Does the First Year Really Make a Difference?  
By Laura Coffin Koch

Many of our new students come to the University having spent most of their lives with loving and caring families, often times in the community where they were born. They are not only leaving their families, their homes, their communities, but also their friends and their support systems. They are excited, nervous, scared and suddenly independent. I would argue that the success of these students is, in large part, dependent upon what happens during their first weeks, months, semester or year at the University.

How do we, as a campus, help these young and eager individuals become the best they can be? How do we engage these students in the rigors of the academic world and the joys of being part of a vibrant community of thinkers? How do we help them become explorers of the world and figure out what their role is in that world? How do we support them in their struggles and celebrate their triumphs? How do we challenge them to go beyond the realm of possibility and engage in the community to which they have committed themselves for the next four years?

We as administrators, faculty, advisers, career counselors, and staff are the lifelines for these eager young scholars. In 1995, the Twin Cities campus began exploring new ways to improve the student experience for our first-year students and increase the number of students who stay at the University into their second year and beyond. We revamped our new student orientation program; we worked with Housing & Residential Life to improve the support students receive in the residence halls; we developed freshman seminars; and we began coordinating first-year experience across the campus. Individual colleges developed programs, such as the Nature of Life program in the College of Biological Sciences, to engage students before they even arrive on campus. The College of Education and Human Development (CEHD) designed a new First-Year Inquiry Course for all CEHD freshmen to explore the question, “can one person make a difference?” In fall 2008, the campus-wide University Honors Program was established into a world-class program which brings in high achieving students who could have attended any other institution in the United States. We worked with the entire campus community and implemented Welcome Week in 2008 which was designed to provide a common experience for all first-year students and help integrate them socially and academically into the University. We have developed tools to help students plan their academic programs (Grad Planner) and engagement activities (Engage!). By June 2011, our new electronic tracking system, APLUS, will be in place for all college advisers to monitor and connect with students in real time in order to ensure their success.

Through many of these high impact experiences, students are making important connections with faculty, staff, and classmates; they are engaging in a variety of activities that complement and enhance their academics; and they are striving to demonstrate the Student Learning and Development Outcomes. Our first-year retention rate is approximately 90%. In 1996, our 4-year graduation rate was 15.2%. In 2010, our four-year graduation rate is over 50%, well on the way to our goal of 60%. So, to answer the question, yes, the first year makes a difference!

But, we still lose approximately 10% of our students after the first year. Although these efforts, and others across the campus, have led to positive results, we are not yet where we want to be. There is still much work to be done. Your role with first-year students is critical to their success, retention, and graduation. As you participate in the conference today, I encourage and challenge you, individually and collectively, to continue the important work that has brought us this far, because for students and for us, as a university, the first year does indeed make a difference!

Laura Coffin Koch is the Associate Vice Provost of Undergraduate Education

WHAT’S INSIDE…

• The Class of 2014
• OFYP Mission
• Using the First-Year Assessment Plan
• Tell Us About Your U of M Experiences
• What Can We Learn from Students Who Leave?
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THE CLASS OF 2014
By Robert McMaster and Jerry Rinehart

The University of Minnesota has a mission to provide a distinctive, transformative educational experience of the highest quality in an urban environment, within a research University that cares deeply about the quality of teaching and learning, to prepare students for challenging and productive careers, positions of leadership in our society, graduate or professional education and lifelong learning. A major priority for the University is to improve our retention and graduation rates. In particular, we have managed to improve significantly our first-year retention rate to 90%, our four-year graduation rate to 50% and our six-year rate to 70%. Our goal is to increase the 4-year rate to 60% for the class that will graduate in 2012 (See Figure 1). We attribute some of this success to the quality and innovativeness of our first-year programs.

The University of Minnesota continues to increase the academic qualification of their Freshman classes. For fall 2010 the university received 36,800 applications, made 17,624 offers, and 5323 students matriculated. The growth in applications over a six-year period has been remarkable with nearly a 100% increase (See Figure 2).

