

2016-2017 Annual Report  
Center for New Student & Family Programs  
The University of Utah



Prepared and Submitted by:

Kathryn Kay Coquemont

Director

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## **Introduction**

The Center for New Student & Family Programs welcomes University of Utah students and their families and connects them to personalized support and meaningful opportunities by promoting academic excellence and successful transitions. The staff believes each student deserves to have a positive college experience and focuses on orientation, transition, and retention to promote student success. Key activities include communications, orientation and welcome programs, first-year and second-year programs and courses, transfer student programs, and parent and family programs. We aspire to create an environment where all students feel 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 excellence. We aim to inspire a shared vision of student success with students, their families, campus partners, and community leaders.

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
- Works as a Team to Build Community
- Pursue Growth and Learning
- Advocate for Social Justice

For the fiscal year of 2017, 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

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- 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

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- 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
  - 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 2017 fiscal year brought large-scale changes to fall, first-year orientation programs, which led to necessary updates to the parent and family orientation schedules as well. Transfer

orientation programs and spring and summer first-year orientation programs remained similar to the past year.

*First-Year Orientation*

The majority of 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 2017**

For spring 2017 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 2017 follows:

	<b>Spring 2016</b>	<b>Spring 2017</b>
<b>Traditional First-Year Orientation</b>	102	52
<b>Online Modules, followed by Last Chance First-Year Orientation</b>	76	37
<b>Total</b>	178	89

For spring-matriculating first-year students, 92.86% of assessment respondents indicated they registered for 12-18 credit hours as compared to the 83.36% 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) were met. Other assessment areas of interest included:

- 69.23% 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 61.91%.
- 71.43% of respondents rating their academic advising experience “Excellent” or “Good”. This was a slight increase from last year’s rating of 68.18%

### **Matriculating Summer 2017**

For summer 2017 matriculating first-year students, meaningful assessment data included summer-matriculating first-year students who registered for 12-18 hours decreasing from 55.56% of assessment respondents in the previous year to 25.00% of respondents in the current year. The 75.00% that registered for 0-11 credit hours indicated the following reasons for less than full-time student status:

- 25% Intentionally going to the U as a part-time student
- 16.67% Waiting on AP/Transfer Credit
- 16.67% Class times desired not available
- 16.67% Still deciding on class schedule

The 33.33% of respondents who indicated another reason for registering for fewer than 12 credit hours shared the following themes: advised to take 10 credit hours during the summer semester

and the ability to still enjoy the summer season. 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:

- 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” which was the same as previous year’s 87.50%.
- 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 the same as last year.

An attendance comparison for summer 2016 and summer 2017 follows:

	<b>Summer 2016</b>	<b>Summer 2017</b>
<b>Traditional First-Year Orientation</b>	40	61

<b>Online Modules, followed by Last Chance First-Year Orientation</b>	13	65
<b>Total</b>	53	126

### Matriculating Fall 2017

For fall-matriculating, first-year students, 96.86% 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) were met. This was an increase from 94.88% in the previous year. The 2.15% that registered for 0-11 credit hours indicated the following reasons for less than full-time student status:

- 32.00% Still deciding on course schedule
- 16.00% Not enough academic advising information
- 12.00% Financial issues
- 12.00% Waiting on AP/transfer credit
- 8.00% Class times desired not available
- 8.00% Courses desired not available
- 4.00% Intentionally going to the U as a part-time student

Other assessment areas of interest included increases or maintaining the previous year's percentages in the following areas:

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- 99.59% of respondents strongly agreeing or somewhat agreeing that “My OL was knowledgeable and able to answer my questions.”
- 98.52% 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
- 97.89% of respondents strongly agreeing or somewhat agreeing that “During New Student Orientation, I received a broad introduction to campus life.”
- 97.73% of respondents strongly agreeing or somewhat agreeing that “My OL made me feel comfortable during NSO.”
- 97.68% of respondents strongly agreeing or somewhat agreeing that “I know how to register for classes.”
- 92.84% of respondents strongly agreeing or somewhat agreeing that “I know where to go for advice about academic requirements.”
- 92.35% 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” .
- 92.35% of respondents strongly agreeing or somewhat agreeing that “My OL helped me connect with other students.”

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- 91.33% 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
- 80.55% of respondents rating their overall orientation experience as “Excellent” or “Good”.
- 97.89% 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.”
- 97.05% 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.”

