Dear University Partners:

In an effort to advance the University’s mission of providing transformative, high-quality educational experiences, Orientation & First-Year Programs (OFYP) in the Office of Undergraduate Education supports the transition and persistence of first-year students through a variety of programs and services. All of our programs are implemented with a data-driven, student-centered approach to ensure a seamless transition for students as they become University community members and strive to be life-long learners.

Our programmatic areas included New Student Orientation, welcome programs (including Welcome Week and Transfer Welcome Days), At Home in MN (for out-of-state students), transfer online orientation, Gold Book, Gopher Guide, biennial Student Success Conference, leadership development programs (which includes training 28 Orientation Leaders, 11 Transfer Student Ambassadors (TSA), and more than 350 Welcome Week Leaders, as well as electronic and print communications.

The 2016 program cycle proved to be very exciting. During this time, we served first-year students including freshmen and transfer as well as parents of first-year and transfer students. We implemented Welcome Week for the ninth year and continue to enhance transfer programming.

We have continued our social media efforts by promoting the Twitter hashtag #UMN20 at Orientation and Welcome Week, as well as communicating with the Class of 2020 and transfer students through Snapchat and audience-specific Facebook pages.

This annual report provides program statistics and a big picture of the programs and services offered in an effort to fulfill our office mission. Our work is not done in isolation, but is grounded in collaboration. I invite you to learn more about many of the accomplishments of OFYP by reading the following pages. Your feedback is welcome. We truly appreciate the support we receive campus-wide and value you as our partners in ensuring that students have a successful transition to collegiate life.

Sincerely,

Beth M. Lingren Clark
Assistant Dean and Director of Orientation & First-Year Programs
# Table of Contents

- Vision, Mission, and Core Values ................................................................................. 4
- Highlights of the Report ........................................................................................................ 5-7
- Awards and Presentations ...................................................................................................... 8
- Financial Data ......................................................................................................................... 9-10
- Freshman Student Orientation ............................................................................................... 11-12
- Transfer Student Orientation .............................................................................................. 13
- Transfer Student Online Orientation ................................................................................... 14
- Freshman Parent/Family Orientation .................................................................................. 15-16
- Transfer Parent/Family Orientation ..................................................................................... 17
- Leadership Development Programs .................................................................................... 18-24
- Welcome Week ....................................................................................................................... 25-29
- Transfer Welcome Days ......................................................................................................... 30-33
- First-Year Programs .............................................................................................................. 34-38
- Front Desk Call Volume ......................................................................................................... 39
- OFYP Communication ......................................................................................................... 40-43
- First-Year Assessment Plan .................................................................................................. 44-47
- Strategic Planning .................................................................................................................. 48
- OFYP Staff and Students ....................................................................................................... 49-53
Vision
All entering students will experience a seamless transition and become engaged community members.

Mission
The mission of OFYP is to provide quality transitional experiences that maximize students’ potential for personal and academic success.

Core Values
Student Success
Dedicated to the success of each individual.

Building Community
Celebrating diversity, encouraging responsibility, and creating a sense of belonging.

Collaboration
Strengthening our work by building internal and external relationships.

Leadership
Developing the leader within us all.

Commitment to Excellence
Pursuing our work with professionalism, innovation, scholarship, and integrity.

Goals
In connection with OFYP’s mission and the University’s retention goals, OFYP programs and experiences will support the student transition and sense of belonging by:

- Helping students understand and thrive in their transition
- Creating a welcoming environment
- Communicating academic expectations and pathways
- Sharing information about how to navigate resources
- Fostering community development
- Conveying the importance of student engagement
- Connecting new students with peer leaders
Imagine U Gallery

With the First-Year Photo Project currently inactive, OFYP had the opportunity to utilize the Coffman Art Gallery for a new purpose. With that, the Imagine U gallery was created. Imagine U was a display of photos from returning Welcome Week Leaders with text sharing their experiences at the U, advice to incoming students, and words to welcome new students.

During the first session of training for returning Welcome Week Leaders, they were invited to participate in this new gallery. They were each invited to submit a photo and a caption that included what is happening in the photo, what they want others to understand about their experience, and what they hope for the incoming students in their transition. The Imagine U Gallery in the Coffman Art Gallery opened with a reception and remained open through the summer orientation programs.

Transfer Student Engagement

Fall 2016 kicked off an exciting semester of transfer student engagement initiatives. We saw increased participation from our transfer student cohort in some of our revised and enhanced transfer initiatives.

- A Transfer Workshop Series was launched in collaboration with the Coordinator for the Transfer Student Experience which offered eight workshops on key resources and services for transfer students including: Involvement, Engaging with Faculty, Study and Time Management Skills, Finances, Career Services, Research, Study Abroad, and Goal Setting.

- Transfer Welcome Days saw its highest attendance numbers at 35% with over 800 students participating in the program and 600 students at our TWD Kickoff (see page 30).

- The Transfer Student Network launched its Coffee Chat program. 64 students connected with a Transfer Insider to talk about their transition experience while enjoying a free Starbucks beverage (see page 38).

- We built upon and enhanced our programming for the Leaders in Transition Living Learning Community (see page 37).

- Transfer students engaged with OFYP’s Fast Forward program (see page 34).
OFYP Office Displays

In 2016 OFYP worked closely with Student Unions & Activities (SUA) to plan and create two displays for the walls outside of the OFYP office. SUA was in the process of creating wall displays throughout Coffman Memorial Union, and graciously offered OFYP the opportunity to provide creative direction for these spaces.

Working within the budget expectations and material recommendations set by SUA, we utilized photography taken during our orientation and welcome programs that would best reflect our core value statements and how OFYP contributes to student success.

OFYP Helps Negotiate New 3-Year Guidebook Contract

In 2012 OFYP began a pilot with mobile app technology provided through the Guidebook provider. Having seen the benefits of this technology at a 2011 NODA conference, OFYP paid for one guide to use at the 2013 Focusing on the First-Year Conference. Impressed with the functionality and excited by the possibilities, OFYP began conversations with Guidebook about creating a branded mobile app that could be used throughout the University of Minnesota, system-wide.

A contract was signed for 2014-2016, and each year saw increased use through the University. A new contract for 2017-2019 was secured in December 2016, and we are now in the process of sharing this information system wide.

Usage of the U Minnesota app continues to grow with over 70 guides published in 2016 that include information from over 150 content editors and contributors. Guide usage varies depending on event, intended audience, and intent of use, but most guides tend to report good usage and reach.
Parent Orientation

After hitting an all-time high of 61.5% of first-year students bringing one or more parent to Parent Orientation in 2015, we continued to expand our attendance in 2016. Once again we saw record number of parents in 2016 with 5,602 parents attending Parent Orientation translating to 62% of students bringing at least one parent. See page 15 for more details.

Transfer Parent attendance in 2016 saw a big jump in attendance as well. We checked in 638 parent and guests compared to 376 in 2015. This translates to 18% of new transfer students bringing at least one parent to orientation, up from 7% in 2015. We did not do any additional marketing to explain this large of an increase so we will monitor 2017 to see if we see similar results.

Gopher Family Connect Event

Orientation & First-Year Programs, Parent & Family Program and Admissions worked together to create a new initiative in August 2016 called the Gopher Family Connect Event. This off-campus program was geared towards parents who did not attend the on-campus Parent Orientation program in June or July. We hosted two sessions, one at Harding High School in St. Paul and one at the Urban Research Outreach-Engagement Center (UROC) in Minneapolis. During the program, there were mini presentations from Housing and Residential Life, One Stop Student Service, Off Campus Living, and the Parent & Family Programs. Staff from MCAE, Multicultural Student Involvement, and Boynton Health staff members were invited to have table at the event. We had a total of 13 families attend.

Although the program was geared to parents and families, we did provide the new students with an opportunity to do a question and answer session with Admission Ambassadors and Orientation Leaders. The students seemed to appreciate talking about some of their concerns.

Dinner was provided, and translation services were offered as requested by families.
Awards and Presentations

Awards
Communicators Forum, Maroon Award for Design, Poster
2015-2016 Welcome Students Poster
Communicators Forum, Maroon Award for Design, Multi-Page Print
2015-2016 Gold Book: Your Guide to the First Year

Presentations
Chelsea Garcia & Marissa Smith, “#GenerationSelfies: Learning to Work Across the Generational Divide”, March 2016, NODA Region V Conference
Marissa Smith, “Focus on Feedback: Implementing Student Leader Performance Reviews”, March 2016, NODA Region V Conference

Leadership
Lisa Gruszka, Region V Coordinator, NODA-Orientation, Transition & Retention Professionals in Higher Education
Beth Lingren Clark, Past-President/Nominations Chair, NODA-Orientation, Transition & Retention Professionals in Higher Education
Jennifer Porter, co-chair of Coalition for a Respectful U and representative to the Bias Response & Referral Network
## OFYP Financial Data

This past year, our overall budget remained essentially the same – $2.7 million.