The University continues to bring in 65% of the students from the state of Minnesota, 18% students of color, nearly 5% international students, and 20% from our neighboring tuition reciprocity states of Wisconsin and North and South Dakota. The academic qualifications of our Freshman class also continues to increase. This year, the average ACT was 27.2, average high school rank was 85.2, and we enrolled 83% in the top 25% of the high school class and 43.3% in top 10% of the high school class. Students selected for the all-University Honors Program had an average ACT of 31. The excellence of our Honors class can be seen in the comparison with other highly-ranked universities, where many of these students have scores equivalent to the very best institutions.

While these metrics reveal our students are entering the University with increased likelihood of success, measures of student participation and engagement in campus life are also headed in positive directions. We have increased both the percent students living on campus and those in living and learning communities.

Percent of students living in campus housing:
2005 - 79%
2010 - 87%

Number of students participating in living and learning communities:
2005 - 15%
2010 - 17%

Likewise, we have increased participation rates in other aspects of engagement. These positive trends extend beyond their first year:

Participation in:
Fraternity/sorority life: up 50% since 2005
Study Abroad: up 13% since 2005
Registered student groups: up 20% since 2005

Overall, the University’s academic initiatives, improved student services, and increased student engagement are resulting in improved satisfaction levels among undergraduates. For example:

Percentage of students satisfied with their experiences at the UM in the past semester:
1997-2001 Average: 83% (includes 20% “very satisfied”)
2003-2009 Average: 90% (includes 27% “very satisfied”)

Figure 1
University of Minnesota Four-year Graduation rates, 1996 to 2010.

Figure 2
University of Minnesota Application, Offer, and Enrollments trends 2000 to 2010.
ORIENTATION & FIRST-YEAR PROGRAMS
MISSION AND CORE VALUES

The mission of Orientation & First-Year Programs is to provide quality transitional experiences, in collaboration with other University departments that maximize students’ potential for personal and academic success and assist them in adjusting to the challenges presented by collegiate life.

We deliver our mission, programs and services by placing our core values at the center of our work.

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

USING A FIRST-YEAR ASSESSMENT PLAN TO GUIDE OUR WORK

By Beth Lingren Clark

Orientation & First-Year Programs and the Office of Undergraduate Education, along with many other units on campus have demonstrated our commitment to excellence by developing a first-year assessment plan. We established a baseline cohort for NHS entering in fall of 2007 (no Welcome Week), collected data, identified themes/issues which impact student success and retention, and implemented messages addressing the themes in programs. We used the Student Learning and Development Outcomes to map our content conducting a gap analysis where appropriate allowing for increased levels of intentionality with program content and student outcomes. The process was repeated in 2008 and continues annually with each cohort to determine effectiveness and impact of the Welcome Week program and other first-year initiatives on student success and retention.

For a diagram, please see page 4.

Initial Working Committee:

The subcommittee members included: Laura Coffin Koch (Undergraduate Education), Beth Lingren Clark (OFYP), Shelly Wymer (Office of Measurement Services), Ron Huesman (Office of Institutional Research), Chris Kearns (College of Liberal Arts), Colin Delong (College of Liberal Arts)

The intent of this process provides data on student behavior related to the matriculation process, student satisfaction, student success both personally and academically, as well as longitudinal data utilized to measure the impact on student retention and other programs. Although this plan arose out of the Welcome Week discussions, it has informed our work in many ways working with all of our programs and services and has allowed us to be data-driven in our decision-making.

Beth Lingren Clark is the Director of Orientation & First-Year Programs

Percentage likely to enroll on campus if they were to do it over again:

1997-2001 Average: 83%
(includes 40% “Definitely”)

2003-2009 Average: 89%
(includes 49% “Definitely”)

As positive as these data are, we recognize from National Survey on Student Engagement (NSSE) and Student Experience in the Research University (SERU) data that we still have a lot of room for improvement. On the five scales used to assess student engagement (Level of academic challenge, Active and collaborative learning, Student-faculty interactions, Enriching educational experiences, Supportive campus environment), students who begin as freshmen at the University score more highly than those who transfer to the campus. But at the institutional level, our students’ engagement scores are in the lower 50% of participating institutions.

We believe the initiation of Welcome Week and other initiatives and the work that has gone into enhancing the student learning experience will produce measurable improvements in these areas. We look forward to reviewing the results of the Spring 2011 NSSE survey to gain a better perspective on these efforts.

