

2014-2015 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

At the beginning of the 2014-2015 academic year, the Office of Orientation & Leadership Development changed its name to the Center for New Student & Family Programs and unified its mission, program scope, and staff accordingly. This mean that National Student Exchange

moved to another office in Undergraduate Studies and Leadership Development and the Leadership Studies minor began as a new office. For the 2015 fiscal year, the Director of New Student & Family Programs continued to serve jointly as the Director of Student Leadership Development, with her tenure ending at the beginning of the 2016 fiscal year when a new Director was hired. These changes allowed the Center for New Student & Family Programs to match national trends regarding focus areas and be more intentional in program development and student and family support.

Also dor the fiscal year of 2015, 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
    - 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 Tau Sigma National 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 2015 fiscal year was an important year in the three-year strategic progress of Orientation programs. Many changes were made to schedules based on previous assessment data, national trends, and initial feedback from a task force committee. Almost all changes, as detailed below, were positive transitions for the programs and student participants as demonstrated in formal assessment data and informal feedback.

Also, for the first time the Center for New Student and Family Programs collected post-program assessment feedback from campus partners. Over 75 respondents contributed overwhelmingly positive data about working with New Student Orientation programs. Some feedback included:

- 92.37% of respondents strongly agree or agree that as a result of participating in Orientation, they were able to further the University's mission and goals
- 94.74% of respondents strongly agree or agree that as a result of participating in Orientation, they were able to further their area's mission and goals
- 86.48% of respondents felt overly, very, or adequately prepared for their area's sessions due to communications from the Center for New Student & Family Programs

*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 2015**

For spring 2015 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 2015 and spring 2014 follows:

	<b>Spring 2015</b>	<b>Spring 2014</b>
<b>Traditional First-Year Orientation</b>	77	92
<b>Online Modules, followed by Last Chance First-Year Orientation</b>	52	44
<b>Total</b>	129	136

For spring-matriculating transfer students, 53.85% 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 46.15% that registered for 0-11 credit hours indicated the following reasons for less than full-time student status:

- 27.27% Intentionally going to the U as a part-time student
- 27.27% Financial issues

- 9.09% Still deciding on course schedule
- 9.09% Not enough academic advising information

The 27.27% of respondents who indicated another reason for registering for fewer than 12 credit hours shared the following themes: working full-time and taking care of their child(ren). It is also important to note that first-year students matriculating in the spring of 2015 were much more likely to be aged 26 or older (25%) than those who matriculated in the summer or fall of 2015 (8.33% and 0.18% respectively), indicating a difference in lifestyle that might not place full-time student status as their top priority.

Other assessment areas of interest included:

- 76.92% 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
- 69.23% of respondents rating their academic advising experience “Excellent” or “Good”
- 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”
- 61.54% of respondents strongly agreeing or agreeing that “I feel I received sufficient information about Orientation before coming to campus”
- 53.85% 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

Areas of improvement indicated in assessment data included students desiring more connection to other students and more information about academic expectations. Although these areas can be strengthened, the open-ended data was almost entirely positive with comments such as:

- “It was a fun environment and I met some great new people.”
- “The staff was fun and very knowledgeable about their topics.”
- “Keep up the good work.”
- “It was great and I enjoyed it overall.”

### **Matriculating Summer 2015**

For summer 2015 matriculating first-year students, the Center for New Student & Family programs implemented a new program schedule for First-Year Orientation based on assessment feedback from spring 2015 programs and previous year programs. Summer 2015 First-Year Orientations had a shortened mandatory schedule and the addition of several optional pre-orientation sessions. These included pre-professional advising, a campus tour, open houses with several support centers for specific student populations (Center for Disability Services, Center for Ethnic Student Affairs, LGBT Resource Center, Veterans Support Center, Women’s Resource Center, and an information fair featuring campus engagement opportunities (ASUU, Bennion Center, Career Services, Student Media, Transfer Center, LEAP, Learning Abroad, and Personal Money Management Center). Additionally, the new schedule allowed students to hear from many more resources than the previous schedule, while being more mindful of students’

time and schedules. The beginning of orientation was pushed back to 11:00 am, with First-Semester Course Planning beginning at 2:00 pm.

For summer-matriculating first-year students, only 20.00% of assessment respondents indicated they registered for 12-18 credit hours. The 13.33% who registered for more than 18 credit hours indicated they wanted to work towards their degree more quickly, and the 66.67% that registered for 0-11 credit hours indicated the following reasons for less than full-time student status:

- 33.33% Intentionally going to the U as a part-time student
- 20.00% Financial issues
- 13.33% Courses desired not available
- 6.67% Still deciding on course schedule
- 6.67% Class times desired not available

The 20.00% of respondents who indicated another reason for registering for fewer than 12 credit hours shared the following themes: still taking high school courses and they were told full-time status was fewer than 12 credit hours. 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:

- 78.57% of respondents rating their academic advising experience “Excellent” or “Good”
- 78.57% 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

- 71.43% of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to student support resources and campus life”
- 66.67% 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
- 64.28% 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

Areas of improvement indicated in assessment data included more information given before Orientation. *It is also important to note that summer assessment data received significantly fewer comments asking for Orientation to have a shorter schedule.* This seems to indicate that the updated schedule used for summer-matriculating, first-year students was well received.

Additionally, assessment data shows that 65.00% of assessment respondents attended at least one optional, pre-orientation session. Of those that attended, 76.92% stated they found the session(s) very helpful or somewhat helpful. This data supported the decision to include optional pre-orientation sessions before First-Year Orientations moving forward.

An attendance comparison for summer 2015 and summer 2014 follows:

	<b>Summer 2015</b>	<b>Summer2014</b>
<b>Traditional First-Year Orientation</b>	67	92
<b>Online Modules, followed by Last Chance First-Year Orientation</b>	54	145
<b>Total</b>	121	237

Decreased summer 2015 First-Year Orientation participants followed the patterns of Admissions and transfer students who paid the Enrollment Deposit for summer term.

### **Matriculating Fall 2015**

In response to spring and summer 2015 and past years’ assessment data and campus partner feedback, the Center for New Student & Family Programs created a new fall, first-year orientation schedule to shorten the schedule, maximize academic advising time, and allow students more flexibility to individualize their own experience. The fall 2015 First-Year Orientation schedule was reduced so only a 24-hour time period was mandatory for students. The Center for New Student & Family Programs also increased the available advising time for colleges from four hours to seven hours, allowing some colleges to creatively engage their students through faculty panels, tours of facilities, individualized appointments, and college or department-specific student engagement options, and strengthening the achievement of Goal 1: Academic integration and preparation, Outcome 2: Introduction to specific college and Outcome 3: Meeting with Academic Advisor and Goal 4: Identity development, Outcome 2: Identifying with a college/department/major. Additionally, pre-orientation voluntary sessions were added to

the schedule and supported Goal 1: Academic integration and preparation, Outcome 6: Connection to needed academic support and enhancement and Goal 2: Campus and co-curricular integration and preparation, Outcome 2: Introduction to population-specific programs and Outcome 5: Introduction to campus resources. Pre-orientation sessions included the following:

- Honors College Information Session
- Imagine Your Major: Opportunities to Discuss Degree Pathways & Academic Options with College Representatives
- Pre-Professional Advising
- LGBT Resource Center Open House
- Women’s Resource Center Open House
- Center for Disability Services Information Session
- Center for Disability Services one-on-one appointments
- Center for Ethnic Student Affairs Open House
- Diversity Scholar Student Panel
- UCard Picture

Also new to this past fall year’s schedule were Orientation Leader-supported registration practice time on the first day of the program (supporting Goal 1: Academic integration and preparation, Outcome 4: Basic skills in registering for classes), a faculty-directed session focused on building resilience and appropriate expectations of the college experience, and a Student Life Center tour (supporting Goal 2: Campus and co-curricular integration and preparation, Outcome 1: Formal and informal education for campus navigation and Goal 2: Campus and co-curricular integration and preparation, Outcome 5: Introduction to campus resources). Although not a new session, the Center for New Student & Family Programs also expanded the Information Fair during fall,

First-Year Orientation from 30 tables in 2014 to 64 tables in 2015, supporting Goal 1: Academic integration and preparation, Outcome 6: Connection to needed academic support and enhancement and Goal 2: Campus and co-curricular integration and preparation, Outcome 2: Introduction to population-specific programs and Outcome 5: Introduction to campus resources.