<table>
<thead>
<tr>
<th>Program/Account</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Week</td>
<td>O&amp;M, Freshman Confirmation Fees, Sponsorships</td>
</tr>
<tr>
<td>Freshman Orientation</td>
<td>Freshman Confirmation Fees</td>
</tr>
<tr>
<td>Transfer Orientation/</td>
<td>Transfer Confirmation Fees</td>
</tr>
<tr>
<td>Transfer Experience Programs</td>
<td></td>
</tr>
<tr>
<td>Parent Orientation</td>
<td>Program Fees paid by Parents</td>
</tr>
<tr>
<td>First-Year Programming</td>
<td>O&amp;M, Freshman/Transfer Confirmation Fees</td>
</tr>
<tr>
<td>Central Office</td>
<td>O&amp;M, Freshman/Transfer Confirmation Fees</td>
</tr>
<tr>
<td>Gopher Guide</td>
<td>Advertising, Sales to Bookstore</td>
</tr>
</tbody>
</table>

### O/M (State):
35% of budget

### Confirmation Fees:
55% of budget

**Freshman: New High School (NHS):** Confirmation Fee $250
- $148 for Orientation and First-Year Programs
- $75 for Welcome Week
- $12 to Admissions for processing

**Transfer: New Advanced Standing (NAS):** Confirmation Fee $80
- $70 for Transfer Orientation and Transfer Initiatives
- $10 to Admissions for processing

### Parent Orientation/Evening Parent Program Fees:
5% of budget

### Sales/Sponsorships:
5% of budget

Internal departments and external businesses sponsor various programs in OFYP. OFYP receives more than $150,000 in departmental support and more than $100,000 in sponsorships from external businesses.
OFYP Financial Data (cont.)

OFYP Sponsorships

To be a corporate sponsor, the organization must philosophically align to the departmental goals of OFYP. Sponsors meet with departmental representatives multiple times a year to create a beneficial experience for students. Current sponsors are noted below in the “External” sponsorship list.

In 2016, OFYP received over $115,000 from external sponsors.

Sponsorships Include

External
- Coca-Cola
- Jimmy John’s
- Land O’ Lakes
- Metro Transit
- Stadium View Apartments
- Target
- TCF Bank
- UPS

Internal
- Army ROTC
- Auxiliary Services
- Housing and Residential Life
- Intercollegiate Athletics
- MyU Web Portal
- Office for Fraternity & Sorority Life
- Office for Student Affairs
- Office of Sustainability
- One Stop Student Services
- Parent & Family Program
- Recreation and Wellness
- Student Unions & Activities
- U Card Office
- University of Minnesota Bookstores
- University Dining Services

OFYP Sales

OFYP offers the opportunity for campus departments and local businesses to advertise both in print through the Gopher Guide and in person at Explore U.

Gopher Guide: This annual publication provides the opportunity to reach incoming and continuing students through print advertisements. In 2016, OFYP was able to secure $53,000 in Gopher Guide advertisement sales. The ad sales plus the sale of guides in the University Bookstores covers the entire cost of printing over 16,000 Gopher Guides.

Explore U: Local businesses and large corporations have the opportunity to participate in the Explore U vendor fair during Welcome Week. This event is the only time vendors are able to access the entire first-year class. The revenue generated by Explore U is used to supplement other areas of the Welcome Week program. In 2016, Explore U registration brought in $35,050 and an additional $11,620 in trade.
First-year students enrolling in fall semester attend a two-day, overnight orientation experience in June or July. Based on a small group model, students learn about University resources and academic expectations, meet with their college of enrollment, and register for classes.

In August, three orientation dates were offered to better accommodate the number of international students who planned to attend. These additional dates provided college staff more time to better meet the needs of these students. In addition, OFYP worked closely with International Student and Scholar Services (ISSS) to create a one-stop orientation program. International students completed the new online Global Gopher Orientation created by ISSS prior to arrival and then attended Immigration Check-In in the morning of their first day of orientation. This new schedule meant the international students completed the requirements of the International Student Orientation prior to the University orientation.

This also meant that the international students were able to join the domestic students and an Orientation Leader to have a small group orientation experience.

All confirmed freshmen pay a $250 confirmation fee (see page 9).

What students said...

Orientation was overall a wonderful experience and I feel 10 times more prepared and 100 times more excited!

The entire orientation process was enlightening and fun. I enjoyed myself immensely and feel more excited to be a part of the Class of 2020.

This was an incredibly beneficial experience in preparing me for the fall. I’m very, very excited to be attending this amazing school, and I look forward to a challenging and wonderful four years.
### Freshman Student Orientation (contd.)

Total Fall NHS Tenth Day Enrollment = 5,880

Note: Check-in list numbers include unknown small number of duplicates due to students rescheduling Orientation dates.

<table>
<thead>
<tr>
<th>College</th>
<th>Check-in List (College)</th>
<th>Actual Check-in (OFYP)</th>
<th>% Show of Check-in List</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLA</td>
<td>2,656</td>
<td>2,584</td>
<td>97%</td>
</tr>
<tr>
<td>CSE</td>
<td>1,102</td>
<td>1,090</td>
<td>99%</td>
</tr>
<tr>
<td>CSOM</td>
<td>598</td>
<td>588</td>
<td>93%</td>
</tr>
<tr>
<td>CEHD</td>
<td>508</td>
<td>493</td>
<td>97%</td>
</tr>
<tr>
<td>CBS</td>
<td>593</td>
<td>588</td>
<td>99%</td>
</tr>
<tr>
<td>CFANS</td>
<td>350</td>
<td>339</td>
<td>97%</td>
</tr>
<tr>
<td>CDES</td>
<td>268</td>
<td>260</td>
<td>97%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,075</strong></td>
<td><strong>5,942</strong></td>
<td><strong>98%</strong></td>
</tr>
</tbody>
</table>
Transfer Student Orientation

New transfer students fulfill the orientation requirement in a two-step process consisting of an online orientation and an on-campus orientation. The online orientation program, administered through Moodle, provides valuable information about the student’s college of enrollment, as well as University resources, services, and policies.

Completion of Online Orientation is required for all students and enforced by all colleges prior to attending the on-campus orientation. At Transfer Orientation, students meet with representatives from their college and register for classes, and have the opportunity to explore campus.

All confirmed transfer students pay an $80 confirmation fee (see page 9).

<table>
<thead>
<tr>
<th>College</th>
<th>Check-in List (College)</th>
<th>Actual Check-in (OFYP)</th>
<th>% Show of Check-in List</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLA</td>
<td>808</td>
<td>773</td>
<td>96%</td>
</tr>
<tr>
<td>CEHD</td>
<td>68</td>
<td>62</td>
<td>91%</td>
</tr>
<tr>
<td>CFANS</td>
<td>51</td>
<td>50</td>
<td>98%</td>
</tr>
<tr>
<td>CDES</td>
<td>41</td>
<td>39</td>
<td>95%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>968</td>
<td>924</td>
<td>95%</td>
</tr>
</tbody>
</table>

Total Fall NAS 10th day Enrollment = 2,114

Note: Check-in list counts include an unknown small number of duplicates due to students rescheduling Orientation dates.

<table>
<thead>
<tr>
<th>College</th>
<th>Check-in List (College)</th>
<th>Actual Check-in (OFYP)</th>
<th>% Show of Check-in List</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLA</td>
<td>1,643</td>
<td>1,553</td>
<td>95%</td>
</tr>
<tr>
<td>CSE</td>
<td>334</td>
<td>318</td>
<td>95%</td>
</tr>
<tr>
<td>CSOM</td>
<td>79</td>
<td>72</td>
<td>92%</td>
</tr>
<tr>
<td>CEHD</td>
<td>108</td>
<td>95</td>
<td>88%</td>
</tr>
<tr>
<td>CBS</td>
<td>74</td>
<td>71</td>
<td>96%</td>
</tr>
<tr>
<td>CFANS</td>
<td>169</td>
<td>158</td>
<td>93%</td>
</tr>
<tr>
<td>CDES</td>
<td>113</td>
<td>107</td>
<td>95%</td>
</tr>
<tr>
<td>NURSING</td>
<td>12</td>
<td>12</td>
<td>100%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,528</td>
<td>2,386</td>
<td>94%</td>
</tr>
</tbody>
</table>
Transfer Student Orientation (cont.)

Transfer Student Online Orientation

<table>
<thead>
<tr>
<th>College</th>
<th>Total Online Orientation Completion: January 2016</th>
<th>College</th>
<th>Total Online Orientation Completion: Summer 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Attend Orientation</td>
<td>Total Complete Online Orientation</td>
<td>% Complete Online Orientation</td>
</tr>
<tr>
<td>CDES</td>
<td>39</td>
<td>39</td>
<td>100%</td>
</tr>
<tr>
<td>CEHD</td>
<td>62</td>
<td>60</td>
<td>97%</td>
</tr>
<tr>
<td>CFANS</td>
<td>50</td>
<td>52</td>
<td>104%</td>
</tr>
<tr>
<td>CLA</td>
<td>773</td>
<td>757</td>
<td>98%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>924</td>
<td>908</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Freshman Parent/Family Orientation

Parents and families of new students are invited to attend an optional parent orientation program. This one-day program runs concurrent to freshman orientation and provides parents the opportunity to learn more about tuition, financial aid and billing, health and safety, their student’s college of enrollment, housing, and typical first-year transition issues.

Summer 2016

Program Costs:
- Parent Orientation Day Program: $25
- Parent Orientation Day Program – On-site: $35
- Parent Orientation Day Program – Child: $10
- Evening Parent Program: $35

Day Program
- Total parents who attended in 2016: 5,602 (record number, see page 7 for details)
Summer Parent Attendance by College

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th># OF STUDENTS WITH PARENTS/FAMILY</th>
<th>#OF STUDENTS</th>
<th>% OF STUDENTS WITH PARENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLA</td>
<td>1,507</td>
<td>2,584</td>
<td>58%</td>
</tr>
<tr>
<td>CSE</td>
<td>761</td>
<td>1,090</td>
<td>70%</td>
</tr>
<tr>
<td>CSOM</td>
<td>407</td>
<td>588</td>
<td>69%</td>
</tr>
<tr>
<td>CEHD</td>
<td>248</td>
<td>493</td>
<td>50%</td>
</tr>
<tr>
<td>CBS</td>
<td>385</td>
<td>588</td>
<td>65%</td>
</tr>
<tr>
<td>CFANS</td>
<td>203</td>
<td>339</td>
<td>60%</td>
</tr>
<tr>
<td>CDES</td>
<td>175</td>
<td>260</td>
<td>67%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,686</td>
<td>5,942</td>
<td>62%</td>
</tr>
</tbody>
</table>

What parents/family members said...