The one significant area where dissatisfaction increased was the following:

- 78.08% of respondents rating their academic advising experience “Excellent” or “Good”. This was a decrease from 81.51% in the previous year.

An attendance comparison for fall 2017 and fall 2016 follows:

	<b>Fall 2017</b>	<b>Fall 2016</b>
<b>Traditional First-Year Orientation</b>	3,931	3,317
<b>Online Modules</b>	376	502
<b>Total</b>	4,307	3,819

*Transfer Orientation*

Similar to 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 2017**

For spring 2017 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 2017 and spring 2016 follows:

	<b>Spring 2017</b>	<b>Spring 2016</b>
<b>Transfer Orientation</b>	805	685
<b>Online Modules, followed by Last Chance Transfer Orientation</b>	60	317
<b>Total</b>	865	1002

For spring-matriculating transfer students 61.79% 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) were met. The 38.21% that registered for 0-11 credit hours indicated the following reasons for less than full-time student status:

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- 31.18% Intentionally going to the U as a part-time student
- 12.9% Still deciding on course schedule
- 12.9% Courses desired not available
- 9.68% Class times desired not available
- 8.6% Financial issues
- 3.23% Waiting on transfer credit
- 1.08% Not enough academic advising information
- 1.08% Unsure if attending the University of Utah
- 1.08% Chose to leave New Student Orientation program early

The 18.28% of respondents that indicated another reason for registering for fewer than 12 credit hours shared that the following themes: working full-time, concurrent enrollment at another college/university, not wanting to be overwhelmed, health issues, only needing the courses they registered for, overlapping class times for the courses needed.

Other assessment areas of interest included:

- 83.19% of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to student support resources and campus life”, increasing from 78.62% in the previous year.
- 88.23% of respondents rating their academic advising experience “Excellent” or “Good”, increasing from 85.07% in the previous year.

- 77.31% 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 percentage increased from 69.93% in the previous year.
- 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. This percentage remained the same from the previous year.

### **Matriculating Summer 2017**

For summer-matriculating transfer students, 72.73% of assessment respondents indicated they registered for 12-18 credit hours, showing that Outcome 5: Students leaving Orientation with a class schedule increased significantly from 32.50% the previous year. The 24.79% who indicated they registered for 0-11 hours shared the following reasons:

- 36.76% Intended to enroll part-time
- 11.76% Courses desired unavailable
- 11.76% Class times desired unavailable
- 11.76% Financial concerns
- 5.88% Still deciding on course schedule
- 2.94% Not enough academic advising information



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- 1.47% Unsure if attending the University of Utah
- 1.46% Chose to leave New Student Orientation early

The 16.18% of respondents that indicated another reason for registering for fewer than 12 credit hours shared that the following themes: working full-time, health, a hold on their account, and wanting to ease into their experience at the U. 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.

Additionally, assessment data shows that 97.6% of assessment respondents attended at least one optional, pre-orientation session, which is an increase from the previous year’s 85.37%. Of those that attended, 82.23% stated they found the session(s) very helpful or somewhat helpful, which is an increase from the previous year’s 77.14%.

An attendance comparison for summer 2017 and summer 2016 follows:

	<b>Summer 2017</b>	<b>Summer2016</b>
<b>Transfer Orientation</b>	271	262
<b>Online Modules, followed by Last Chance Transfer Orientation</b>	70	55
<b>Total</b>	341	317

**Matriculating Fall 2017**

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For fall-matriculating transfer students, 70.27% 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) were met. This was an increase from 68.61% in the previous year. The 2.03% that registered for more than 18 credit hours indicated they wanted to complete their degree quickly or were double majoring, and the 27.70% that registered for 0-11 credit hours indicated the following reasons for less than full-time student status:

- 36.76% Intentionally going to the U as a part-time student
- 11.76% Courses desired not available
- 11.76% Class times desired not available
- 11.76% Financial issues
- 5.88% Still deciding on course schedule
- 2.94% Not enough academic advising information
- 1.47% Unsure if attending the University of Utah
- 1.47% Left New Student Orientation early

The 27.50% of respondents that indicated another reason of working full-time for registering for fewer than 12 credits.