For fall-matriculating, first-year students, 95.10% 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. *This was a significant increase from last year's rate of 92.61%. Although it was not a large difference, it remains statistically important due to it closing the gap towards the 100% mark by about 1/3.* The 1.09% that registered for more than 18 credit hours indicated they were double majoring or wanted to complete their degree more quickly, and the 3.81% that registered for 0-11 credit hours indicated the following reasons for less than full-time student status:

- 29.17% Still deciding on course schedule
- 14.58% Intentionally going to the U as a part-time student
- 14.58% Waiting on AP/transfer credit
- 8.33% Not enough academic advising information
- 6.25% Class times desired not available
- 6.25% Courses desired not available
- 4.17% Financial issues
- 4.17% Unsure if attending the U

The 12.50% of respondents who indicated another reason for registering for fewer than 12 credit hours shared that the following themes: their advisor not showing up for advising during Orientation and wanting to ease into college life.

Other assessment areas of interest included:

- 82.48% 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
- 78.58% of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to student support resources and campus life”
- 74.84% 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
- 70.76% of respondents rating their academic advising experience “Excellent” or “Good”
- 66.33% 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”

Areas of improvement indicated in assessment data included more individualized academic advising, more engaging presentations, and parking clarity. Strengths to note include registering for classes, Orientation Leaders, the tour of the Student Life Center, and time for socializing. *It is also important to note that fall assessment data received significantly fewer comments asking for Orientation to have a shorter schedule, continuing the trend from the summer.*

Additionally, assessment data shows that 76.58% of assessment respondents attended at least one optional, pre-orientation session. Of those that attended, 83.35% stated they found the session(s) very helpful or somewhat helpful. This data supports summer trends and the decision to include optional pre-orientation sessions before First-Year Orientations moving forward.

An attendance comparison for fall 2015 and fall 2014 follows:

	<b>Fall 2015</b>	<b>Fall 2014</b>
<b>Traditional First-Year Orientation</b>	3,133	2,962
<b>Online Modules, followed by Last Chance First-Year Orientation</b>	360	200
<b>Total</b>	3,493	3,162

Increased fall 2015 First-Year Orientation participants that used online modules likely was due to the 276 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 2015**

For spring 2015 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 2014 follows:

	<b>Spring 2015</b>	<b>Spring 2014</b>
<b>Traditional Transfer Orientation</b>	634	684
<b>Online Modules, followed by Last Chance Transfer Orientation</b>	340	185
<b>Total</b>	974	869

Increased spring 2015 Transfer Orientation participants may have been due to the addition of a calling campaign in the Center for New Student and Family Programs. Admitted students who did not register for an Orientation program were called by office staff to remind them to register and explain the benefits of attendance.

For spring-matriculating transfer students, 70.41% 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 3.06% that registered for more than 18 credit hours indicated they wanted to complete their degree more quickly, and the 26.53% that registered for 0-11 credit hours indicated the following reasons for less than full-time student status:

- 34.04% Intentionally going to the U as a part-time student
- 17.02% Financial issues
- 12.77% Still deciding on course schedule
- 8.51% Class times desired not available
- 6.38% Courses desired not available
- 4.26% Not enough academic advising information
- 4.26% Waiting on transfer credit

The 12.77% of respondents that indicated another reason for registering for fewer than 12 credit hours shared that the following themes: working full-time, taking additional classes at SLCC, taking care of their child(ren), and wanting to take their first semester easy to get used to being at the U.

Other assessment areas of interest included:

- 76.04% 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
- 70.41% of respondents rating their academic advising experience “Excellent” or “Good”

- 70.10% 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
- 65.62% of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to student support resources and campus life”

Areas of improvement indicated in assessment data included students desiring more information before Orientation, a shorter Orientation program schedule, and more connection to other students.

### **Matriculating Summer 2015**

For summer 2015 matriculating transfer students, the Center for New Student & Family programs implemented a new program schedule for Transfer Orientation based on assessment feedback from spring 2015 programs and previous year programs. Summer 2015 Transfer Orientations had a shortened mandatory schedule and the addition of several optional pre-orientation sessions. These included pre-professional advising, a campus tour, open houses with several support centers for specific student populations (Center for Disability Services, Center for Ethnic Student Affairs, LGBT Resource Center, Veterans Support Center, Women’s Resource Center), an information fair featuring campus engagement opportunities (ASUU, Bennion Center, Career Services, Student Media, Transfer Center, LEAP, Learning Abroad, and Personal Money Management Center), and the very popular individual Financial Aid

appointments. The Financial Aid individual appointments were piloted for summer-matriculating transfer students. Of the 54 time slots offered, 48 appointments were scheduled and attended. This pilot success rate led to individual appointments being continued for future semesters. Additionally, the new schedule allowed students to hear from many more resources than the previous schedule, while being more mindful of transfer students' time and schedules. The beginning of orientation was pushed back to 11:00 am, with First-Semester Course Planning beginning at 2:00 pm. This means students who were advised before orientation began would only need to be on-campus for 3 hours, allowing for increased flexibility with work and family schedules.

For summer-matriculating transfer students, 54.56% 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 .99% that registered for more than 18 credit hours indicated they were double majoring, and the 44.55% that registered for 0-11 credit hours indicated the following reasons for less than full-time student status:

- 37.78% Intentionally going to the U as a part-time student
- 12.00% Still deciding on course schedule
- 12.00% Financial issues
- 8.00% Waiting on transfer credit
- 6.67% Courses desired not available
- 4.00% Class times desired not available
- 1.33% Not enough academic advising information

- 1.33% Unsure if attending the U

The 32.00% 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:

- 80.20% of respondents rating their academic advising experience “Excellent” or “Good”
- 72.45% 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
- 70.70% of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to student support resources and campus life”
- 66.33% 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

An area of improvement indicated in assessment data includes more connection to other students.

*It is also important to note that summer assessment data received significantly fewer comments asking for Orientation to have a shorter schedule.* This seems to indicate that the updated schedule used for summer-matriculating, transfer students was well received.

Additionally, assessment data shows that 39.34% of assessment respondents attended at least one optional, pre-orientation session. Of those that attended, 81.25% stated they found the session(s) very helpful or somewhat helpful. This data supported the decision to include optional pre-orientation sessions before Transfer Orientations moving forward.