“Loved how you break up into colleges helped parents and students feel like they were in a small community even though they are attending this huge university. I was very impressed with how personable all of orientation was for this reason. Great work!”
Transfer Parent/Family Orientation

Parents and family of new transfer students are invited to attend an optional parent/guest orientation program. This half-day program runs concurrent to transfer orientation and provides parents the opportunity to learn more about tuition, financial aid and billing, health and safety, university resources, and Parent & Family Programs. In 2016, a Transfer Student Ambassador was added to conclude the program.

There is a $15 cost to attend this program, which includes lunch and printed resources.

January 2016 Attendance: 143
Summer 2016 Attendance: 683

<table>
<thead>
<tr>
<th>Summer 2016</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates</td>
<td>Total Attended</td>
</tr>
<tr>
<td>June 30-July 1</td>
<td>156</td>
</tr>
<tr>
<td>July 18-21</td>
<td>299</td>
</tr>
<tr>
<td>August 17-23</td>
<td>193</td>
</tr>
<tr>
<td>August 31-Sept. 2</td>
<td>35</td>
</tr>
<tr>
<td>Total:</td>
<td>683</td>
</tr>
</tbody>
</table>
Student leaders play a critical role in OFYP’s programming. While the leadership opportunities vary, they are all grounded in a commitment to promoting student development and advancing OFYP’s vision and mission.

Orientation Leaders

Orientation Leaders (OLs) are responsible for administering a successful New Student Orientation and Welcome Week. Prospective OLs participated in a competitive three-tiered selection process that included an initial application, group interview, individual interview, and a college interview. In 2016, OFYP received 86 applications for the 28 available spots. The students selected for the 2016 OL team represented all seven freshman-admitting colleges, had an average GPA of 3.4, and had participated in numerous other leadership and involvement opportunities on campus.

The OLs participated in an extensive training program to prepare for the responsibilities associated with their role. Spring training included a three-day retreat in January and a weekly meeting on Wednesday nights for four hours. Training topics included diversity and social justice, student development theory, strengths, vulnerability, the power of language, conflict resolution, and leadership. During the spring, OLs were also responsible for recruiting and training the Welcome Week Leaders. Training intensified in May with daily sessions starting two weeks prior to Orientation. Summer training covered the content and logistics of New Student Orientation. OLs practiced facilitating small groups and studied techniques for ensuring all students would feel welcomed and included. The OLs also learned to perform Pieces of the Puzzle, a theatrical representation of college life issues, during summer training.

The last component of training occurred in August, just prior to Welcome Week. During this time, OLs learned how to supervise and train their Welcome Week Leaders as well as the logistics of Welcome Week.
Here is what students had to say about their OL:
(Strongly Agree and Agree responses noted)

- Helped me feel welcome at the University – 91%
- Was an effective facilitator – 89%
- Was an effective presenter – 89%
- Worked well with my Orientation group – 90%
- Was approachable – 90%
- Was respectful – 92%
- Was knowledgeable about the university – 91%
- Made my Orientation experience very enjoyable – 89%

My Orientation Leader was fantastic, enthusiastic, and relatable. When he told us about his experience transitioning to the U, I found that I was feeling the exact same way and that I might be able to avoid potential pitfalls by using university resources.

My Orientation Leader was positive, exciting, and an overall wonderful person. Having her as my Orientation Leader made me more excited to attend the U because I know there are people like her here.
Transfer Student Ambassadors

Transfer Student Ambassadors (TSA) are responsible for administering a successful orientation and Transfer Welcome Days program for our transfer student population.

Prospective TSAs participated in a competitive selection process that included an initial application and group interview. In 2016, OFYP received 58 applications for the 11 available spots.

The TSAs participated in a spring training program to prepare for the responsibilities associated with their role. Spring training included three meetings on Tuesday nights for two-and-a-half hours. Training topics included diversity, social justice, strengths, facilitation skills, the power of language, transfer story and university resources, and leadership.

Training intensified in June with three days of sessions prior to the start of summer orientation programs. These three days covered the content and logistics of the program, an overview of campus resources, an understanding of the transfer student profile, and a synopsis of transfer shock theory. TSAs practiced their roll call, prepared elevators speeches, and rehearsed the East Bank campus tours in addition to learning how to respond to the needs of students and families during the time of transition.

This summer, four TSA team members were selected to serve as Welcome Hosts and were responsible for delivering a keynote address to the new students and their guests at Orientation. This session covered topics such as involvement, academic rigor, commuting, finances, and engaging with your major outside of the classroom. The TSAs worked in pairs and planned, wrote, and then delivered their welcome. This session allowed for more engagement from the audience and promoted building connections with those around them.

TSAs also hosted our Transfer Welcome Days program where they guided and helped students throughout the program. For the “Tour de TSA” session, each TSA designed and facilitated their own dynamic tour of campus that allowed them to share stories of the first-year experience on campus as a transfer student.

2016 Transfer Student Ambassadors
Helped me feel welcome at the University – 93%
Were approachable – 94%
Were respectful – 94%
Were knowledgeable about the university – 93%
Made my Orientation experience very enjoyable – 93%

(Strongly Agree and Agree responses noted. Findings are based on the responses to the program evaluation that is available to new transfer students during their orientation experience. 1,329 students completed the evaluation, out of the 2,188 students who checked in for orientation for a 61% response rate.)

What students said about the TSAs...

They were very nice and welcoming. They tried to sound encouraging by relating stories from when they first started at the U of M and how far they’ve come.

My transfer student ambassador made me feel very welcome and was easy to talk with.

They were enthusiastic and welcoming!

They were welcoming and approachable. I enjoyed interacting with them and learning from their experiences!
Welcome Week Leaders

Welcome Week Leaders (WWL) are responsible for guiding new first-year students through the Welcome Week program. There were 618 students who applied to be a WWL for 2016. These WWLs were required to participate in three training workshops during the spring semester as well as a four-day Prep Week just prior to the start of Welcome Week. WWLs who meet the minimum qualifications, complete all of the required trainings, as well as a series of ongoing online tasks were ultimately assigned to lead a group during the program. There were 325 WWLs assigned in 2016.

WWL spring training focused on the leadership of possibility, bystander awareness, and how to be an effective ally. OFYP partnered with Jeff Stafford of Orange Slice Training and with campus leaders in the Aurora Center for Advocacy and Education and the Office of Equity and Diversity to deliver these trainings. WWLs were also trained how to facilitate story circles with first-year students in order to encourage more meaningful dialogue and connections to the WW program.

For the second year, OFYP created a separate training track for returning WWLs. The goals of the returner training sessions were to begin to build a sense of community and commitment among the returning WWLs, honor their previous experience, and provide an opportunity for deeper reflection. The returning WWLs were also invited to participate in the “Imagine U: Discovering your First-Year Story” gallery. These leaders submitted a photo they took during their first year along with the story behind the photo. These were displayed in the Coffman Theater Annex throughout summer 2016 to be viewed by the Class of 2020 as they attended Orientation.
What the WWLs said about the returner training sessions...

(Strongly Agree and Agree responses noted)

This training helped me feel a sense of community and commitment among the returning WWLs – 97%

This training honored my previous experience and provided me with an opportunity for deeper reflection – 94%

The format of these sessions (e.g. types of activities, amount of discussion) was appropriate – 100%

What students said about their WWLs...

(Strongly Agree and Agree responses noted)

Was knowledgeable about the WW program – 93%

Built a sense of community in the group – 89%

Made me feel welcome at the University – 92%

Was a good representative of the U of M – 91%

Would recommend for future leadership positions – 90%
She was an excellent leader, and strongly facilitated a smooth transition, created a bond within my group, and created a safe space to talk, share, and ask questions.

My Welcome Week Leader was super approachable and made me feel much more at ease on a new campus.

I had an amazing time as a WWL. It really challenged me to grow and I feel more confident as a leader because of my experience. This was one of the best decisions I made during my college experience. I tell everyone about my experience as a WWL and push them to do it themselves next year. It’s a great way to get involved at the U and show your school spirit while having fun with amazing people.

I was an excellent leader, and strongly facilitated a smooth transition, created a bond within my group, and created a safe space to talk, share, and ask questions.

What Welcome Week Leaders said...

What students said...
After Freshman Student Orientation, students continued their transition to the U of M by participating in Welcome Week, a six-day, on-campus experience prior to the start of the fall semester. By sharing the experience of Welcome Week with the Class of 2020 students:

- Learn to connect with other new students
- Practice daily life skills relevant to their daily experiences
- Develop an awareness of resources available to them at the U
- Engage in a variety of campus traditions
- Develop an awareness of personal needs within the collegiate environment
- Begin to develop a sense of belonging at the U
- Understand their actions affect the campus community

The Welcome Week Advisory Committee slightly revised the above objectives this past year to be more clear and direct. In addition, the committee and event partners intentionally mapped the content of their programs to these objectives so they were in alignment.