An attendance comparison for fall 2017 and fall 2016 follows:

	<b>Fall 2017</b>	<b>Fall 2016</b>

<b>Transfer Orientation</b>	1,745	1,597
<b>Online Modules</b>	206	502
<b>Total</b>	1,951	2,099

*Parent & Family Orientation*

Parent & Family Orientation occurs with fall-matriculating, First-Year Orientation programs. In fiscal year 2017, there were thirteen Parent & Family Orientations. Total participants for Parent & Family Orientation 2017 was 1,522 which was slightly lower than previous year’s 1,640. Strongly positive assessment data indicated that:

- 96.94% 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.”
- 90.82% 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.”
- 88.78% 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.”
- 88.78% 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.”

- 87.75% 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.”
- 87.75% strongly agree or agree that “I feel more knowledgeable about the ways I can be engaged as a parent or family member.”

### **Key Activity 2: Welcome Programs & Communications**

In the past five 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*

Swoop Camps are extended orientation programs designed to further ease the transition of new students to the University of Utah. The primary goals within Swoop Camp is to get students excited about the U, help them form connections with their peers, provide intentional leadership development, share Utah history and traditions, and provide resources for student involvement and success. In 2016, Swoop Camp offered three choices to incoming first-year students, *Swoop Camp Adventure*, *Swoop Camp Spirit* and *Swoop Camp Backcountry*.

***Adventure*** was a 4-day, 3-night experience that allowed students to build community while taking advantage of their mutual love for the outdoors. ***Spirit*** was a 3-day, 2-night traditions camp that focused on U pride, building community, and leadership. ***Backcountry*** was a 4-day, 3-night backpacking excursion, forging strong relationships, developing leaders and an appreciation for the outdoors.

78 incoming first-year students attended three sections of Swoop Camp Adventure in June, July, and August of 2016. During each camp session, students participated in three trip activities: Utah canyon hiking, whitewater rafting, and rock climbing. Each small group rotated these activities to insure all participants participated in all three day trips. At night, students would participate in international small group activities back at camp with their Swoop Camp Captain and Swoop Staff in order to engage more fully in the extended orientation approach. Each night student leaders from various campus partners would join the adventure camps and hold a large group forum to tell their story of transition to the U, offer advice and assistance to approach their first year, and offer a question and answer portion. For the second year, June and July 2016 Adventure camps were scheduled in conjunction 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. Before the three sections of Swoop Camp Adventure began, students were welcomed into a social media forum where they could connect with peers before camp began, pose any questions that were not answered through communication efforts, and meet fellow participants. Additionally, Swoop Camp Captains called each participant before camp to welcome them to the U and get them excited about camp.

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 (65% 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 “It was absolutely amazing and it has me super excited to attend the U in the fall. All the leaders were absolutely amazing and they have inspired me profoundly.”

45 incoming first-year students attended *Swoop Camp Spirit* in August 2016. Swoop Camp Spirit took place immediately before the start of the fall semester, and focuses on Utah history and traditions, the transition from high school to college, leadership and involvement opportunities, and building community. Students traveled to a local retreat facility north of Salt Lake City, and spent their days participating in a variety of intentional teambuilding activities, workshops, and small group discussions lead by Swoop Camp Captains. These activities were provided to insure that every participant was able to feel connected, be involved and start to find

their love for the University of Utah. Additionally, Swoop Camp Spirit offered 8 scholarships to students with extenuating family circumstances.

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 (48% of participants). 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.”
  - “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.”
  - “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:
  - “I was really surprised at how much I enjoyed Swoop Camp. I thought that when I would be without my phone, it would ruin the experience. I

actually came to realize that it actually seemed to enhance the experience.

I noticed that I was opening myself up to my group much faster than I would have otherwise. I really loved the Swoop Camp experience.”

- “All of the captains were great! It was a very welcoming environment and I think everyone had a great time.”
- “It was one of the best experiences of my life. I made lifelong friends and was able to get a head start on getting connected to the U.”
- “It was so awesome and I'm so happy I did it! I made so many friends that made the college transition super easy.”
- “Our captains were absolutely incredible and completely trust them... In fact we've been back from camp for nearly 12 hours and I've already confided in some of them! They are all so amazing!”
- “Thank you guys so much by making me feel like the U is my home.”