An attendance comparison for summer 2015 and summer 2014 follows:

	<b>Summer 2015</b>	<b>Summer2014</b>
<b>Traditional Transfer Orientation</b>	332	599
<b>Online Modules, followed by Last Chance Transfer Orientation</b>	40	149
<b>Total</b>	372	748

Decreased summer 2015 Transfer Orientation participants followed the patterns of Admissions and deposited transfer students for summer term.

### **Matriculating Fall 2015**

In response to spring and summer 2015 assessment data, the Center for New Student & Family Programs piloted two non-Main Campus, evening Transfer Orientation programs. One program took place on the Murray campus and one on the Bountiful campus, with both

beginning at 3:00 pm and ending at 6:00 pm. This program pilot allowed the Center for New Student & Family Programs to collaborate with Continuing Education to much success. Both programs hit capacity with 48 participants in Bountiful and 58 participants in Murray. Although these programs did not include academic advising (attendees were encouraged to meet with their advisor before coming to Orientation), students did have access to computer labs on the satellite campuses where they had staff support to register for their courses.

Additionally for fall-matriculating transfer students, individual financial aid appointments continued to be an option in the new schedule that debuted for summer-matriculating, transfer students. For fall programs, 187 individual financial aid appointments were made and attended, again showing the desire for this personalized information.

For fall-matriculating transfer students, 69.76% 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 .49% that registered for more than 18 credit hours indicated they were double majoring, and the 29.76% that registered for 0-11 credit hours indicated the following reasons for less than full-time student status:

- 22.22% Intentionally going to the U as a part-time student
- 21.30% Still deciding on course schedule
- 14.81% Financial issues
- 6.48% Waiting on transfer credit
- 6.48% Class times desired not available
- 5.56% Courses desired not available

- 2.78% Unsure if attending the U
- 1.85% Not enough academic advising information
- 1.85% Chose to leave the Orientation program early

The 16.67% 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 academic program, needing to finish pre-requisites, and not needing to take any more courses than they registered for.

Other assessment areas of interest included:

- 78.17% 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
- 77.22% of respondents rating their academic advising experience “Excellent” or “Good”
- 74.08% of respondents who attended a non-Main Campus program and 68.83% of respondents who attended a Main Campus program 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 my [orientation program]”. ***This data is especially significant since it was identified as an area of growth in the spring when approximately only 50% of respondents strongly agreed or agreed.***

- 68.66% of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to student support resources and campus life”
- 68.12% 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

An area of improvement indicated in assessment data included more connection to other students. *It is also important to note that fall assessment data received significantly fewer comments asking for Orientation to have a shorter schedule, continuing the trend from the summer.* Additionally, assessment data shows that 59.72% of assessment respondents attended at least one optional, pre-orientation session. Of those that attended, 91.14% stated they found the session(s) very helpful or somewhat helpful. This data supports summer trends and the decision to include optional pre-orientation sessions before Transfer Orientations moving forward.

An attendance comparison for fall 2015 and fall 2014 follows:

	<b>Fall 2015</b>	<b>Fall 2014</b>
<b>Traditional Transfer Orientation</b>	1,462	2,038
<b>Online Modules, followed by Last Chance Transfer Orientation</b>	538	83
<b>Total</b>	2,000	2,121

Increased fall 2015 Transfer Orientation participants that used online modules allowed the patterns of Admissions regarding many students being admitted after the final traditional Transfer Orientation programs had passed.

### *Parent & Family Orientation*

Parent & Family Orientation occurs with fall-matriculating, First-Year Orientation programs. Although the Parent & Family Orientation schedule did not change greatly this year, one change overall included the addition of a marketing video created specifically for parents and family members. In fiscal year 2015, there were nine sessions with 858 parent attendees. This was a slight, but insignificant increase from 844 in the summer of 2014. Strongly positive assessment data indicated that:

- 95.83% 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.”
- 93.75% 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.”
- 91.67% 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.”
- 84.38% 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.”

- 80.21% 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.”
- 75.00% 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.”
- 70.84% 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.”

Assessment feedback also indicated that participants would like more information about financial aid and residency; although the statements also indicated that the real interest was in there being more opportunities for financial aid. This may mean that rather than Orientation needing to spend more time on these topics, more information needs to be disbursed to parents and family members before Orientation programs.

Demographic information of note shows that Parent & Family Orientation continues to diversify its participants. 25.53% of assessment respondents are Utah residents and 74.47% live outside of Utah. Also, 14.13% of assessment respondents indicate they identify as people of color. This trend will hopefully continue to increase as the Center for New Student & Family Programs explores Spanish-language programs for parents and family members.

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

In the past three 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 Camps for fall 2014 matriculating students were moved to be a standalone program, in that they would no longer fulfill the University's Orientation requirement. Also, with the creation of new programs and the maturing of previous programs, the 2014 Welcome Week grew its reach significantly.

### *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. Two choices exist for incoming first-year students, *Swoop Camp Adventure* and *Swoop Camp Spirit*. In the 2015 fiscal year, *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.

The Swoop Camp programs for fall 2014-matriculating students included a new student coordinator position to assist with marketing, program development, and team building for both *Swoop Camp Adventure* and *Swoop Camp Spirit*. Because of the extra staff member, the Center for New Student & Family Programs was able to focus more on marketing and minimized the anticipated drop in registered participants from the previous year, due to the *Adventure* program no longer fulfilling the University's Orientation requirement. 75 incoming first-year students attended three sections of *Swoop Camp Adventure* in June, July, and August of 2014 as compared to 82 attending the previous year. Because *Adventure* was no longer dually focused on fulfilling the U's Orientation requirement and showcasing Utah's outdoors, participants were able to spend more time on their trip while also increasing focus on community building and sense of belonging to complement the information learned at Orientation. During each of the camps, students participated in one of three trip options: national park camping and hiking,

whitewater rafting and camping, or backpacking and rock climbing. June and July 2014

*Adventure* camps were scheduled adjacent to New Student Orientation sessions to help out-of-state students travel once for both programs. This idea was successful, as the majority of *Swoop Camp: Adventure* participants attended the adjacent New Student Orientation.

In addition to the student coordinator role, 4 additional student staff positions were created for *Swoop Camp Adventure*. These peer mentor roles combine a passion for outdoors with an interest in helping incoming students and were named “Captains” after *the Swoop Camp Spirit* model. These positions existed previously as Orientation Leaders, since the program used to fulfill the Orientation requirement. Another change to the program was the addition of faculty or staff partners. The Center for New Student & Family Programs initially tried to get one faculty member on each of the nine individual trips, but multiple attempts at both broad and individual solicitation of faculty participation led to none committing. After speaking with the Bennion Center, this inability to engage faculty seemed in line with similar issues in the Alternative Breaks program. After falling short of commitments from faculty members, nine staff partners from offices around the Division of Student Affairs immediately volunteered and added another type of relationship that connected *Adventure* participants to the institution.

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 (71% 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 that:
  - “Attending Swoop Camp assisted me in connecting with current University of Utah students.”
  - “My Swoop Camp Captain made me feel welcome to Swoop Camp.”
  - “My Swoop Camp Captain made me feel welcome to the University of Utah.”
  - “My Swoop Camp Captain created an environment where I felt comfortable sharing my opinions and experiences.”
- 100% strongly agreed or agreed that:
  - “Attending Swoop Camp assisted me in examining how my background and experiences relate to others in the University of Utah community.”
- 88.33% strongly agreed or agreed that:
  - “Attending Swoop Camp assisted me in understanding the value of building community during and after college.”
  - “Attending Swoop Camp assisted me in connecting with current University of Utah staff.”
- Regarding open-ended feedback, one *Adventure* participant said “The leaders were awesome and I can’t wait to go climbing with them again! I had the best experience. I’m also so lucky to have gotten the opportunity to participate.”