**Highlights from this year’s program include:**

**Countdown to Welcome Week**

In efforts to help students get excited to participate in Welcome Week, be aware of key events, and ensure they were receiving key information to support them in their transition to campus, a new email series named Countdown to Welcome Week was developed. This was a 10-part email series that started 10 days prior to Welcome Week and led right up to the day before Welcome Week. Each email included a key transition topic, an event spotlight, and quotes from students regarding their Welcome Week experience. This email series replaced one of the class eNewsletters that has been sent in August.

<table>
<thead>
<tr>
<th>#</th>
<th>Email Theme</th>
<th>Total Sent</th>
<th>Unique open rate (%)</th>
<th>Total unique clicks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Move-In (Residential students only)</td>
<td>5170</td>
<td>77.1</td>
<td>928</td>
</tr>
<tr>
<td>1</td>
<td>Parking/Arriving On-Campus (Off-campus students only)</td>
<td>708</td>
<td>60.3</td>
<td>72</td>
</tr>
<tr>
<td>2</td>
<td>Check-In (Residential students only)</td>
<td>5170</td>
<td>76.4</td>
<td>501</td>
</tr>
<tr>
<td>2</td>
<td>Check-In (Off-campus students only)</td>
<td>705</td>
<td>59.7</td>
<td>51</td>
</tr>
<tr>
<td>3</td>
<td>Dining</td>
<td>5875</td>
<td>73.6</td>
<td>394</td>
</tr>
<tr>
<td>4</td>
<td>Safety/Student Conduct</td>
<td>5875</td>
<td>73.2</td>
<td>240</td>
</tr>
<tr>
<td>5</td>
<td>Welcome Week Schedule (U Minnesota/personal schedule)</td>
<td>5875</td>
<td>73.4</td>
<td>393</td>
</tr>
<tr>
<td>6</td>
<td>What will you gain from WW?</td>
<td>5875</td>
<td>73.2</td>
<td>38</td>
</tr>
<tr>
<td>7</td>
<td>Overwhelming Moments/Self-Care/immediate support network</td>
<td>5875</td>
<td>74.7</td>
<td>185</td>
</tr>
<tr>
<td>8</td>
<td>Advice from former participants</td>
<td>5875</td>
<td>73.8</td>
<td>54</td>
</tr>
<tr>
<td>9</td>
<td>What to Bring Day 1</td>
<td>5875</td>
<td>73.0</td>
<td>79</td>
</tr>
<tr>
<td>10</td>
<td>Make the Most of your experience</td>
<td>5875</td>
<td>68.3</td>
<td>242</td>
</tr>
</tbody>
</table>
Welcome Week 2016 (cont.)

Off-Campus Living

In continued partnership with the Office for Off-Campus Living, a department in the Office for Student Affairs, some structural changes were made to the Welcome Week program to further engage students who live off campus. In addition to enhancements made last year, “rally points” were added to each day of the program to provide a convenient meeting place for commuters to gather before and after programming for each day. This connection point allowed students to connect, with or without their specific group, and engage in programming as their schedule allowed. Students living off campus were also allowed to attend the Mall of America event without having to ride the bus to/from campus. These changes seem to have yielded higher engagement from off-campus students later in the program. For instance, off-campus student attendance at Explore U increased 6%, Explore U increased 3% and Closing Meeting increased 2%.

New Student Convocation Enhancements

New Student Convocation was enhanced this year with a physical change to the set up and reinforced messages on the student/faculty relationship. In order to better align with graduation set up and create a more intimate experience, the stage size was increased, to accommodate faculty sitting on stage, and carpet was added to the floor. These faculty also were given college T-shirts to wear under their gowns and during the President Kaler’s remarks they revealed their shirt to draw connection between the faculty and the students. Students ranked the remarks from the President higher this year than they had last year with 38% ranking it in the top three aspects of the program that were most memorable. Last year 30% ranked it in the top three.
Check-In Hours & Locations Maximized
In an effort to maximize staff time, hours for check-in were narrowed on both Tuesday, August 30 and Wednesday, August 31. These streamlined hours allowed for more time to set up prior to opening, made better use of staff time, and created more energy in the space with more consistent traffic flow. While there were some lines upon opening on the first day, the number of students checked in still mirrored previous years.

In addition, Check-in at Bailey Hall was redesigned to connect with an ice cream social coordinated by Housing & Residential Life on Tuesday, August 30. Students received their check-in materials and then were able to socialize with new friends and attend the Target Run event. They then attended their welcome presentation prior to their house meeting on Wednesday, August 31.

Respect U
Respect U invited a new speaker, Wing Young Huie, a local artist and photographer. The 20-minute presentation engaged students in reflecting on the way they view their world through his photographs and what tools they personally need to be able to engage with other in deeper conversations.

Additional time was built into the schedule for the day for small groups to continue the conversation through a chalk talk experience where they began to practice having meaningful conversations with one another. A chalk talk is a one-on-one conversation where two people are able to share responses to a specific question by writing their response on a chalk board, or in this case black paper with a white crayon.
**Welcome Week 2016 (contd.)**

**Key findings from the Welcome Week evaluation include***:

- Students began to develop a sense of belonging at the U after attending Welcome Week. 90% of students strongly agreed or agreed with the statement: I feel like I am a Golden Gopher. 92.51% strongly agreed or agreed with the statement: I identify as a member of the Class of 2020. 86.38% strongly agreed or agreed with the statement: I identify with my college of enrollment.

- Efforts to enhance sustainability messaging through the Earth, U & Barbecue and Sustainability in Action! were well received. Students indicated the Sustainability in Action! was the main event that helped them understand how their actions have an impact on their community.

- Students indicated that the Small Group Kickoff was the main event that helped them learn to connect with other new students.

- Due to another 8 p.m. football game on College Day, U of M Day events started an hour later to allow students a little more time to sleep in the following morning. There was a slight increase (approximately 2-8% increase depending on the event that day) in attendance for U of M Day programming compared to last year.

- Over 93% of students strongly agreed or agreed that they could identify at least one University resource that would be helpful to their transition.

*Key findings are based on the responses to the Welcome Week Evaluation that is available for three weeks after Welcome Week is over. Evaluations were completed by 1,127 students out of the 5,880 students who are in the Class of 2020 for a 19.1% response rate.

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**U Minnesota Metrics**

There were 8,521 downloads (as of August 30) of the Class of 2020 guide when Welcome Week started and 7,731 downloads (as of September 9) after the program was over. The number of downloads is lower than last year, however, there were improvements to the way Guidebook calculates it’s metrics so it no longer calculates multiple downloads to the same device. Through the Welcome Week Evaluation, 77.5% of the respondents indicated they used the guide on the app. The most accessed list items in U Minnesota were related to Check-in, the Coca-Cola giveaway, meals, and the Campus Connector schedule.
Welcome Week Attendance

In collaboration with the U Card Office, Welcome Week tracks attendance at many events by scanning students’ U Cards. This allows for accurate data (+/- 3% margin) to be collected during Welcome Week programming. Attendance was also tracked through the use of small group rosters (completed by Welcome Week Leaders). The chart below outlines participation of students who are still enrolled after 10th Day counts.

<table>
<thead>
<tr>
<th>Event</th>
<th>Tracking System</th>
<th># Attended</th>
<th>% of Class of 2020 (based on 10th Day Attendance; n=5,880)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WW Event Selection</td>
<td>OFYP Database</td>
<td>5,589</td>
<td>95.1%</td>
</tr>
<tr>
<td>Exemptions</td>
<td>OFYP Database</td>
<td>195*</td>
<td>3.5%</td>
</tr>
<tr>
<td>WW Check-in</td>
<td>U Card</td>
<td>5,640</td>
<td>95.9%</td>
</tr>
<tr>
<td>Kickoff Meeting</td>
<td>Rosters</td>
<td>5,192</td>
<td>88.3%</td>
</tr>
<tr>
<td>Convocation</td>
<td>U Card</td>
<td>4,814</td>
<td>81.9%</td>
</tr>
<tr>
<td>College Day</td>
<td>Rosters</td>
<td>4,499**</td>
<td>76.5%</td>
</tr>
<tr>
<td>Pride &amp; Spirit</td>
<td>U Card</td>
<td>5,044</td>
<td>85.8%</td>
</tr>
<tr>
<td>Football Game</td>
<td>U Card</td>
<td>4,354***</td>
<td>73.9%</td>
</tr>
<tr>
<td>Live Like A Student</td>
<td>Rosters</td>
<td>2,677</td>
<td>45.5%</td>
</tr>
<tr>
<td>Respect U</td>
<td>Rosters</td>
<td>3,040</td>
<td>51.7%</td>
</tr>
<tr>
<td>Jermaine Davis</td>
<td>U Card</td>
<td>2,563</td>
<td>43.6%</td>
</tr>
<tr>
<td>Explore U</td>
<td>U Card</td>
<td>3,752</td>
<td>63.8%</td>
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<tr>
<td>Closing Meeting</td>
<td>Rosters</td>
<td>2,615</td>
<td>44.5%</td>
</tr>
<tr>
<td>Mall of America</td>
<td>U Card</td>
<td>3,065</td>
<td>52.1%</td>
</tr>
</tbody>
</table>

*Exemptions include both partial days and full days and include scheduled exemptions for student athletes and marching band members.
**Issues with College Day rosters
***Total Football attendance was 5,029: 4,354 Freshmen, 460 Transfers, 215 WWL/OL/Other staff.
The purpose of Transfer Welcome Days (TWD) is to welcome transfer students into the U of M community and provide opportunities for them to connect with each other, student organizations, and campus resources. As part of an ongoing effort to improve the transition experience of new transfer students, OFYP launched its sixth Transfer Welcome Days program and capitalized on its most engaged transfers student cohort. We saw our highest attendance numbers since the inception of this optional program. This year we saw 800 students attend at least one Transfer Welcome Days event, which was an increase of 13% from 2014. All new transfer students (including IUT system campus transfer students and College of Continuing Education students) were invited to participate in these events.