Bob McMaster serves as the Vice Provost and Dean of Undergraduate Education

Jerry Rinehart serves as the Vice Provost for Student Affairs

(Endnotes)

1: Student Experiences Survey Trend Report, Office of Institutional Research, University of Minnesota. Data reflect weighted averages per survey year.
First-Year Assessment Plan

The first-year assessment plan is meant to be iterative - each step informs the next. Throughout the process, data is analyzed and shared with stakeholders while making changes to content and or programs. Outcomes are often re-evaluated.

Elements of this plan have been adapted to assess the transfer student experience.

Assessment Cycle

1 Pre-orientation survey - Offered by each college prior to orientation. Collects common data as well as specific individual data for advisers.

2 Student participation - Utilizes the Orientation Database to capture and track student attendance behavior.

3 Orientation Program Evaluation - includes common questions/themes for Orientation evaluation process and obtains immediate feedback regarding Orientation experience.

4 Welcome Week Program Evaluation - includes common questions/themes for Welcome Week evaluation process and obtains feedback for next year’s Welcome Week experience.

5 Fall Check-In Survey - Surveys a sample of 500 students and carries through the common questions and themes.

6 Leaver’s Study - Work with college advisers to identify reasons students have not re-enrolled for spring semester.

7 Spring Check-In Survey - Surveys a sample of 500 students and carries through the common questions and themes.

8 National Surveys - For example, National Survey on Student Engagement (NSSE) and Student Experience in the Research University (SERU) survey.

9 Identity/Re-evaluate outcomes
Tell Us About Your U of M Experience
By Ronald Huesman, Krista Soria, and Daniel Jones-White

The University of Minnesota-Twin Cities (UMNTC) has developed a multidimensional effort that comprehensively addresses both social and educational outcomes to achieve a nationally unique and exemplary college experience. As part of that effort, the University is participating in national student survey projects that will provide UMNTC with valuable information for developing effective student programs and policies. One of the most crucial parts of this effort is UMNTC’s participation in a consortium of major research public universities who conduct the Student Experience in the Research University (SERU) survey.

Most recently administered in spring 2010, the SERU gathers information related to students’ academic engagement, civic and community engagement, and global awareness. Additionally, the survey captures information related to overall campus climate, students’ participation in campus life, and several satisfaction measures related to students’ academic majors and experiences on campus. Fifteen large, public research universities are part of this research consortium, thus allowing administrators to draw comparisons between peer institutions.

The SERU sampling plan is a census of all degree-seeking undergraduate students. In spring 2010, the SERU was distributed to 28,237 UMNTC undergraduate students, with an approximate 34% response rate. All of the students answer questions within a core module, while varying percentages are randomly assigned to one of four additional modules.

Examples of the utility of the survey include the ability to provide administrators with glimpses into the experiences of first-year students; for example, preliminary analysis of the survey results suggest that over half of students spend some time each week working or involved in community service and that 60% of students are involved in student clubs/organizations (Figure 1). These findings can prove valuable to UMNTC administrators, as such figures can serve as benchmarks or goals for those who are seeking to promote such activities among first-year students.

Due to the breadth of information available in the SERU, analysis can go much deeper than providing descriptive information; for example, analysis of first-year UMNTC students who conducted community service in 2010 indicates that participation in community-service is positively related to students’ first-year grade point averages. UMNTC first-year students who did not participate in community service had lower average GPA (3.29) than first-year students who did participate (3.34, p < .05). In addition, preliminary analysis suggests that gains related to community services are most pronounced among those students who place the least value in the opportunity to conduct community service. Such outcomes can provide UMNTC administrators with compelling information that demonstrates the value of programs such as community engagement.

Ronald Huesman is the Associate Director for the Office of Institutional Research. Krista Soria and Daniel Jones-White are Analysts for the Office of Institutional Research.

Figure 1. The amount of time first-year students spend per week participating in employment, community service, and student clubs/organizations.
What Can We Learn from Students Who Leave?
By Laura Coffin Koch

In fall 2007, we began to examine why students leave the University during their first year. We hypothesized that by looking at a variety of characteristics of “leavers”, we could find some commonalities in these characteristics and identify factors within our programs which could be adjusted which may have contributed to whether or not a student decided to stay or leave. Below are some selected findings of the data mining.