The 2015 fiscal year *Swoop Camp Spirit* hosted 31 new student participants in August 2014. One change to the 2015 fiscal year program was that the schedule was abbreviated from 4-

days, 3-nights in 2013 to 3-days, 2-nights in 2014. This allowed the Center for New Student & Family Programs to better manage staff time at the busiest part of the year and also saved on operational costs. To ensure we did not sacrifice content, the program was shortened by using the previous year's assessment to focus on the topics most impactful and relevant to new students. The shortened format/schedule of the program was well-received, with enough downtime for students to informally connect, but not so much downtime that students felt time was wasted.

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 (67% of participants, up from 62% the previous year), as well as Leadership-focused students (61% 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 Adventure* participant assessment demonstrated the following:

- 100% strongly agreed or agreed that:
  - “My Swoop Camp Captain made me feel welcome to Swoop Camp.”
  - “My Swoop Camp Captain created an environment where I felt comfortable sharing my opinions and experiences.”
- 97.15% strongly agreed or agreed that:
  - “Attending Swoop Camp assisted me in connecting with current University of Utah students.”

- “My Swoop Camp Captain made me feel welcome to the University of Utah.”
- 94.28% strongly agreed or agreed that:
  - “Attending Swoop Camp assisted me in understanding the value of building community during and after college.”
- 88.58% strongly agreed or agreed that:
  - “Attending Swoop Camp assisted me in being aware of University history and traditions.”
- 82.86% strongly agreed or agreed that:
  - “Attending Swoop Camp assisted me in examining how my background and experiences relate to others in the University of Utah community.”
  - “Attending Swoop Camp assisted me in connecting with current University of Utah staff.”
- Regarding open-ended feedback, *Spirit* participants said:
  - “excellent experience. Highly recommend”
  - “it was an amazing experience and I’m glad I was able to attend”
  - “it was gr8”
  - “the size of the groups made it easy to share and have your voice heard. I enjoyed the small group activities the most”
  - “Hector was an awesome captain. he should get a candy bar for being so cool. no joke.”

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 2015 fiscal year. Taking place for nine days in August 2014, 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. Thanks to the continued support of Undergraduate Studies, 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 financial literacy speaker, education about commuting options, advising open houses, and more. Additionally, the Center for New Student & Family Programs added a Welcome Week Kickoff and an Out-of-State Student Reception.

Two of the highlights of the 2014 Welcome Week were the New Student Welcome and the first-year class picture. This was the third year for the New Student Welcome and the second year for the first-year class picture, with each having the largest attendance rate so far. 1,031 community members started the academic year with President Pershing at the New Student Welcome. This increase in attendance from 456 the previous year can be attributed to more intentional marketing to new students and a stronger collaboration with Housing and Residential Education staff. Additionally, the program included a new time to allow students to flow from the Welcome to FanFest and for the opportunity to incorporate the marching band, cheerleaders, and Swoop. These elements increased the festive spirit from the previous year. Another positive

change was the inclusion of a faculty speaker and increased time working with student speakers on their remarks and delivery. Due to the addition of the faculty speaker and time constraints, the Parent Association President did not share remarks in 2014. The first-year class picture again featured the incoming first-years forming the Block U on the football field. In addition to adding a video capture of the event, the number of participants increased to 512 participants, up from 359 students in the previous year.

To start Welcome Week for returning students, the addition of a Kickoff event debuted. This event on Library Plaza allowed students to drop by between classes, get a snack from Dining Services, and enjoy playing some carnival games for prizes. Partnerships with the Library, Dining Services, the Parent Fund, and Athletics made this a successful event. There were over 1,200 servings of food distributed and many more students who engaged after the food ran out. Another new initiative was the Out-of-State Student Reception. The event hosted 56 students and allowed for connections to be made among new students. With additional specialty group receptions during Welcome Week, the University can create a more personalized experience to be mixed into the larger events. This approach allows an increased sense of belonging and helps initiate meaningful relationships due to similar experience.

There was also an increased focus this year on Welcome Week marketing across campus. The Center for New Student & Family Programs reworked the schedule format to fit in a pocket and make it easier to carry. Also, the schedules were more widely distributed around campus and given to every student in the residence halls. This additional focus on advertising helped raise the attendance at all events.

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 99 individual programs, the largest number ever offered at the U's Welcome Week, they were divided into four categories (21 in community, 49 in academics, 6 in self, and 23 in campus life) to show the diverse range of programs. For Goal 3: Mark transition into new academic year as significant, having 27 individual groups programming during Welcome Week 2014 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 by 126% and the First-Year Class Picture attendance increase by 42.6%.

### **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 2014-2015 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 2014-2015 academic year, there were 22 upper-class student mentors. Through direct recruitment during summer orientation sessions, over 450 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 120 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. 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 Facebook messages. For 2014-2015, the CLM program saw 104 students who participated in 1-2 large-scale CLM events, 17 students who participated in 3-4 events, and 9 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. Almost all 500 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 2014 semester was completed by 77 students and showed the following results:

- 52% of respondents indicating “Strongly Agree” or “Agree” that by participating in the CLM program, they have a stronger sense of belonging at the U due to the CLM program.
- 44% of respondents indicating “Strongly Agree” or “Agree” that having a Campus Life Mentor helped them better navigate the University.

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.

- “Coming into the university I thought I would be alone and on my own. However, being part of the CLM I realized and learned that the university is HERE for me! I'm not alone, there are people who genuinely care about me and want me to succeed. It's a great feeling and I will never forget it.”
- “I learned how to utilize my resources on campus and I was able to meet new friends and have a mentor.”
- “There are great leaders on campus that I aspire to be like one day and the U of U campus has so many cool things in it.”
- “I absolutely loved my campus mentor. He always made me feel included. He texted me just to make sure I was doing well. He always ensured to invite everyone to each activity and even made a Facebook page. He was great! I learned study habits from him and ways to get through long papers. He always gave me advice on things I was having troubles with.”

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 2014 GPA	Spring 2015 GPA
First-Years Did NOT Participate in CLM	2.977	2.924
General First-Year CLM Group	3.334	3.222
Women in Motion CLM Group	3.470	3.287

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Transfers Did NOT Participate in CLM	3.101	3.078
Transfers CLM Group	3.413	3.541

GPA data for CLM students by number of events attended is as follows:

	Fall 2014 GPA	Spring 2015 GPA
Did NOT Participate in CLM	2.977	2.924
1-2 Events Attended	3.306	3.205
3-4 Events Attended	3.644	3.592
5 or More Events Attended	3.527	3.249

Overall GPA data for CLM students is as follows:

	Fall 2014 GPA	Spring 2015 GPA
First-Years Did NOT Participate in CLM	2.977	2.924
First-Years DID Participate in CLM	3.371	3.235
Transfers Did NOT Participate in CLM	3.101	3.078
Transfers DID Participate in CLM	3.413	3.541

The above numbers are very impressive, especially given several challenges that the CLM program faced during the 2014-2015 year. The first of these challenges was transition among the professional staff overseeing the program due to new hires, which presented some difficulty in consistent leadership and oversight. Also, the one large-scale program each month was likely a barrier for students to participate who did not have flexibility with their schedules. For future planning, the CLM program plans to more intentionally match mentors and mentees, as it was clear that the success of the program came from the quality of interactions and

relationships built between Mentors and their students. An emphasis will be placed on quality interactions rather than quantity of students participating.