Ultimately, we have a schedule and structure that really works for our students and our campus partners. We will continue to improve our program utilizing these schedules as the foundation from which to grow and change. Building off some of the signature experiences including the Gopher football game and Explore U, some of the new sessions added this year offered students an opportunity to develop a sense of belonging, navigate the University, and make connections with their peers. The following page outlines what happened each day.

**Thursday, September 1**

Transfer Welcome Days launched with a Tailgate experience in Coffman Plaza. Students attending this event enjoyed a Qdoba dinner, participated in lawn activities sponsored by ROTC and Facilities Management, and connected with other new students and the Transfer Student Ambassadors (TSAs). TSAs then led students to TCF Bank Stadium where they attended a free football game to see the Gophers play against Oregon State. Transfer students living on campus had the opportunity to participate in early move-in into their residence hall.

We also collaborated with Army ROTC and Facilities Management to offer some enhanced activities. Army ROTC offered a blow-up obstacle course and Facilities Management donated lawn activities including life-size Jenga, table tennis and a foosball table. Finally, to capitalize on the participants’ high energy, we had a DJ to help create a game day atmosphere.

**Tailgate Attendance:** 373

**Football Attendance:** 460
Friday, September 2

The TWD Kickoff served as the ceremonial start to the Transfer Welcome Days program. The program was emceed by two of our Transfer Student Ambassadors. This year we featured a Respect U keynote address by artist and community member Wing Young Huie who highlighted the importance of understanding your own identity and how to take advantage of all the U has to offer.

Students participating in Tour de TSA were broken into small groups and paired with a TSA for a tour of campus through a transfer student’s perspective. The small groups then shared a meal together where a TSA continued facilitated conversation and shared tips and stories of their first year on campus.

The TWD Hangout in Goldy’s Goldroom focused on connecting with other new transfer students and allowed students to bowl, play pool, and take photos with Goldy. Wrapping up the night students were invited to the Students Unions & Activities Showcase where a variety of events were offered including a hypnotist, dance party, and free food.

Transfer students living on campus had the opportunity to participate in early move in into their residence hall.

Kickoff Attendance: 560
Hangout Attendance: 262

What students said...

“I thought it was a great way to get to know the campus and feel like a part of the community. I had a lot of fun and it was cool to see all the different spots on campus.”

“I really enjoyed the TWD program. I felt like I belonged here and I loved how welcoming the event was. I think it made my transition here 100x easier, better, and more fun. I think it’s a great program for transfer students that wouldn’t be offered at most other universities.”
Saturday, September 3

Saturday we hosted a Coffee Chat program hosted by the Transfer Student Network. This event offered students the opportunity to enjoy a cup of coffee and have a conversation with a Transfer Insider or Transfer Student Ambassador. Students were invited to participate in Community Engagement sessions that were hosted by campus and community parents.

Students attended Explore U and had the opportunity to learn more about Fraternity and Sorority Life on campus.

Transfer students living on campus moved into their residence hall.

Saturday Programming: 155
Explore U Attendance: 370

Sunday, September 4

Sunday we offered another Transfer Student Network Coffee Chat. We partnered with the University YMCA to host community service projects. Students were invited to participate in self-guided tours to venture out and explore the Twin Cities using the Metro Transit Green and Blue line trains. Highlighted tours included Nicollet Mall, Minnehaha Park, Mall of America, and Downtown St. Paul.

Attendance was not tracked during these events.

This year we kept our foundational schedule structure and added our Coffee Chat programs. The Coffee Chat program allowed us to promote the Transfer Student Network program and, as a result, we saw a significant increase in our student engagement with this program (see page 36).

This year’s program gave students more opportunities to participate in events they thought would be most helpful in their transition. We checked in 2,318 students between all four days, which reflects 800 unique individuals. These numbers reflect that 35% of new transfer students chose to participate in Transfer Welcome Days, an increase of 13% from 2014.
What students said...

I have never seen a program like it and I was wildly impressed. The content, structure, and depth of material and activities was fantastic and it really helped me feel like I was being welcomed into a community (even if that community is so big I don’t really know who’s in it), rather than simply showing up to a place to listen to people talk (normal classrooms and professors).

Overall it was very enjoyable and I made good use of my time during the program. Very informative, and I made lots of new friends.

Extremely helpful! I felt more comfortable on campus and certain that I made the best decision in transferring to the U.

I was very impressed. I know that its hard to allocate funds and manpower for Transfer students as some schools so I was very appreciative of the support and guidance that was provided. Please, please keep doing what you guys are doing; incredibly helpful for someone who is nervous about a new school, making friends and adjusting to life here.

It was well organized, times and dates for events were clearly communicated, and it was clear that it went the extra mile to make us feel comfortable (ambassador guidance, free events, refreshments, and transit). Events each day had something for everyone.
Launch of Fast Forward and Rewind

In spring 2016 and fall 2016 two new first-year programs were launched. Fast Forward and Rewind were built as partner programs to allow students to learn what they wanted their first year of college to look like and reflect on what their first year has meant to them.

**Fast Forward –**

Fast Forward (fall 2016 semester only) was developed to help students to better connect with campus resources and also explore what they wanted their first year at the U to look like. Topics covered in this program were settling in, looking out for your health and wellness, and thriving academically.

Fast Forward was structured through a series of workshops. The first half of the workshop had peer leaders of key campus resources sit on a panel and share their insight on their respective resource. The second half of the workshop was an activity to get the students to explore their needs, how they were using the resources, and how they wanted to improve their current first-year experience.

A total of 17 students (14 transfer students, 3 freshmen) participated across the three workshops.

**Rewind –**

Rewind (spring 2016 semester only) was developed to provide the opportunity for first-year students to have a space to reflect upon and share their first experiences at the U with a group of peers. Topics covered in this experience were finding my place, finding my people, finding my balance, and finding my identity.

Rewind had a cohort structure where students committed to meet five times as a large group and four times in a one-on-one setting. In these meetings, participants would bring a picture, song lyric, or other form of creative expression to share how they experienced the theme of the month.

There were five participants in the pilot of Rewind.

Rewind (spring 2016 semester only), served the Class of 2019, where as Fast Forward (fall 2016 only) served the class of 2020. Looking forward, the Class of 2020 will benefit from having the opportunity to experience both Fast Forward (fall 2016) and Rewind (spring 2017), whereas the Class of 2019 only had the opportunity to experience Rewind.
Class of 2019/2020 eNewsletters

The Class of eNewsletter is a monthly publication that is distributed via email to all freshmen students at the U. The content focuses on announcements and events that are specifically for freshmen.

A new content structure to the eNewsletters was created to ensure information, pertinent to the student experience, would be received in a timely manner. The new content structure includes a main topic, office spotlights, and freshmen-specific announcements (from submissions through z.umn.edu/fycontent). All information that students receive is aligned to the experiences they may be having or information that may be helpful for the time of the mailing. Themes of the new content structure are as follows:

<table>
<thead>
<tr>
<th>Month</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Health/Wellness/Safety</td>
</tr>
<tr>
<td>October</td>
<td>Learning Resources</td>
</tr>
<tr>
<td>November</td>
<td>Prep for Second Semester</td>
</tr>
<tr>
<td>December</td>
<td>Finals/Break Prep</td>
</tr>
<tr>
<td>January</td>
<td>Learning Beyond the Classroom (On-Campus)</td>
</tr>
<tr>
<td>February</td>
<td>Managing Money</td>
</tr>
<tr>
<td>March</td>
<td>Learning Beyond the Classroom (Off-Campus)</td>
</tr>
<tr>
<td>April</td>
<td>Expand Your Learning</td>
</tr>
<tr>
<td>May</td>
<td>Finish Strong/Transition to Second Year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class of 2019/2020 Newsletter</th>
<th>Students Class</th>
<th>Mail Date</th>
<th>Number Sent</th>
<th>Unique Opens</th>
<th>Open Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>Jan. 14, 2016</td>
<td>5,849</td>
<td>4,058</td>
<td>69.5%</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>Feb. 12, 2016</td>
<td>5,836</td>
<td>3,824</td>
<td>66.0%</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>Apr. 13, 2016</td>
<td>5,762</td>
<td>3,930</td>
<td>68.2%</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>May. 9, 2016</td>
<td>5,762</td>
<td>4,073</td>
<td>70.7%</td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>Sept. 5, 2016</td>
<td>5,735</td>
<td>4,760</td>
<td>81.0%</td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>Sept. 15, 2016</td>
<td>5,747</td>
<td>4,495</td>
<td>76.5%</td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>Oct. 20, 2016</td>
<td>5,880</td>
<td>4,150</td>
<td>70.6%</td>
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</tr>
<tr>
<td>2020</td>
<td>Nov. 16, 2016</td>
<td>5,880</td>
<td>4,303</td>
<td>73.2%</td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>Dec. 14, 2016</td>
<td>5,787</td>
<td>3,793</td>
<td>64.6%</td>
<td></td>
</tr>
</tbody>
</table>
At Home in MN

At Home in MN is a program designed to provide additional support to students who are from out-of-state. This program provides these students with the opportunity to explore Minnesota events and culture while connecting with other out-of-state students. Attendees are welcome to bring an in-state guest, if they desire.