Mid-Year Leaver by cohort:

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Total in Class</th>
<th>Total Leavers</th>
<th>% of Leavers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>5231</td>
<td>178</td>
<td>3.40%</td>
</tr>
<tr>
<td>2009</td>
<td>5400</td>
<td>170</td>
<td>3.15%</td>
</tr>
<tr>
<td>2008</td>
<td>5106</td>
<td>178</td>
<td>3.49%</td>
</tr>
<tr>
<td>2007*</td>
<td>5231</td>
<td>178</td>
<td>3.40%</td>
</tr>
</tbody>
</table>

*Did not have Welcome Week Program

First-Year Retention by Cohort:

<table>
<thead>
<tr>
<th>Cohort</th>
<th>1st to 2nd Year</th>
<th>2nd to 3rd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>89.5%</td>
<td>84.5%</td>
</tr>
<tr>
<td>2008</td>
<td>90.7%</td>
<td>84.5%</td>
</tr>
<tr>
<td>2007*</td>
<td>88.5%</td>
<td>83%</td>
</tr>
</tbody>
</table>

Leavers by Geographic Location:

<table>
<thead>
<tr>
<th>Location</th>
<th>Total</th>
<th>% of Leavers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota</td>
<td>337</td>
<td>58.8%</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>134</td>
<td>23.4%</td>
</tr>
<tr>
<td>Illinois</td>
<td>19</td>
<td>3.3%</td>
</tr>
<tr>
<td>North Dakota</td>
<td>14</td>
<td>2.4%</td>
</tr>
<tr>
<td>Other (International, other states)</td>
<td>69</td>
<td>12.0%</td>
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<td>Total</td>
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<tr>
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</tr>
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</table>

Ethnicity:
Total % of leavers who were students of color: 26.2%  
(Approximately 19% of the entering class were students of color)

Commuter Students:
23% of the first-year leavers were commuter students.  
(Appproximately 17% of the entering first-year class were commuter students)

Leavers who Transfer:
68.5% transferred either during or after their first year.  
Of those who transferred, 48.7% transferred to other institutions in Minnesota and 27.4% transferred to institutions in Wisconsin.

Financial Factors:
Estimated Family Contribution (EFC)
EFC = 0   26.2%
Has Unmet Need Yes   44%
No   48.7%
Not Applicable   7.3%

First-Year Retention by Cohort:

Second, a number of the students who leave are academically strong students - more than 40% had grade point averages greater than or equal to 3.0.

Third, commuter students and students of color leave the University in or after their first year in greater numbers than their peers.

Fourth, data indicate that the current economic situation is affecting whether or not students stay or leave.

We realize that not all students will stay at a single institution for their entire college experience. National trends indicate that more and more students will attend two or more institutions. However, we need to consider what we can do better to retain as many of these students as possible.

Recommendations:
• Continue to be vigilant about how the stress of the current economic environment is impacting our students.
• Help out-of-state students early on to make connections to the University and the Twin Cities.
• Delve deeper into why academically strong students are leaving.
• Help engage commuter students and students of color in our high impact activities such as freshman seminars and in study abroad. We are developing a program called “Freshman Seminars Abroad”. This program is being designed to help students who have traditionally been unable to participate in a study abroad experience.

In addition to these student characteristics, we are also looking as student responses to national surveys (SERU and NSSE) and local surveys and results for focus groups with students. Advisers will be able to use “tags” within the APLUS system to select all the reasons why students leave the University will enhance the results of this work.

Laura Coffin Koch is the Associate Vice Provost of Undergraduate Education
KEY FINDINGS FROM THE 2010 FIRST-YEAR (NHS) ASSESSMENT PLAN
By Beth Lingren Clark

One major element of the first-year assessment plan is the use of a common question. The common question is asked at every point of data collection in order to determine the students’ perspective at that point of the experience. Having common questions also creates a common language beyond orientation programming as well as allows for a more intentional plan for content and evaluative measures while implementing transformational practices on campus. The common question is also asked of different subgroups and allows for specific comparisons.