Swoop Camp piloted a new program, *Swoop Camp Backcountry* for the 2016 fiscal year. *Backcountry* hosted 9 new student participants in a remote setting to enjoy the wonders of the Uinta Mountains, while forging strong relationships with a small group of other new students and experienced leaders. Students depended heavily on each other each day to creating lasting experience and understand the outdoors. Students viewed some of the tallest peaks, swam in clear lakes, and create unique experiences from their new backyard.

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 (75% of participants). Additionally, to support Outcome 2: Student assessment data shows increased sense of belonging and connection to community, the *Swoop Camp Backcountry* participant assessment demonstrated the following:

- 100% strongly agreed or agreed that:
  - “I feel like my Swoop Camp Coordinator was knowledgeable and supportive resources.”
  - “As a result of attending Swoop Camp Backcountry, I had the opportunity to meet other new and continuing students.”
  - “As a result of attending Swoop Camp Backcountry, I was introduced to Utah leadership and involvement opportunities.”
  - “As a result of attending Swoop Camp Backcountry, I feel connected to the University of Utah community.”
  - “As a result of attending Swoop Camp Backcountry, I was introduced to campus resources that can help me have a successful first year of college.”
- Regarding open-ended feedback, *Backcountry* participants said:
  - “I did enjoy myself. Spending late night camp fire chats with my peers was a lot of fun and I felt like I grew closer to them because of it.”
  - “I wanted to meet new people and new friends and I definitely did. I feel I made such a great bond with so many people. 100% recommend this to anyone.”
  - “I had an amazing time and definitely think this is something that should continue to introduce students to other student new and current. As well as what is available near the U.”

- “I feel more prepared for the University.”
- “Getting to know everyone in my small groups very close and learning all I can about the wilderness that is now in my backyard at the U.”

While formal assessment data for all Swoop Camp programs demonstrates the strengths of Adventure, Spirit and Backcountry 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 site leaders, persons in charge of accommodations, and departments who provided funding for Swoop Camp Scholarships. Additionally, words of praise about their Captains to professional staff, continued connections between participants and Captains through all forms of communications, and increased participation in NSFP programming throughout the year, 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 2017 fiscal year. Taking place for nine days in August 2016, 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 college programming, community-specific programming that supported students in specific majors or identifying as specific ethnicities, and a commuter student welcome. The Center for New Student & Family Programs added a program called Utah 101, which encouraged new out-of-state students to learn more about the history, culture, and customs of the State of Utah. Additionally, the 2016 Block U picture grew to 1,570 participants compared to 900 participants in 2015.

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 110 individual programs and 50 different areas and organizations to show the diverse range of programs, which is the largest number ever offered at the U's Welcome Week. For Goal 3: Mark transition into new academic year as significant, having an increase from 35 to 50 individual groups programming during from 2015 to 2016 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 2016-2017 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 engage new students with the University of Utah, and provide an immediate connection to the surrounding campus community during their first year. This is done by pairing new students to a trained upper-class mentor who provides guidance, resources, advice, and support as new students navigate their first year on campus. 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.

For the 2016-2017 academic year, New Student & Family Programs increased the number of upper-class mentors to 40 from the 30 in the previous years. This change was due to increased number of previous mentees that wanted to become mentors, the commitment from the mentees to engage and attend CLM events, as well as the intention of smaller mentor groups for better relationship management. Through direct recruitment during summer orientation sessions, mentors and welcome week, over 450 first-year students and over 100 transfers students indicated they were interested in participating in the CLM program. Within the CLM first-year student population, over 85 students indicated they were interested in being assigned to a Women' Interest group, which intentionally pairs female students together and offers additional programming opportunities and support. The CLM program offered one large-scale event each month, a study session each month, and partnered with Housing and Residential Life for all students to participate in a monthly Trivia Tuesday event during the academic year. 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 the CLM Core Values; Community, Commitment, Communication and Compassion. 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 beyond the monthly small group activities. During the academic year, each Mentor was expected to meet with their supervisor to insure they were being supported throughout the program.

For 2016-2017, the CLM program saw 447 students who participated in 1-2 large-scale CLM events, 264 of students who participated in 3-4 events, and 132 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 550 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 2016 semester was completed by participating students and showed the following results:

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- 68% 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. This was an increase from 58% in the previous year.
- 67% 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. This was an increase from 54% in the previous year.

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.

- “Study sessions. They really help me with things I'm struggling with and I get to meet new people as well.”