2016 At Home in MN Events

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Total Attendance</th>
<th>Out-of-State Resident</th>
<th>Minnesota Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 27, 2016</td>
<td>Depot Ice Skating</td>
<td>192</td>
<td>116</td>
<td>76</td>
</tr>
<tr>
<td>April 22, 2016</td>
<td>Como Zoo</td>
<td>63</td>
<td>43</td>
<td>20</td>
</tr>
<tr>
<td>September 4, 2016</td>
<td>Minnesota State Fair</td>
<td>501</td>
<td>392</td>
<td>109</td>
</tr>
<tr>
<td>October 26, 2016</td>
<td>Minnetonka Orchard</td>
<td>298</td>
<td>204</td>
<td>94</td>
</tr>
<tr>
<td>December 12, 2016</td>
<td>Chat and Chew</td>
<td>63</td>
<td>51</td>
<td>12</td>
</tr>
</tbody>
</table>

At Home in MN Living and Learning Community (LLC)

First-year, out-of-state students at the U have an opportunity to live in a community with their peers through the At Home in MN LLC. Students live on the same floor in the same residence hall and have the opportunity to engage in the At Home in MN programming as a community.

Through closer partnership with Admissions, the At Home in MN LLC has been marketed more to out-of-state students. With that, the LLC increased in size from 28 out-of-state students in 2015-2016 to 62 out-of-state students in 2016-2017. This increase in students led to an increase from one Community Advisor to three for this community.

In addition to the LLC over doubling in size, another significant change is that the LLC moved from Centennial Hall to Territorial Hall. This change, in collaboration with Housing & Residential Life, was intended to help out-of-state students, who already have additional cost of being out of state (tuition, travel, etc.), have lower housing costs. Additionally, Territorial offers more community space for gatherings. Through focus groups with prior LLC participants in Centennial, the desire to have more space to gather was an important need that Territorial is able to provide.
Transfer Engagement Initiatives
Leaders in Transition Living Learning Community

The Leaders in Transition Living Learning Community (LLC) gives new transfer students an opportunity to support each other through their first year at the U of M and learn about leadership for personal growth and professional development. The LLC is located in the 17th Avenue Residence Hall. The goal of Leaders in Transition community is to help transfers grow on a personal level so that they may become effective leaders in their lives, student groups, and career endeavors. Participants are required to enroll in Personal Leadership in the University (PA 1961W/OLPD 1301W) during their fall semester.

To help create additional community and support, the following efforts have been added fall 2016:

• Welcome phone calls over the summer were made to each resident to welcome them into the LLC and get them excited for our Kickoff Retreat.

• Move-In baskets were provided to each resident at move-in. These baskets were filled with helpful items including winter hats and gloves, coffee and tea, plus sweet treats.

• Kickoff Retreat experience to create community and discuss expectations.

• Twins Game – Social outing to a Twins game.

• Ronald McDonald House Volunteer experience – Residents came together to prepare dinner for families.

• End of Semester Social – Opportunity for community to come together, share a meal, and build community.
Transfer Student Network

The Transfer Student Network is a peer mentoring program that pairs Transfer Insiders, current transfer students, with new transfer students. Transfer Insiders send out a themed monthly email to their students. The themed monthly emails include the topics of: Making the U Your Home, Navigating the University, City Exploration, and Finals Tips & Tricks.

In spring semester, we launched the newest iteration of the Transfer Student Network which included the addition of Coffee Chats. Coffee Chats allow a Transfer Insider to treat a new student to a Starbucks coffee and allowed them to have a one-to-one conversation about their transition experience.

Spring 2016 Coffee Chat Attendance: 2
Fall 2016 Coffee Chat Attendance: 64
Fall 2016 Email Responses: 73
Fall 2016 Average Email Open Rate: 67%
OFYP Phone Traffic

Call Volume

From April 2016 through the end of summer, the office assistants answered 1,940 phone calls.

Staff who answer calls look for trends in the types of questions callers ask, and share this information with communication staff. Website content is updated and social media efforts are altered to proactively provide answers to our audiences. Our hope is that reduced phone traffic is the result of improved electronic communication efforts, and that our audiences feel it is easy to have their questions answered and/or to locate the information needed.
Although 2016 was not a significant year for change to OFYP communication projects, we continued to make improvements when possible and find more effective ways to reach our audiences.

**Print**

Each year we print fewer items and focus on the quality of the main print pieces. Our main publications include:

- Orientation Newsletter
- Gopher Guide (planner and resources guide)
- Gold Book (for all new students and their parents during Orientation)
- Parent & Family Calendar (to help parents better support and engage with their students during the first year)
- Welcome Students poster
- Pride & Spirit Poster (now sponsored and paid for by Land O’ Lakes)
Email Campaigns

As the official method of communication at the U of M, email has continued to be a successful way to reach our audiences. In 2016 OFYP continued to utilize Sales Marketing Cloud/Exact Target (SMC/ET) as the enterprise system email delivery tool, as well as the survey delivery option in Qualtics. Comparing emails sent by OFYP in 2016, our average open rate is just shy of 70%.

Incoming First-Years (around 5,900 freshmen and 3,000 transfers)

Congratulations and Welcome (sent after point of confirmation)
Complete New Student Checklist/Select Orientation Date (April and November)
Get Ready for your Orientation (about a week before schedule orientation date)
Welcome Week/Transfer Welcome Day (a few months prior to program)

Freshmen during their first year (around 5,800 students)

Class of 2020 eNewsletter (monthly)
Six Week Check-In Survey (fall and spring)

Transfer students during their first semester (2,363 in fall and 897 in spring)
First Days (First week of semester)
Six Week Check-In Survey (fall and spring)
Transfer Student Network (throughout the year)

Out-of-space First-Year students (about 2,300 students)

Attend an At Home in MN event (as events are scheduled)

Parents of incoming students (6,000+)

Sign up for Parent Orientation (February)
Get Ready for your Orientation (week before Orientation)
Post Orientation Survey (day after Orientation)

Staff and faculty:

Register/submit proposal for Conference (September-December)
Volunteer for Welcome Week (summer)

Current undergraduates (3,000+):

Orientation Leader recruitment (October)
Welcome Week Leader recruitment (January)
Transfer Student Ambassador recruitment (January)

Sponsors and community partners (300+)

Advertise in the Gopher Guide (January)
Table at Explore U (spring)
Following are the types of emails delivered by OFYP throughout the year.

**U Minnesota Mobile App**

In the third year of a system-wide contract, Guidebook technology with U of M branding has allowed us to offer mobile device users (smart phones and tablets) paper-free program materials and information. Following are the guides we created and maintained in 2016.

- **Class of 2020**: 102,059 page views (down from 154,981 views for the Class of 2019) with peak usage during Welcome Week. Top items reviewed included schedules and event details, preparing for Welcome Week, and student groups.

- **New Transfer Students**: 10,601 page views (down from 13,476 in summer 2015) with peak usage during Transfer Welcome Days. Top items reviewed included events, schedules, course registration tutorials, and maps.

*A new three-year contract

**Social Media**

In 2016 we launched the U of M Class of 2020 Facebook group, which has 2,840 members. The space served as a meeting point for students before arriving on campus, and more of a transactional tool (event tickets, roommates, text books, etc.) during the school year. The Second Year Experience (SYE) will gain access in late-spring 2017, and OFYP will focus more on the Class of 2021.

Orientation Leaders shared their stories with freshmen before and during the orientation season, and OFYP staff and students attempted to inform and engage whenever possible. The hashtag #UMN20 was promoted across campus (through other departments as well) which allowed for connections on Twitter and Instagram.

Our Welcome Week Leaders (WWLs) also utilized Snapchat for the second year, and new students continued to report it as a source of connection in the first-year experience.
In its third year, the OFYP Drupal site has allowed us the benefits of a Content Management Systems (CMS) so that staff members can manage small text edits. This allowed for quick updates and current, relevant content on a more regular basis.

In 2016 there were 250,848 website sessions (222,041 in 2015) from 101,560 unique users (98,371 in 2015). Our users averaged 2.07 page views per session for a total of 250,848 total sessions (492,989 in 2015). The chart below shows usage by month.
The first-year assessment plan continues to receive Institutional Review Board approval with the assistance of the Office of Institutional Research. This plan continues to be implemented by collecting data from both first-year and transfer students at various points throughout the first year. This data is used to inform our practice, enhance student messages, change program content, and make data-driven decisions about resource allocation. The intent of this process provides data on student behavior related to the matriculation process, student satisfaction, student success both personally and academically, longitudinal data, and to measure the impact on student retention and other programs.

Reference the assessment web page for more information: www.ofyp.umn.edu/fyassessment
**The Pre-Orientation Survey**

“Tell Us About Yourself” combines general questions on academics, involvement, expectations, and concerns with questions from the student’s specific college of enrollment. After the student confirms their enrollment at the University, they are invited to complete their New Student Checklist. The “Tell Us About Yourself” survey is the first item on the list. The results are used by the student’s academic adviser to personalize the advising sessions. Additionally, the results are evaluated more holistically to provide insight on student expectations of college and identify gaps between those expectations and the actual experience. Content and messaging can be enhanced or improved based upon the things learned from this analysis. For the first time, we also produced college-specific infographics.

The info-graphics on this and the following pages depict some of the findings from the Class of 2020 and Transfer student cohorts.