Common Question Example: What is your main anxiety/concern at this point in time? Academic Coursework Financial Concerns Deciding on a major/career path Making friends/meeting people (used to be #2 before Welcome Week) Finding a job on campus (especially in the spring) Developing skills related to note-taking, studying, time-management, stress **order varies depending on timing of survey – fall or spring

Overall:
Top main anxiety/concerns are academic coursework, making friends and financial concerns

Pre-orientation:
Top main anxiety/concern is living situation

Spring Check-In 2010:
Top main anxiety/concern is finding a job on campus

Fall Check-In 2010:
Top main anxiety/concern is deciding on a major/career path was second from top

FINDINGS FROM THE COMMON QUESTION:
Since entering the University, how successful have you felt at:
• Many students feel the expectations of course workload was more demanding than expected, and their GPA was lower than expected.
• Students are satisfied with the quality of instruction.
• There is still a significant amount of students who are dissatisfied with the amount of contact they have with faculty.
• Satisfaction with the overall sense of community among students has continued to increase since 2008.
• Students are very satisfied with the overall college experience and are successful with understanding what professors expect academically and adjusting to the demands of college.
• Parents play a critical role in the transition process.
• The majority of students spend between 11-20 hours attending class per week and 1-10 hours with friends.
• At the six to eight week mark, students are seeking more contact with advisers and want help with study skills.
• Students want more assistance meeting people and getting involved.
• A significant number of students do not feel successful at managing their time.

LOOKING AT THE DATA

August Orientation
• Three freshman orientation dates were offered in August 2010.
• In 2009, an early August date and a late August date with 677 students attending were offered.
• Later dates are traditionally reserved for international, out-of-state, and special circumstances/late admits.
• With increase of international students, CLA prefers to advise 80 students per day.
• OFYP works to identify students who are attending late who could attend earlier. In the past, many athletes attended late, but his has improved tremendously.
TOTAL attendance = 598

**Conclusion: Offering 3 August dates provides a better experience for students and advisers.

Parent Orientation
(99% of the new freshmen class attended orientation)
Had one or more parent attend orientation:
• 58% of all students who attended
• 50% of MN students
• 81% of WI students
• 76% of all out-of state students
• 22% Commuters
• 31% Access to Success
• 29% of students who participated in Multicultural Kickoff
• 25% students of color

**Conclusion: there is a relationship with parent involvement and student success

Welcome Week 2010
• The number of students living on campus increased this year (87.2%), thus lowering commuter student numbers (14.6%).
• Approximately 93.7% of new students attended their Kick-Off Meeting. An increased number of students felt connected to their group and had a larger number of interactions with group members compared to 2009.
• The most memorable aspects of Convocation for students were the marching band, receiving the Class of 2014 tassel from the President, and the address from the President. Bruininks’ speech was focused on his own transition to college.
• Students had a great sense of school pride (79.27%), were still excited to be in TCF Bank Stadium, (78.45%), and were proud to be a part of the M (70.92%) during Pride & Spirit.
• Students indicated that the Community Exploration trips gave them the opportunity to interact with others (59%), were fun and relaxing (66%), and gave them the opportunity to explore the Twin Cities.
• Students are seeing a change in their role regarding specific issues and their ability to integrate community issues into their student experience.
• Students indicated that the main reason they did not participate in weekend activities was that they were exhausted and just wanted to relax.
• In 2008 and 2009, OFYP offered formal classroom and campus tours which were not offered in 2010. Data indicated that students are more willing to explore campus on their own instead of having a guided tour.

Beth Lingren Clark is the Director of Orientation & First-Year Programs
Learning About the Transfer Experience
By Katie Granholm

Over the past four years, Orientation & First-Year Programs has expanded our study of transfer students in order to better understand their experience transitioning into the University of Minnesota, Twin Cities. It has long been acknowledged that transfer students have different needs and expectations as compared with first-time, first-year students but through this comprehensive assessment process, we are now better able to articulate those differences.

Some of the most helpful insights into the transfer transition experience have been gleaned from a check-in survey that is administered to new transfer students after their first six weeks on campus. This survey is used to identify concerns or challenges faced by new students and provides valuable insight on the degree to which new students are becoming engaged members of the University community.