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- “The monthly events have been fun because I was able to interact with other mentors and mentees.”
- “I really like the small group events and the Women's Wednesday Lunch.”
- “Honestly I think the program is great. Keep up the amazing work.”
- “Persistence is key. If my mentor wouldn't have kept contact with me I wouldn't have participated. It's hard to acclimate to University when you're a first year.”
- “This program has helped me connect with so many people and helped me make new friends for which I am thankful for!”
- “I really enjoyed the large events like ice skating. It was a fun way to meet other mentors and mentees.”
- “Woman's Wednesday Lunches. They had really inspiring speakers.”

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

	Fall 2016 GPA	Spring 2017 GPA
First-Years Did NOT Participate in CLM	3.12	3.06
General First-Year CLM Group	3.21	3.11
Women in Motion CLM Group	3.20	3.01
Transfers Did NOT Participate in CLM	3.18	3.16
Transfers CLM Group	3.30	3.18

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:

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- “Yes. I feel like I can hold a leadership position confidently and feel that I have impacted some of my mentees in a positive way.”
- “I feel the CLM program has been a very good experience for me to really have fun in college and take into account other people's experiences and perspectives. We're all in this together. I feel my leadership and teamwork skills have increased as a result.”
- “I have definitely become more confident in my different leadership positions and more willing to step out of my comfort zone.”
- “I have developed stronger communication skills, be that in the form of electronic communication or person to person. I have also learned how to stand my ground when it comes to making decisions as a leader.”
- “Yes, not only have I enlarged my personal and professional network with an amazing group of mentors and mentees, I feel that I have matured as a leader and learned to appreciate the value of having mentorship in my own life.”
- “My supervisors have taken an interest in me both within CLM and outside of school. It feels so good to have a staff member actually care about YOU and not just about bettering themselves and their program. I think that they have done a fabulous job of doing BOTH!”
- “I like that we had one on ones, because they made me feel like the staff cared about our personal lives and our feedback.”

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 have loved being a mentor and meeting all of the amazing people in the program and have learned so much from being an example to some of my mentees and being able to be a stable source of support for.”
- “I have learned exactly how engaging a peer mentor has to be to do a good job. Leadership does take effort and communication.”
- “I have learned how important peer mentoring can be if you completely submerge yourself into the program and attend all of the events you can as well as get involved.”
- “I have learned to work and implement events with other individuals and to learn from others. It's easy to get caught up on how you yourself can grow, but with this program, I have learned and asked myself every day, how can I make someone else's experience better? How can I help them? It's amazing how this has changed my experience.”

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- “I learned that being a peer mentor is a difficult but rewarding experience. Often it is hard to straddle the line between friend and leader but I think I've started to get the hang of it.”
- “Many things- team work, communication, problem solving, learning how to teach people, understanding differences among people. It's not always easy to be a mentor.”
- “I've learned that it can be a very fun and fulfilling experience if you let it! You not only learn a lot from your mentees, but your fellow mentors as well.”
- “I've learned a lot more about University resources through the CLM program.”
- “I have learned how to effectively mentor other students.”
- “I have learned how to be more communicative.”

In spring 2017, 48 Mentors and 3 returning 2016/17 mentors were hired to work with the CLM program for the 2017-2018 year. All 51 mentors attended a spring retreat and participated in the 2017 Peer Mentor Institute. During the CLM retreat, mentors were educated on the CLM program and the importance of why it exists. Additionally, mentors completed the first phase of our Diversity and Inclusion Training, planned S.M.A.R.T. goals for the academic year, and analyzed the CLM Core Values. During the final week of school, mentors were asked to fill out information forms to identify themselves and their interests. This information was then placed in a database where first year students who sign up for the CLM program are able to choose their mentor based on similar areas of interest, in order to create a connection with their mentees from the start.

Mentors will complete additional trainings in August before the academic year and the beginning of spring semester. These trainings encompassed continued 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 is not focusing on first year students only, as transfer students can participate in the Crimson Mentor Program.