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**Choosing the U**

- 75% chose the U because of top ranked programs
- 67% chose the U because of campus life opportunities
- 65% chose the U because it is a big school

**Deciding to Go to College**

- 76% indicated that getting a better job was very important
- 76% want to learn more about things that interest them
- 64% want training for a specific career

**Major**

- 23% know exactly what they want to major in and do not plan to change their mind
- 77% are at various levels of major exploration with 5% having no idea and needing help assessing interests

---

**Transition to College**

**Topics of Concern**

- 56% are concerned with academic coursework (doing well in class, workload)
- 49% are concerned with financial concerns (paying tuition, financial aid, managing money)
- 48% want to learn more about things that interest them
- 44% want training for a specific career
- 43% are concerned with staying healthy (nutritious eating, physical fitness, healthy lifestyle)
- 43% are concerned with deciding on a major/career path
- 42% making friends and meeting people
- 42% living situation (dorm/home, roommate problems)
- 41% developing skills (related to studying, note-taking and time management)
- 39% finding a job while in school
- 35% obtaining academic assistance (tutoring, study groups, writing support, etc.)
- 30% being safe on campus (personal safety)
- 23% homesickness

**Other Topics**

- 77% are likely/very likely to participate in a study abroad program
- 77% are likely/very likely to change career choice
- 67% plan to work for pay off-campus
- 58% are likely/very likely to get tutoring or other academic support for specific courses
- 58% are likely/very likely to seek counseling or therapy

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> These results are from the 2016 Pre-Orientation survey. Data was pulled on May 24, 2016. There were 5,370 responses which represents over 90% of the Class of 2020.
### First Year Assessment Plan (cont.)

#### Class of 2020

<table>
<thead>
<tr>
<th><strong>Finance</strong></th>
<th><strong>Living</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Top 3 Methods of Financing Education</strong></td>
<td><strong>88%</strong> plan to live on campus in campus residence halls</td>
</tr>
<tr>
<td>82% parent or family</td>
<td><strong>OF THOSE LIVING OFF CAMPUS OR COMMUTING...</strong></td>
</tr>
<tr>
<td>73% scholarships</td>
<td>30% plan to live 3–10 miles from campus</td>
</tr>
<tr>
<td>62% self/savings</td>
<td>30% will commute 11–20 miles</td>
</tr>
<tr>
<td>58% loans/grants</td>
<td>14% will commute 21 miles or more</td>
</tr>
</tbody>
</table>

#### In High School

**How Students Spend Their Time**

<table>
<thead>
<tr>
<th><strong>Studying or Doing Homework</strong></th>
<th><strong>Involvement, Activities, Lifestyle</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>24% 3–5 hours per week</td>
<td>80% participated in some degree in student groups/clubs</td>
</tr>
<tr>
<td>32% 6–10 hours per week</td>
<td>69% worked 80% of the time</td>
</tr>
<tr>
<td>19% 11–15 hours per week</td>
<td>63% did not spend any time partying</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Studying or Doing Homework</strong></th>
<th><strong>Involvement, Activities, Lifestyle</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>25% 1–10 hours per week</td>
<td>83% plan to participate to some degree in volunteer or community service work</td>
</tr>
<tr>
<td>51% 11–20 hours per week</td>
<td>79% plan to spend 1–10 hours per week participating in student groups/organizations</td>
</tr>
<tr>
<td>20% 21–31 hours per week</td>
<td>75% plan to spend 1–10 hours per week exercising or playing sports</td>
</tr>
<tr>
<td>4% 31–40 hours per week</td>
<td>64% plan to spend 1–10 hours per week networking electronically with friends</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Studying or Doing Homework</strong></th>
<th><strong>Involvement, Activities, Lifestyle</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>78% 1–20 hours per week on social media</td>
<td>54% volunteered 1–15 hours per week</td>
</tr>
<tr>
<td>92% spent 21–40 hours per week on social media</td>
<td>16% spent &gt; 40 hours per week on social media</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th><strong>Studying or Doing Homework</strong></th>
<th><strong>Involvement, Activities, Lifestyle</strong></th>
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<tr>
<td>92% spent 21–40 hours per week</td>
<td>75% plan to spend 1–10 hours per week exercising or playing sports</td>
</tr>
<tr>
<td>61% spent &gt; 40 hours per week</td>
<td>64% plan to spend 1–10 hours per week networking electronically with friends</td>
</tr>
</tbody>
</table>
**TRANSFER STUDENTS 2016**

**LIVING**
- 38% plan to live off-campus in an apartment
- 28% plan to live off-campus in a house
- 16% plan to live in a campus residence hall

**DISTANCE FROM CAMPUS**
- 3% on-campus or less than 1 mile
- 18% 1-2 miles
- 23% 3-10 miles
- 14% 11-20 miles
- 6% 21 miles or more

**TIME MANAGEMENT**
- Studying or doing homework:
  - 43% 11-20 hours per week
  - 24% 1-10 hours per week
  - 24% 21-30 hours per week
  - 8% 31-40 hours per week

- Involvement, activities, lifestyle:
  - 76% plan on finding or off-campus
  - 73% plan to pursue internship opportunities
  - 67% plan to get involved with student groups

**CONFIDENCE**
- Students are confident in their ability to:
  - 90% set goals and strive to achieve them
  - 89% think critically to solve problems
  - 87% be a successful college student
  - 87% understand what professors expect
  - 85% communicate effectively with others
  - 84% understand their strengths
  - 80% adjust to the academic demands of college
  - 79% develop effective study skills

**FINANCE**
- Top 3 methods of financing education:
  - 63% work during school
  - 60% parent or family
  - 56% scholarships/loans

**ABOUT**
- These results are from the 2016 Pre-Orientation survey. Data was pulled in June 2016. There were 1,369 responses which represents approximately 68% of the Transfer/NAS cohort.

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**TRANSFER STUDENTS 2016**

**TRANSFER STUDENT CHARACTERISTICS**
- Times transferred:
  - 85% Once
  - 11% Twice
  - 3% Three
  - 1% Four or more

- Credits transferred:
  - 3% Less than 15 credits
  - 46% 16-40 credits
  - 32% Over 40 credits

**TRANSFERRING FROM**
- 35% Minnesota community college/university
- 32% 4-year public college/university
- 15% 4-year private college/university
- 10% Out of state community or technical college
- 5% Institution outside of the U.S.

**CHOOSING THE U**
- 67% chose U because of top ranked programs
- 52% chose U because it is close to home
- 52% chose U because of wide variety of majors
- 51% chose U because it is a big school
- 51% chose U because of campus life opportunities

**TRANSITION TO THE U**
- Topics of concern:
  - 51% have financial concerns, low tuition, financial aid, managing money
  - 44% are concerned with registering for classes
  - 52% are concerned with academic coursework (doing well in class, workload)
  - 37% are concerned with mental health
  - 15% are concerned with stress, relationships, empathy and expression
  - 16% are concerned with staying healthy (living a healthy lifestyle)
  - 10% are concerned with making friends and meeting people
  - 8% are concerned with deciding on a major/career path

**OTHER TOPICS**
- 95% are concerned with socializing with someone of another ethnic/racial group
- 92% are concerned with at least a "B" average
- 92% are concerned with course content with other students outside of class
- 85% are concerned with communicating regularly with their professors
- 65% are concerned with working on a professor's research project
- 3% are concerned with a temporary leave of absence

**DECIDING TO GO TO COLLEGE**
- 76% want to learn more about things that interest them
- 76% say that getting a better job is very important
- 72% want training for a specific career
- 70% to gain general education and appreciation of ideas

**MAJOR**
- 45% are at various levels of major exploration with 2% having no idea and needing help assessing interests
- 53% know exactly what they want to major in and do not plan to change their mind
Strategic Planning

OFYP began a strategic planning process in fall 2013 when the office was undergoing reorganization. At a fall retreat, the staff met with consultants from the Office of Human Resources to identify bold steps that would assist OFYP in meeting its mission.

In spring 2014, these steps were revisited with the new staff and were identified as:

1. Be strategic as it relates to our student leadership development plan.
2. Clarify role beyond welcome programs.
3. Identify one to two high impact practices to support efforts to increase first-year retention (might be enhancing current initiative or new).
4. Determine ways to activate our mission.
5. Look at specific subgroups of students in order to evaluate how to reach and address their transitional needs.

In the fall of 2016, we revisited this process and came up with the following focus areas:

1. Determine OFYP’s role/focus with first-year programs beyond the Welcome programs.
2. Enhance OFYP’s organizational effectiveness to ensure that we have the expertise and resources to fulfill our mission.
3. Share OFYP expertise in orientation, transition, and first-year experience content with campus community. This requires evaluation/enhancement of professional development strategies.
4. Evaluate/enhance first-year assessment process to ensure support of institutional and OFYP goals.