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 have learned many valuable skills through the CLM program. I have learned how to look out for other people in a sense, I have learned how to communicate via different avenues with people I am working with”
- “Oh my! How do I start? I have expanded my job experience and understanding of leadership. I am seeing more and more that you lead by example, and how to lead someone into action.”
- “CLM program has helped me have more confidence in myself, made me realize that my actions actually can have impact on others in a positive way.”
- “The CLM program has helped me to make meaningful relationships with my mentees. I’ve learned that being a good mentor and leader means listening and anticipating how I can help my mentees. Specifically being a peer mentor means individualizing my approach.”
- “I’ve learned that peer mentorship/leader, in a way, at least in the process of developing those skills, is about being a genuine friend as well as a good follower.”

- “I have learned that it is very important to be well informed, reliable, and contactable to be a good peer mentor. Also, it is very important to be confident and friendly to be an effective leader.”
- “I have learned time management and how to discipline myself, thus program has helped me realize how to space out and manage my commitments”
- “I’m a more well rounded leader. I’ve also learned how to manage time and communicate more effectively.”
- “I have been able to step out of my comfort zone and get to know people much quicker than I usually do I am also becoming more personable and able to remember people. The university has become easier for me to navigate. I am able to provide resources for my mentees.”
- “I have made more connections for life. :)”
- “I have grown as a leader and also my interpersonal skill ☺ I appreciate all the trainings and meeting that we have ☺”
- “I feel more empathic as a person, and more patient.”
- “I have learned more time management skills as a result of this program.”
- “The CLM program has helped me to be a better communicator. I’ve excelled at contacting my mentees, being a fully engaged listener, and planning events.”
- “I’ve learned many new communication skills because of the program.”
- “I used to be a scared talking in front of a crowd. I’ve gained confidence in learning how to be a better leader.”
- “I have learned that importance of prioritizing and balancing school life and work life.”

- “I’ve become a better communicator and generally more organized person, and have learned more from other mentors about campus involvement.”
- “I have learned to be more informative about campus activities, to be sociably confident, and how important it is to be contactable, no matter the situation.”

In spring 2015, thirty Mentors were hired to work with the CLM program for the 2015-2016 year. A retreat was held for these students, and all participated in the Peer Mentor Institute. These training and development opportunities have created a stronger sense of identity as a Campus Life Mentor. Mentors also completed new staff information forms so that students can be matched with them based on similar areas of interest, in order to create a deeper connection with their mentees than in past years. Additionally, the CLM program plans to offer multiple events each month for the 2015-2016 year, allowing students more options of events to attend and creating more opportunities for them to meet other new students as well as Mentors.

#### *Picture Your First Year Program*

In its third year during the 2014-2015 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. One accolade of note is that ***the program won the Most Innovative Program award from NODA, the Association for Orientation, Transition, and Retention in Higher Education in 2015.***

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.

The ten participants who joined and completed the program in the 2015 fiscal year had an average GPA of 3.063 at the end of their first year compared to the average GPA 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. 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.

In addition to this feedback and the assessment data, Center for New Student and Family Programs staff have witnessed the impact the program has made on student lives through both informal feedback and crisis interventions. One example is a participant this past year who let the upper-class mentor know she had been raped. Because she felt safe communicating her experience to her PYFY mentor, the Center for New Student and Family Programs was able to connect her to the Center for Student Wellness Sexual Assault Advocate and the Dean of Students Office for conduct reporting. The upper-class student mentor functioned at a high and appropriate level as a first responder to the participant's disclosure of sexual assault. This

instance is one of many showing the importance of 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.

*First-Year Class E-Newsletter*

In the 2014-2015 academic year, eight monthly e-newsletters were sent to the first-year class. The average open rate was 18.5%, with an average of 2% clicking through links. 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

- 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 second 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. In addition to continuing the Transfer Swag Swap during Welcome Week and adding a second Swap in the spring, other programs more than doubled in the number of total events as compared to the previous year. Transfer Tuesday programs doubled from 8 events in the 2014 fiscal year to 16 events in the 2015 fiscal year, and Tau Sigma National Honor Society programs also increased exponentially to include four study sessions, a reception, two end-of-semester socials, a service activity during Legacy of Lowell, and two inductions. These additions helped Outcome 2: Number of programs be the most successful outcome for the 2014-2015 academic year for Transfer student programs and communications. Additionally, Outcome 1: Diversity of program topics was not only grown for Tau Sigma programs as seen above, but also for Transfer Tuesday programs, which included collaborations on topics with 16 partner organizations (University College, Student Equity & Diversity, Undergraduate Research, Learning Abroad, National Student Exchange, Bennion Center, Financial Aid, Scholarships, Campus Recreation, the Personal Money Management Center, Career Services, Hinckley, Center for Student Wellness, Marriott Library, Leadership Development, College Student Advisory Councils, ASUU, Union Programming Council, and Tau Sigma Honor Society). Perhaps because of this diversity, Outcome 3: Attendance at programs was successful. 222 unique transfer students attended a Transfer Tuesday program, with 112 attending one program, 90 attending two programs, and 20 attending three or more programs. Average attendance at each of the 16 programs was 22.25 students. In addition to Transfer Tuesdays, 186 transfer students participated in the fall and spring Transfer Swag Swaps, yielding 186 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, Tau Sigma, upcoming Transfer Tuesdays, and a highlight of a campus office or staff member dedicated to transfer student success. The list-serve for the newsletter included 3,346 transfer students who opted in, with an average open rate of 23%.

Another important area of growth was within Goal 3: Recognition of transfer student community. In the 2015 fiscal year, Outcome 1: Growth of Tau Sigma National Honor Society membership was a special focus, yielding a 104% increase from 47 members to 96 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 Tau Sigma programming described above).

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

The Center for New Student & Family Programs raised the profile of Parent & Family programs and communications in the 2015 fiscal year by changing the office's name to highlight this important work and relationships. Also in the 2014-2015 academic year, Parent & Family Weekend moved from two a year (one in each semester) to only one a year (one in the fall). This was due to the low registration and attendance rates in the past 3 years at the spring weekend, as well as to the popularity and expansion of Moms & Dads Nights throughout the year. One

circumstance to note is that although attendance numbers were strong, all of our outdoor events (Parent Welcome Luau, Parent & Family Weekend, and one Moms & Dads Night) featured pouring rain. It is likely the numbers would have been even higher without the discouraging weather. The high participation rate despite the rain indicates the strength of the programming and the commitment of the parents and family members to stay engaged in their student's campus life.