### *Picture Your First Year Program*

In its fifth year, Picture Your First Year (PYFY) has continued to provide a creative outlet for first year students to track their individual transition through photography during the 2016-2017 academic year. PYFY is a semester long program where first-year students take pictures around a weekly theme and meet together as peers each week, and with an upper-class mentor for fourteen weeks during the fall semester. During this time, participants share their thematic photos, as well as stories about what they are experiencing during their transition. 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 each weekly small group meeting, 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 or artistic skills, it does end with their work being displayed with an art gallery and reception event held in their honor. An end of semester survey distributed at the end of the fall 2016 semester was completed by participating students and showed the following results. Regarding open-ended feedback, *Picture Your First Year* participants said:

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- “My favorite part of PYFY was seeing other people's photos and hearing their stories. It made it easy to get to know them.”
- “I wanted to form a connection with our campus and meet new people right off the bat. I also wanted to have the collection of photos at the end of the semester, so I'd be able to remember the journey I made my first semester in college.”

The ten participants who joined and completed the program in the 2016 fiscal year had an average GPA of 3.28 (an increase from last year's average of 3.06) at the end of their first year compared to the average GPA of 3.06 (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 leadership opportunities on campus and through our office. These ten participants who attended all fourteen PYFY meetings in their first semester 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. Additionally, to support Outcome 2: Student assessment data shows increased sense of belonging and connection to community, the Picture Your First Year participant assessment demonstrated the following:

- 100% of respondents indicating “Strongly Agree” or “Agree” that:
  - The weekly themes coincide with my transition during my first semester at the University of Utah.
  - Picture Your First Year has educated me about resources on campus to help with my transition to the University of Utah.

- Picture Your First Year has provided me the support during my transition to the University of Utah.

*First-Year Class E-Newsletter*

In the 2016-2017 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
- 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

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- 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 fourth 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 included 20 events in the 2017 fiscal year. These programs helped Outcome 2: Number of programs and Outcome 1: Diversity of program topics be the most successful outcomes for the 2016-2017 academic year for Transfer student programs and communications.

Perhaps because of this diversity of programs, Outcome 3: Attendance at programs was successful. 338 (up from 257 in the previous year) unique transfer students attended a Transfer Tuesday program, with 148 attending one program, 62 attending two programs, and 17 attending three or more programs. In addition to Transfer Workshops, 412 transfer students participated in the fall and spring Transfer Swag Swaps, yielding 106 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 Workshops, and a highlight of a campus office or staff member dedicated to transfer student success. The list-serv for the newsletter included 2,861 transfer students who opted in, with an average open rate of 25.25%.

Another important area of growth was within Goal 3: Recognition of transfer student community, as CTHS raised and distributed over \$2,500 to transfer students which was an increase from previous year's \$1,000. In the 2017 fiscal year, Outcome 1: Growth of Crimson

Transfer Honor Society membership increased membership from 182 to 245 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, students interested in graduate school, and students interested in learning abroad.

**Key Activity 5: Parent & Family Programs & Communications**

Goal 1: Parent and family engagement in University programs that extend past students was clearly met in 2017 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:

- 91.43% of respondents strongly agreed or agreed that Parent & Family Weekend provided meaningful opportunities to spend time with their student(s).
- 91.43% 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 2015-2016 academic year to the 2016-2017 academic year.

Program Name	Fiscal Year 2017	Fiscal Year 2016



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Parent Welcome Luau	858 participants	595 participants
Parent & Family Weekend	490 participants	368 participants
Moms & Dads Nights	134 participants	228 participants

**Key Activity 6: Staff Excellence**

The 2016-2017 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. 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, Director
  - Appointed as the NASPA Region V State Representative for Utah

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- Awarded Outstanding Mid-Level Professional at the 2017 NODA Region III Conference
- Awarded Pursuit of Inclusion Award by the Division of Student Affairs
- Awarded Outstanding Orientation, Transition, and Retention Professional Award at the NODA Region III Conference
- Presented at the NASPA annual Conference and the NASPA Western Regional NASPA Conference
- Erin Sine, Assistant Director
  - Appointed as the NASPA Region V University of Utah Institutional Representative
  - Awarded Outstanding New Orientation, Transition, and Retention Professional Award at the 2017 NODA Region III Conference
  - Awarded Most Innovative Program Award: Swoop Camp at the 2017 NODA Region III Conference
  - Presented at the NODA Region III conference and the NODA Extended Orientation Conference
- Jana Stoneman, Administrative Assistant
  - Graduated from the University of Utah in 2017 earning a double major in Film and Media Arts B.A. and Communications with an emphasis in Journalism B.A
- Zoe Worthington, Graduate Assistant
  - Appointed as 2017 SAC Chair within the ELP department.