Survey data from 2007-2010 illustrates that transfer students have new or lingering concerns six weeks into the semester. Like new freshmen, the universal concern of transfer students is related to academic coursework (rigor, workload, success). Unlike new freshmen however, transfer students are able to draw upon their past collegiate experience in terms of adjusting to the academic expectations of the University. On the other hand, transfer students appear to be less engaged at this point of their transition. Survey respondents report spending little to no time working on campus, participating in student groups/activities, or volunteering. Respondents also report difficulty getting to know faculty and other students.

Since entering the University, how successful have you felt at: Fall 2009 Freshmen (NHS) vs Transfer (NAS & IUT) Comparison

<table>
<thead>
<tr>
<th>(Very Successful &amp; Successful)</th>
<th>Freshmen</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding what your professors expect of you academically</td>
<td>83.2%</td>
<td>90.2%</td>
</tr>
<tr>
<td>Developing effective study skills</td>
<td>67.5%</td>
<td>76.7%</td>
</tr>
<tr>
<td>Adjusting to the academic demands of the university</td>
<td>75.6%</td>
<td>79.3%</td>
</tr>
<tr>
<td>Managing your time effectively</td>
<td>70.0%</td>
<td>70.1%</td>
</tr>
<tr>
<td>Getting to know faculty</td>
<td>35.0%</td>
<td>49.3%</td>
</tr>
<tr>
<td>Developing close friendships with other students</td>
<td>73.8%</td>
<td>49.5%</td>
</tr>
<tr>
<td>Feeling part of the University community</td>
<td>67.5%</td>
<td>56.5%</td>
</tr>
</tbody>
</table>

As a result of insights gained from this and other surveys, we now have a better understanding of the transfer transition. We know that transfer student experiences and expectations are influenced by demographic characteristics such as age, number of credits transferred, and transfer institution type. We know that transfer students are finding academic success here, with first-year retention rates similar to those of new freshmen. We know that many transfer students, particularly those with under 60 credit hours, want to become engaged members of our community and are looking to obtain on-campus employment and participate in student groups, organizations and undergraduate research but have difficulty connecting with such opportunities.

To continue this research, Orientation & First-Year Programs and the Office of Undergraduate Education were recently awarded a research grant by the National Institute for the Study of Transfer Students. Over the next year, we hope to examine the relationships between specific student characteristics or combinations of characteristics (like age, number of credits transferred, transfer institution type, etc.) and transfer student success.

As we continue to learn more about the experiences, needs, and expectations of transfer students, the Office of Undergraduate Education and Orientation & First-Year Programs are actively working to enhance the transfer student experience. Over the past year, a committee has been working to examine policies and practices that impact transfer student transitions, retention and success. New initiatives such as Transfer Welcome Day, held for the first time in Fall 2010, seek to connect new students with each other, current students, faculty, staff, and opportunities.

The First-Year Assessment Plan (as previously referenced) has now been adapted to evaluate the transfer experience and will continue to inform our work with the transfer student population. Look for more research, recommendations and initiatives to come in the next year.

Katie Granholm is the Assistant Director for Orientation and the Transfer Experience
SURVEY REPORTING TOOL
The Office of Institutional Research compiles many publicly available reports which are pertinent to first-year programs. These reports are considered the official source for enrollment and student characteristics for the University. Our New Freshman Characteristics report contains freshman ACT, SAT, high school rank statistics as well as freshman only enrollment data broken by various demographics. The Fall Enrollment by Home Location Map matches up the University student’s home location with Google maps and provides a unique tool for viewing the U’s global population. Our office recently released a University-wide Student Aid Profile, which contains information regarding student financial aid including PELL grants, work study, and loans.

Visit www.oir.umn.edu/student, to see all of the student data we provide.

STUDENT EXPERIENCE IN THE RESEARCH UNIVERSITY
2010 University of Minnesota SERU survey results, by college and class level are currently available to faculty, staff, and students enrolled from Spring 2010 to Spring 2011.

www.oir.umn.edu/surveys
Orientation & First-Year Programs
OFFICE OF UNDERGRADUATE EDUCATION

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

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, marital status, disability, public assistance status, veteran status, or sexual orientation.

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