Goal 1: Parent and family engagement in University programs that extend past students was clearly met in 2015 fiscal year. Outcome 2: Number of programs was important, as successful programs continued (Parent Welcome Luau, Parent & Family Weekend in the fall, and Moms & Dads Night), while critically assessing and letting go of one program where attendance could not match per person cost (Parent & Family Weekend in the spring). Despite this change, the overall number of programs still increased, due to increasing Moms & Dads Night programs from one fall program to three programs with one in the fall and two in the spring. Outcome 3: Quality of Programs was the main focus for Goal 1 in the past year. New Student & Family Programs staff intentionally diversified events to not center solely around men's teams' athletic events. This included the addition of an arts event (musical at Kingsbury Hall), a women's team's athletic event (gymnastics), and a female guest speaker at a Moms & Dads Night (Stephanie McAllister). Increasing quality of programs also included finding more authentic and representative performers for the Parent Welcome Luau. To respond to criticism from a student regarding cultural appropriation of Hawaiian culture, New Student & Family Programs consulted with Student Equity & Diversity staff and the Center for Ethnic Student Affairs student group Pacific Islander Student Association to identify and contract with Ailines Touch of Polynesia to host, educate about Polynesian culture, and offer authentic luau

performances at the event. In addition to these quality management administrative changes, assessment data from attendees to Parent & Family programs remained high.

- 82.61% of respondents were very satisfied or somewhat satisfied by the Parent Welcome Luau.
- 89.59% of respondents were very satisfied or somewhat satisfied by Parent & Family Weekend.
- 83.33% of respondents were very satisfied or somewhat satisfied by Moms & Dads Night Programs.

Outcome 1: Attendance at programs also demonstrated growth for each type of program from the 2013-2014 academic year to the 2014-2015 academic year.

Program Name	Fiscal Year 2014	Fiscal Year 2015
Parent Welcome Luau	325 participants	450 participants (130 total families, of which 95 live outside of Utah)
Parent & Family Weekend (fall)	193 participants	346 participants
Moms & Dads Nights	170 participants	176 participants - 47 attended The Big Bad Musical - 95 attended Gymnastics Meet vs. UCLA - 34 attended Baseball vs. BYU

Goal 2: Communication about University events, resources, and support to parents and families of students also remained important during the 2015 fiscal year. Of the 16,668 recipients of parent and family communications, the open rate for the bi-weekly digest averaged 24.6%, and the open rate for the e-newsletter averaged 24.5%. These high-achieving open rates met Outcome 1: Maximize open rate for electronic communications and remained consistent with past years. Outcome 2: Diversity of areas/departments interested in communicating with parents and families also expanded to include 8 new campus partners contributing to the e-newsletter (College of Nursing, College of Mines & Earth Sciences, College of Education, College of Fine Arts, TRiO programs, Career Services, Veterans Support Center, and Center for Ethnic Student Affairs).

### **Key Activity 6: Staff Excellence**

The 2014-2015 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 2015 fiscal year, two full-time professionals joined the Center's staff as Assistant Director positions opened. The nationwide search brought in John Michael Pantlik as the Sr. Assistant Director and elevated Nomani Satuala to Assistant Director from his previous role as Graduate Assistant. Filling these positions and the GA roles through national searches or Student Affairs structured GA interviews and matching allowed for optimal recruitment of high performers in our field.

Additionally, to better meet Goal 1's Outcome 2: Appropriate training relevant to staff member's specific role, the Center for New Student & Family Programs developed a formal New Employee Onboarding Process to guide supervisors and a New Employee Handbook to better prepare and support incoming staff. Additionally, New Student & Family Programs staff were critical in the leadership and development of the new Enrollment Management onboarding process that will be rolled out in the 2016 fiscal year. Other trainings that were implemented included monthly social justice education for all professional staff and role-specific University trainings around risk management, budget processes, and website management.

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, the 2014 Western Regional Conference NUPF Institute Co-Chair, and NASPA Undergraduate Fellows Program (NUPF) mentor.
  - Attended the NASPA Western Regional Conference, annual NASPA conference, Pac-12 Orientation Directors Conference, and the Ruffalo Noel Levitz National Conference on Student Recruitment, Marketing and Retention
- John Michael Pantlik
  - Appointed as the NODA Regional Coordinator for Region III
  - Chaired the Enrollment Management Onboarding Committee

- Attended the Extended Orientation Institute, Annual NODA Conference, Conference on the First-Year Experience, and Pac-12 Orientation Directors Conference.
- Nomani Satuala
  - Attended the annual NASPA Conference, regional NODA conference, and Tau Sigma Leadership Conference
- Erin Sine
  - Attended the Utah NASPA Conference and the regional NASPA conference.
- Christy Cameron
  - Attended the National Resource Center: Institute on Peer Educators
- Ruben Garcia
  - Attended the MEChA National Conference and the National Association for Chicana/o Studies

### **Future Directions**

Changes for the current 2016 fiscal year will mainly focus on filling gaps and strengthening areas of development, rather than major reworks of programs. Details regarding future directions for each area follows.

#### *Welcome Programs and Communications*

In the 2016 fiscal year, Swoop Camp moved to having two Adventure sessions instead of three, so that there were not overlapping Adventure and Spirit programs in August. Also, faculty/staff partners were not included, due to the issues in recruitment the previous year. For

Spirit, an increased focus on marketing led to an increase in participants. Also, a new location was selected for Spirit, which worked well and will continue to be the site for future years.

For both Adventure and Spirit programs, student testimonial videos were created and highlighted the value of these programs. Additionally, need-based scholarships were awarded to participants to reduce their registration fees. This opportunity for aid was primarily advertised to students who are Pell Grant-eligible and within driving distance to Salt Lake City, a populations the Office of Financial Aid helped identify. Moving forward into the 2015-2016 academic year, the Center for New Student & Family Programs will begin hosting Swoop Camp Reunions to continue to connect with participants and encourage the relationships that were formed in the summer. Participant numbers for the 2016 fiscal year programs are listed below.

<b>Swoop Camp Adventure 1</b>	<b>Swoop Camp Adventure 2</b>	<b>Swoop Camp Spirit</b>	<b>Total</b>
21	23	51	95

In the 2016 fiscal year, Welcome Week continued to develop more individualized programs for specific populations. New initiatives focusing on sub-populations included the Transfer Student Reception and Pioneer Your First Year, a campus resource scavenger hunt for first-year students. Other changes included focusing the Welcome Week Kickoff into a Food Truck Rodeo and involving faculty, staff, and student leaders in the first-year class picture. Initial numbers for the 2015-2016 academic year programs are listed below.

<b>PROGRAM</b>	<b>ATTENDANCE</b>
Pioneer Your First Year	Approximately 75 students
New Student Welcome	750

Swoop In! Food Truck Rodeo	5 food trucks ran out of food in 2 hours, more than 80 students rode the mechanical bull
Out-of-state Student Reception	115
Transfer Swag Swap	454
Transfer Student Reception	77
First-Year Class Picture	897
TOTAL	More than 3,500

*First-Year Programs and Communications*

To continue to build on the strong outcomes of the past year, New Student & Family Programs will increase current strengths in how the Campus Life Mentor program positively impacts sense of belonging, University navigation, and knowledge of campus opportunities, skills and resources for student success. Creating smaller mentor groups for the 2016 fiscal year will allow for a more individualized relationship with mentees and increase the number of touch points between each mentor and mentee.

Also, in the past, participants selected if they were a first-year or transfer student and then asked if they preferred a general group or a women-only group. For the 2015-2016 academic year, participants selected areas of interest and were matched with mentors accordingly. This process allows for common interests not only between mentee and mentor, but also among mentees. The intended outcomes from this program change aim to be an increased connection between a new student and a mentor, as well as stronger community among new students to increase sense of belonging.

In addition to these changes, mentors and participants will have many more events to choose from each month to better accommodate their schedules and increase participation. This expansion will also allow for the development of relationships across mentor groups, since participants will have the option of attending additional programs with a different mentor if their own cannot attend.

