50% of respondents strongly agreed or agreed that they:
 - were satisfied overall by Parent & Family Weekend
 - agreed that they would consider returning to campus for future parent and family events.

Outcome 1: Attendance at programs also demonstrated growth for each type of program from the 2014-2015 academic year to the 2015-2016 academic year.

Program Name	Fiscal Year 2016	Fiscal Year 2015
Parent Welcome Luau	595 participants	450 participants
Parent & Family Weekend	368 participants	346 participants
Moms & Dads Nights	228 participants	176 participants

Key Activity 6: Staff Excellence

The 2015-2016 academic year showcased many professional accomplishments made by the Center for New Student & Family Programs' staff members. In addition to serving on and chairing campus-wide or division-wide committees, the staff also took on many national leadership positions and attended and presented at numerous conferences. To support this key activity's Goal 1: Highly qualified staff, each year Outcome 1: Recruitment and retention of high performing staff members remains visibly important as Graduate Assistants (GAs) enter or continue with the New Student & Family Programs team. Additionally, in the 2016 fiscal year, two changes were made to the full-time professional staff. John Michael Pantlik moved from the Sr. Assistant Director position to the Associate Director role, and Erin Sine moved from the Coordinator position to the Assistant Director role.

Goal 2: Professional development opportunities includes Outcome 1: Attendance at programs/conferences that are relevant to staff member's specific role and Outcome 2: Engagement/leadership in professional associations. In accordance with Goal 2, a list of professional contributions to the field is listed below according to individual staff member:

- Kathryn Kay Coquemont
 - Served in three positions of leadership for NASPA - Student Affairs Administrators in Higher Education, including Center for Women Board member, Asian Pacific Islander Knowledge Community (APIKC) leadership team and mentoring Co-Chair, and NASPA Undergraduate Fellows Program (NUPF) mentor.
 - Won the University of Utah Equity and Diversity Award for Sustained Contributions

- John Michael Pantlik
 - Served as the NODA Regional Coordinator for Region III
 - Co-chaired the Enrollment Management Professional Development work
 - Won the NODA region III Outstanding OTR Professional Award
- Nomani Satuala
 - Won the NODA region III Outstanding New OTR Professional Award
- Erin Sine
 - Co-chaired the Enrollment Management Kick-Off

Future Directions

Details regarding future directions for each area follows.

Welcome Programs and Communications

In the 2017 fiscal year, Swoop Camp moved to adding an additional outdoor adventure option called Backcountry. Participant numbers for the 2017 fiscal year programs are listed below.

Swoop Camp Adventure 1	Swoop Camp Adventure 2	Swoop Camp Adventure 3	Swoop Camp Backcountry	Swoop Camp Spirit	Total
24	24	30	8	45	131

In the 2017 fiscal year, Welcome Week continued to develop more individualized programs for specific populations. New initiatives focusing on sub-populations included the Deferred Student Reception and Utah 101 for out-of-state and international students. Numbers

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for the 2016-2017 academic year programs are listed below. All programs saw an increase from the previous year.

PROGRAM	ATTENDANCE
Deferred Student Reception	Approximately 50 students
New Student Welcome	930
Transfer Taco Tuesday	64
Out-of-state Student Reception	168
Transfer Swag Swap	659
Transfer Social	115
First-Year Class Picture	1570
TOTAL	More than 3,100 Guidebook (schedule) downloads

Parent & Family Programs and Communications

Numbers for the 2016 Parent Welcome Luau set attendance at 668 attendees, up from 599 in 2015, making it the largest Parent Welcome Luau ever.

Staff Excellence

The Center for New Student & Family Programs welcome Jana Stoneman to the Administrative Assistant role at the beginning of the 2016 fiscal year. Additionally, Kathryn Kay Coquemont was awarded the Outstanding Mid-Level Professional award at the 2016 Utah NASPA conference.

Orientation Programs & Communications

In the coming year, the Center for New Student and Family Programs will be making programmatic changes to first-year orientation as noted in the memo below sent by Sr. Vice President for Academic Affairs Ruth Watkins and New Student & Family Programs Director Kathryn Kay Coquemont.

The University of Utah's commitment to promoting student success to transform lives begins with New Student Orientation. As the fall enrollment of new first-year students has climbed, it has become evident that New Student Orientation programs must grow as well. To meet the need of growing participant numbers, the Center for New Student and Family Programs will offer thirteen Orientation programs for first-year students matriculating in the fall semester. The list at the end of this memo includes all dates for the next cycle of First-Year and Transfer Orientation programs that include academic advising opportunities.

To promote the importance of meeting with Academic Advisors, first-semester course planning time with colleges will be moved to the first day of First-Year Orientation programs. Colleges will also offer drop-in hours on the second day where one or two Advisors will hold open times devoted to new students who can drop in for more individualized help if they experienced an issue during registration the previous day. Additionally, all entering first-year students will be pre-registered for two courses before Orientation programs begin. More detailed information from the Center for New Student & Family Programs and the Registrar's Office will be shared with campus partners soon.

Your commitment to helping incoming students and their families connect to personalized support and meaningful opportunities contributes to the promotion of academic excellence and successful transitions. Thank you again for being a critical partner to student success through your engagement with New Student Orientation and the Center for New Student and Family Programs.