**Action steps and timelines will be developed in the spring of 2017.**
OFYP Staff

Program Year 2016

Full-Time Staff
Beth Lingren Clark, Ph.D., Assistant Dean & Director

Orientation:
Lisa Gruszka, Associate Director
Chelsea Garcia, Assistant Director

Welcome Week/First-Year Programs:
Jenny Porter, Associate Director
Kara Zwieg, Assistant Director

Student Leadership Training and Development
Marissa Smith, Coordinator for Leadership Training & Development

Operations:
Bill O’Connor, Assistant Director, Communications
Matt Maloney, Information Technology Professional
Jess Meyer, Coordinator of Operations & Logistics (Resigned June 2016)
Liz White, Coordinator of Operations & Logistics (Started July 2016)
OFYP Student Staff

Orientation Leaders (OLs)
- Marcus Aarsvold
- Lauren Beckman
- Alexis Bruccoleri
- Jorge de la Cruz
- Feifan Du
- Jordyn Dwyer
- Mazen Elsaid
- Devin Hanlon
- Chris Hansen
- Sydney Hines
- Sam Holland
- Yuffie Hu
- Devansh Jaiswal
- Drew Johnson
- Maddie Mercil
- Nicole Moore
- Michael Slattery
- Sarah Starsiak
- Enoch Sun
- Alyssa Thiel
- Paras Tripathy
- Josh Van Benschoten
- Lake Van Dellen
- Cole Vanderweele
- Karrie Virgin
- Troy Wildenberg

Orientation Program Assistants (OPAs)
- Dobbs Decorsey
- Cameron Grey
- Bailey Hollerud
- Brian Glonek

Parent Orientation Coordinators (POCs)
- Emma Foster
- Mike Dixon

Transfer Intern
- Stephanie Ryan

Transfer Student Ambassadors (TSAs)
- Joseph Ahenkorah
- Callie Barnette
- Travis Cash
- Brian Glonek
- Shirin Jeevan
- Jinyu Park
- Emily Petterson
- Stephanie Ryan
- Sarah Schmitz
- Sully O’Sullivan
- Alan Wang

Student Program Coordinators (SPCs)
2016 - 2017
- Lauren Beckman
- Alexis Bruccoleri
- Chris Hansen
- Troy Wildenberg
2015 - 2016
- Dalton Dahms
- Patrick English
- Kristen Lee
- Jordan Steger

Design Intern
- Abby Erickson
  (January-April 2016)
- Amy Bartos
  (Started spring 2016)

First-Year Intern
- Maurea Kiyoi

Marketing Intern
- Rachel Schmeling

Student Web Developer
- Nate Manske
  (Started fall 2016)

Office Assistants (OAs)
- Sam Branham
- Emma Foster
- Justine Perez

Check-In Staff
- Alison Bodensteiner
- Sydney Gorski
- Ciara Metzger
- Grace Nell
- Rachel Schmeling
- Elizabeth Shute
- Caroline Sobek
- Anna Wozniak
- Olivia Yang

Welcome Week Event Staff
- Mihir Lineswala (Captain)
- Ernie Srimaneekulroj
  (Captain)
- Mike Blazanin
- Anna Bowman
- Lena Brakel
- Samson Eder
- Yining Gao
- Austin Hegland
- Tess Hu
- Sruti Kalatoor
- Mitty Ma
- Mai-Linh Nguyen
- Felicia Patel
- Stevie Wachtler
- Anna Weckmuller
Welcome Week Leaders

Nurul Abd Salim Nast
Clayton Adamson
Neeraj Advani
Azhar Akesh
Hosam Alkhatab
Carrie Allen
Jesse Amdahl
Claire Anderson
Kristia Anderson
Emily Anger
Eddy Aston
Sarah Aulik
Tyler Baillif
Santana Baker
Thomas Bao
Lulu Bauermeister
Morgan Becher
Chris Behrend
Nicola Beilman
Brooke Berbaum
Lauren Berg
Julia Beyer
Neal Bhandarkar
Megan Bird
Zach Bleakly
David Bock
Ryan Boonstra
Ella Borgenheimer
Abby Bosell
Mikaela Brandt-Fontaine
Bayla Breningstall
Will Broomhead
Molly Brown
Ryan Burger
Maggie Burneske
Savannah Burnside
Kelly Busche
Michael Butterfield
Benton Campbell
Summer Carreno
Gloria Chan
Jackie Chen
Max Yuan Chu
Shane Claffey
Emily Clarke
Bailey Clothier
Sym Clough
Isabelle Cody
Eric Colon
Danielle Covarrubias
TJ Covey
Parker Coyer
Lydia Crabtree
Julia Crary
Samantha Cronin
Nathan Crymble
Haley Dahl
Tessa Dahlgren
Sara Daily
Monique Dang
Erica Daniels
Emily Davis
Mihli De Laundreau
Abbey Degroy
JJ Denk
Mike Dibble
Tom DiSalvi
Tommy Doherty
Kurt Dostal
Lidia Doto
Lauren Durdin
Jessica Durfee
Lauren Duval
Josh Dysthe
Rebecca Earl
Malaz Ebrahim
Ryan Erhart
Ben Ertl
Nick Fackler
Charlie Fang
Ryan Felton
Lizzy Fenton
Newell Fisk
Eric Foerster
Kassandra Frankki
Hailey Frase
Vicky Fritz
Mateo Frumholtz
Katie Fuller
Kelsi George
Anna Gergen
Emily Gerner
Alex Gieske
Bailey Giltner
Becca Gonsior
Amanda Gordon
Alex Graves
Chris Greve
Connor Gunsbury
Palmer Haasch
Angela Harkman
Deven Harlan
Alison Harvey
Hailey Held
Matt Heldt
Dwight Hellevik
Anna Hennessey
Kat Hetico
Katie Heywood
Emma Hintz
JJ Hogle
Michaela Holmgren
Wonder Huang
Daniel Huschke
Carter Ibister
Zuhrat Inam
Peter Irvine
Welcome Week Leaders (cont.)

Vika Ivanova
Max Jacobson
Ben Jacobus
Maggie Jakubiak
Joanna Jensen
Maddie Jesser
Sophie Jiang
Matt Jurek
Lindsay Kallman
Steve Kangas
Gabe Kaufmann
Jordan Keeler
Amanda Kelly
Ashley Kempher
Bill Kim
Jay Kim
Courtney King
Maddie Kirchoff
Evan Kirsch
Laura Kline
Kelli Klingerman
Jessica Klitzke
Jenna Knutson
Maddy Koslowski
Andrew Koval
Samantha Kowalke
Austin Kratochwill
Grace Kroeger
Carla Kus
Allie Laber
Zac Lachinski
Kelly Landucci
Katie Landy
Liz Lane
Brie Laplante
Brooke Laskowski
Greg Ledray
Anna Lee
Kacie Leverty
Allison Liedman
Breni Linden
Rachel Lindholm
Adam Lipps
Elise Lohmann
Rebecca Lorsung
Heidi Ludolph
Katherine Luke
Connor Lund
Connor Lund
Hannah Lund
AJ Lyons
Willie Maahs
Alec MacNab
Nick Maher
Kyle Makey
Angela Manteufel
Alex Martin
Spenser Marting
Mason Maschke
Paige McAuliffe
Calway McCormick
Matt McGraw
Laura McGuigan
Jeffery McHugh
Austin McLaren
Katie McMeans
Sarah Mehrkens
Thomas Meyer
Abby Mickelson
Paige Miller
Zen Miller
Nicole Minnerath
Sihoon Moon
Carole Mortier
Sara Morton
Erin Motley
Jennifer Mrozek
Jack Mugford
Varun Nandyal
Owen Nelson
Trygve Nelson
Lauren Nessler
Ryan Nicholson
Madeline Nicol
Megan Niemuth
Sam Nolan
Tim Noonan
Andrew Norton
Carmen Nusbaum
Moretta O’Connell
Kristen Ohm
Dustin Olson
Emily Olson
Megan Olson
Sawyer Olson
Jake Ousley
Nick Pakan-Klep
Keerti Palanisamy
Paige Palomaki
Brock Pasternak
Ellie Payant
Nathan Perez
Bailey Plath
Sarah Prescott
Matt Przeslicke
Paymon Rafian
Yasaman Rajaeeian
Jay Reinoso
Megan Rhyner
Ginny Richards
Sarah Riederer
Ingrid Rodriguez
Karla Rodriguez
Ali Roemhildt
Taylor Roemhildt  Melissa Steinken  Jacob Wetterstrom
Isabelle Rolfes  Quinessa Stibbins  Holly Williams
Conor Romig  Josh Stim  Sarah Williams
Sarah Rosacker  Logan Stucker  Lily Wilson
Hannah Rosenwinkel  Charlie Styrblicki  Paige Wissel
Austin Rudin  Heather Sun  Karl Witkowiak
Paige Ruh  Maurice Sun  Izzi Wolf
Mel Ruha  Evan Super  Amanda Wolski
Juan Salazar  Eric Swenson  Maddison Wright
Maya Santosuosso  Mokhtar Tantoush  Michael Wurzer
Britta Savre  Lauren Tahan  Skylar Wyant
Mia Scharber  Elizabeth Tepozteco  Anjyu Yee
Cindy Schlangen  Collin Thiex  Claire Youngquist
Haylee Schmirler  Marlowe Thomas  Angie Zaccardi
Connor Schneider  Natalie Thomas  Grant Zastoupil
Renee Schoenthaler  Ben Tiffany  Shamus Zenk
Laura Schreiber  Hanna Tillman  Allison Zinter
Ben Schroeder  Becca Timo  Jack Zofkie
Joe Schultz  Robbie Torborg
Maddie Schwartz  Brittney Tracey
Kayla Sear  Phillip Tran
Isabel Seibert  Tam Tran
Kara Senkerik  Karl Trittin
Amanda Shen  Mady Turner
Kaylee Shields  Luke Twenhafel
Hannah Simerly  Jessie Valenza
Courtney Skluzacek  Elizabeth Van Laarhoven
Ashlynn Skyles  Lissa Vo
Katie Smith  Sam Volkmeier
Mara Smith  Chonhanh Vuvan
Anna Solfest  Gabby Waldusky
Arlyne Soto  Steven Wallace
Kate Spielmann  Uzo Wamuo
Jake Springer  Kathleen Wang
Morgan Stanley  Jackie Wang
Siouxsie Steengrafe  Zayaan Wasif
Mitch Steeves  Justine Weber
Mackenzi Steichen  Leah Westmoreland
The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

This publication is available in alternative formats upon request. Please contact Orientation & First-Year Programs at ofyp@umn.edu or 1-800-234-1979.

For more information regarding first-year programs at the University of Minnesota, Twin Cities, visit www.ofyp.umn.edu.