### *Transfer Programs and Communications*

The Center for New Student & Family Programs plans to continue to increase services and support for transfer students to aid with their transition to the University of Utah. Transfer Tuesdays and Transfer Workshops will increase from being offered two times a month to now being offered three times a month for the 2016 fiscal year. By increasing the quantity of events, NSFP is able to diversify the dates and times when Transfer student programs are offered, potentially attracting more students who may have been in class or at work during the other two monthly times. In addition to growing Transfer programs, the Center for New Student & Family Programs will also be partnering with the Center for Ethnic Student Affairs Transfer Programs to co-advise Tau Sigma Honor Society in order to support the growing and diverse transfer student population.

### *Parent & Family Programs and Communications*

Preliminary numbers for the 2015 Parent Welcome Luau set attendance at 599 attendees, making it the largest Parent Welcome Luau ever. Also at the beginning of the 2016 fiscal year, the Center for New Student & Family programs doubled their email communications to parents and families of new and current students. Because the bi-weekly digest has such a high open rate and click-through rate, it was evident that the parent and family population not only desires

information about University resources and events, but regularly engages with it when provided. During the 2015-2016 academic year, the previous bi-weekly digest and quarterly e-newsletter will merge into a weekly e-newsletter for more regular communications with parents and family members.

Also, during the 2015-2016 academic year, the Parent Association will be led by a new President and Vice President, Barton Russell and Joy Scott, respectively.

### *Staff Excellence*

In addition to welcoming John Michael Pantlik as the new Associate Director at the beginning of the 2016 fiscal year, his promotion left an Assistant Director position open. This role is anticipated to be filled in January 2016. In the fall semester, Erin Sine is serving as the Interim Assistant Director.

### *Orientation Programs & Communications*

In the coming year, the Center for New Student and Family Programs will continue to strengthen orientation programs and communications by increasing the number of non-main campus Transfer Orientation programs, increasing voluntary pre-orientation sessions for Transfer and First-Year Orientation programs, examining assessment data regarding the orientation experience of students of color and in/out of state students, piloting a Spanish language Parent & Family Orientation, and creating a Summit for campus partners in the spring that will focus on best practices, assessment data, updates to the orientation schedules, and presentation skills. Two of these changes in particular are highlighted with more detail below.

In the 2014-2015 academic year, New Student & Family Programs piloted this program on the Murray and Bountiful campuses for fall 2015 matriculating transfer students. Both programs were at capacity both in registration and attendance. In the 2015-2016 academic year, this program option will be expanded to all three semesters of matriculation and include 6 total programs at the Bountiful and new Sandy campuses. These programs will include 2 spring programs (one on each campus), 2 programs for summer or fall-matriculating students (one on each campus), and an additional 2 fall-only programs (one on each campus).

As subject matter experts about orientation, transition, and retention who have the opportunity to attend annual conferences on the subjects, work with colleagues across the field, and be aware of trends and best practices, the Center for New Student & Family Programs will begin offering a one-day conference to campus partners to share their knowledge, experiences, and field research and practices to anyone interested. This Summit will take place February 10, 2016, and provide a forum to discuss changes to Orientation schedules and other programs in the coming year, allow for question and answer sessions, and increase dialogue, feedback, and relationships among those invested in the new student transition period. Also, to ensure all presenters have access to presentation development, New Student & Family Programs will offer two presenter trainings in the spring to offices who present at Orientation. One of these sessions will take place at the Summit, and one will take place in May for those who could not attend the Summit. The opportunity will also allow for presenters to exchange information about the content of their sessions to help build common themes and eliminate repetition. The agenda will include a focus on public speaking skills and current language to which incoming students may respond positively, so that less experienced presenters can better understand the audience attending Orientation and gain confidence for their sessions. By helping presenters increase their skills in

connecting with Orientation participants, New Student & Family Programs believes new students and their families will be more likely to recall information that impacts retention and persistence.

## **APPENDIX A: 2015-2016 UGS Annual Plan**

### 2015-2016 ANNUAL PLAN

The Center for New Student & Family Programs (NSFP) co-reports to Academic Affairs and Student Affairs, through Undergraduate Studies (UGS) and Enrollment Management (EM), respectively. One reason for the joint report is because of the mission of NSFP to manage the transition of a person from potential student to U student and to bridge the gap from recruitment to engagement. Because the primary role of transitions and bridges is to connect one piece to another, the main goal of NSFP is to create connections. This often means that NSFP may more often indirectly rather than directly contribute to both UGS and EM goals in its effort to bridge between the two.

NSFP supports the three big goals of UGS in the following ways:

*GOAL 1: Every student has a Plan to Finish and is supported by student success advocates, mentors, and advisors.*

It's impossible to have a plan to finish unless a student also has a plan to start. NSFP provides the structure for incoming students to intentionally reflect on their approach to beginning at the U by providing just-in-time information related to the matriculation process during New Student Orientation. Critical pieces include first-semester course planning, acquirement of a UCard, connection to available learning communities, access to pre-professional and/or Honors advising, exploration of academic areas, a campus tour, an introduction to graduation requirements, connections to other new and current students,

education about the registration system and process, connection to the Office of Financial Aid, introduction to Student Success Advocates, details to consider for on-campus or off-campus housing, introduction of a faculty member, explanation of student rights and responsibilities as well as federally mandated information, initial connections to campus resources and support centers, and an introduction to the diverse opportunities available throughout their time at the U.

In the 2015-2016 academic year, the Center for New Student & Family Programs will continue to ensure that incoming students are able to create an informal plan to start through New Student Orientation, as well as use that program to introduce a relationship with their Academic Advisor, peer mentors, and Student Success Advocates. Planned changes in the coming year to New Student Orientation to better facilitate a strong start that will serve as a foundation to eventually creating a Plan to Finish include:

- Increasing access to just-in-time information and first-semester course planning for Transfer students by expanding our non-Main Campus transfer orientation programs. In the 2014-2015 academic year, NSFP piloted this program on the Murray and Bountiful campuses for fall 2015 matriculating transfer students. Both programs were at capacity both in registration and attendance. In the 2015-2016 academic year, this program option will be expanded to all three semesters of matriculation and include 6 total programs at the Bountiful and new Sandy campuses. These programs will include 2 spring programs (one on each campus), 2 programs for summer or fall-matriculating students (one on each campus), and an additional 2 fall-only programs (one on each campus).
- Advocating for increased individual financial aid appointments on Orientation program days. In the 2014-2015 academic year, NSFP piloted individual financial aid appointments on the mornings of summer Transfer Orientation programs, before the

mandatory pieces of the program began. These appointments filled to 100% capacity, leading NSFP and Financial Aid to move forward with the program for fall Transfer Orientation programs. Because appointments filled to 100% capacity, NSFP received many calls and emails requesting more appointment times. Because there are some barriers for Financial Aid in creating more appointments due to lack of personnel and time, NSFP will advocate for increased campus support for Financial Aid resources so that more incoming transfer students can be connected in this important and personalized way. Having confidence in adequate funding is an important building block to retention and eventually completion, and it is important that students understand what options they have and how they can plan for success during the pre-matriculation time period.

- Facilitating a one-day campus conference about orientation and transition in late February for campus partners interested in increasing their knowledge. As subject matter experts about orientation, transition, and retention who have the opportunity to attend annual conferences on the subjects, work with colleagues across the field, and be aware of trends and best practices, NSFP will begin offering a one-day conference to campus partners to share their knowledge, experiences, and field research and practices to anyone interested. This conference will also provide a forum for NSFP to discuss changes to Orientation and other programs in the coming year, allow for question and answer sessions, and increase dialogue, feedback, and relationships among those invested in the new student transition period. This environment will help students not just find a plan to finish through support from mentors, advisors, and Student Success Advocates, but also help people in these support roles and other find increased common ground in terms of

language, understanding, knowledge, and practices, allowing for more efficiencies and teamwork to support all students.

- Offering presenter training. As student and parent demographics and expectations continue to change, NSFP uses professional development opportunities, experience, formal education, and research to help them stay current in meeting the needs of Orientation participants. To ensure all presenters have access to this information, NSFP will offer two presenter trainings in the spring to offices who present at Orientation. This will also allow for presenters to exchange information about the content of their sessions to help build common themes and eliminate repetition. NSFP will also include a focus on public speaking skills and current language to which incoming students may respond positively, so that less experienced presenters can better understand the audience attending Orientation and gain confidence for their sessions. By helping presenters increase their skills in connecting with Orientation participants, NSFP believes new students and their families will be more likely to recall information that impacts retention and persistence.
- Giving campus partners a forum to provide feedback about Orientation through a formal assessment. Beginning August 2015, NSFP is sending a formal assessment each semester to campus partners participating in Orientation programs. By formalizing the collection of feedback from University departments, NSFP can ensure continual data and varied perspectives to help inform the planning process for Orientation. Using this in addition to the assessment data already collected from new students and their families will strengthen the way Orientation programs support University goals like Plan to Finish and connections to mentors and advisors.

In addition to intentional changes to Orientation programs, NSFP also plans to make changes to additional programs that support students to plan to finish and connect with Student Success Advocates, mentors, and advisors. These updates include:

- Increasing communications to parents and families from every other week to weekly. Beginning August 2015, NSFP will double their email communications to parents and families of new and current students. Because the bi-weekly digest has such a high open rate and click-through rate, NSFP knows that the parent and family population not only desires information about University resources and events, but regularly engages with it when provided. Because parents and families contribute to student success, ensuring they are informed about support services, processes, and programs will aid in how they encourage retention and persistence in their students.
- Decreasing the ratio of mentees to Campus Life Mentors (CLM). To continue to build on the strong outcomes of the past year, NSFP hopes to increase the way participating in the CLM program positively impacts sense of belonging, University navigation, and knowledge of campus opportunities, skills and resources for student success. Creating smaller groups of mentees for each mentor should allow for a more individualized relationship and increased number of touch points between each mentor and mentee support growth of these outcomes and better support new students connecting with mentors.
- Matching mentees to Campus Life Mentors through a more interest-driven process. In the past, CLM participants selected if they were a first-year or transfer student and then asked if they preferred a general group, women only group, or veteran only group. This year, CLM participants selected if they were a first-year or transfer student, then asked if

they preferred a general group or women only group, then were given options of the available mentors for their designations. Based on mentor bios, mentees were able to rate their perceived fit with available mentors based on common interests. From there, NSFP staff can more intentionally match mentees in small groups with mentors, allowing for common interests not only between mentee and mentor, but also among mentees. The intended outcomes from this program change aim to be an increased connection between a new student and a mentor, as well as stronger community among new students to increase sense of belonging, an element that impacts retention and persistence.

- Increasing monthly Transfer student programs from two a month to three a month. Because 311 unique transfer students attended a Transfer Tuesday program in the 2014-2015 academic year, with over 111 of them attending two or more programs, it is clear that transfer student desire to connect with peer mentors, staff partners, academic advisors, and each other at these workshops. By increasing the quantity of events, NSFP is able to diversify the dates and times when Transfer student programs are offered, potentially attracting more students who may have been in class or at work during the other two monthly times. The focus of Transfer student programs is explicitly to help new or continuing students get the information they need to graduate in a timely way by connecting with campus resources like University College, Student Success Advocates, and transfer student leaders. Additional important outcomes are increasing a sense of belonging and helping transfer students feel like a valued population on the U's campus. Both of these support persistence to retain transfer students and keep them from “swirling” to another institution.

*GOAL 2: Every student has at least one deeply engaged learning experience—President Pershing’s Presidential Promise*

The changes described that impact goal 1 also impact goal 2. By strengthening Orientation programs, parent and family communications, the Campus Life Mentor program, and Transfer student programs, students will have increased opportunities to learn and ask questions about deeply engaged learning experiences that these programs and communications highlight (e.g. MUSE, learning communities, undergraduate research, internships, learning abroad, and community service). Because all NSFP programs include upperclass student mentors, increasing the effectiveness of programs also improves the medium for which new students hear about personal experiences with deeply engaged learning opportunities.

In addition to the updates already defined, the Center for New Student & Family Programs also plans in the 2015-2016 academic year to give further structure to the deeply engaged learning experiences provided through our student leadership positions. This includes:

- Creating a formalized Orientation Leader alumni group. As evidenced in one of the first MUSE videos chronically a deeply engaged learning experience, many former Orientation Leaders note their role as a student leader in NSFP as a critical time at the U, and name the Center for New Student & Family Programs as their home on a large campus. To ensure NSFP continues to cultivate this important relationship when Orientation Leaders move on in their University experience, we will be creating a formal group for current students and alumni to stay connected to each other, to be aware of shorter-term opportunities to be involved with our Center and programs, and to continue to aid them in their personal and professional development. This will include social events to build relationships across year-specific teams, ongoing communications about

University programs and services, and workshops to help them achieve additional student and professional goals (e.g. resume writing workshop, alumni panels).

*GOAL 3: Every entering student in a learning community or a living and learning community*

Although the Center for New Student & Family Programs does not provide learning communities, it does facilitate programs and relationships that lead to students being knowledgeable about learning community opportunities. The changes described under goal 1 also impact goal 3. By strengthening Orientation programs, parent and family communications, the Campus Life Mentor program, and Transfer student programs, students will have increased opportunities to learn and ask questions about learning communities. Because all NSFP programs include upper class student mentors, increasing the effectiveness of programs also improves the medium for which new students hear about personal experiences with learning communities like LEAP, Block U, and the Honors College. Additionally, NSFP creates intentional time for UGS learning communities to have time to present at Orientation programs to new students and their parents and is consistently communicating with these departments to refine and improve processes.

**APPENDIX B: Connection to Student Affairs Learning Domains**

All programs in the Center for New Student & Family Programs align with the Student Affairs learning domain of campus community. The individual areas below find alignment with the additionally listed learning domains.

- Orientation Programs and Communications: Health and wellness, leadership, global citizenship, diversity and inclusion, civic engagement and social responsibility, campus community, academic persistence and achievement, practical competence

- Welcome Programs & Communications: Health and wellness, leadership, global citizenship, diversity and inclusion, civic engagement and social responsibility, campus community, academic persistence and achievement, practical competence
- First-Year Student Programs & Communications: Health and wellness, leadership, diversity and inclusion, civic engagement and social responsibility, campus community, academic persistence and achievement, practical competence
- Transfer Student Programs & Communications: Health and wellness, leadership, global citizenship, diversity and inclusion, civic engagement and social responsibility, campus community, academic persistence and achievement, practical competence
- Parent & Family Programs & Communications: Health and wellness, leadership, global citizenship, civic engagement and social responsibility, campus community, academic persistence and achievement, practical competence