Dear University Partners:

In an effort to support the transition and persistence of first-year students, Orientation & First-Year Programs (OFYP) provides a variety of programs and services. In addition to supporting our office mission, OFYP contributes and supports the University of Minnesota’s mission of education, research and outreach by “helping individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world” (University of Minnesota web page, March 11, 2008). All of our programs are implemented with a student-centered approach while ensuring a seamless transition for students to become University community members.

Our programmatic areas included New Student Orientation, Welcome Week, First Year Photo Project, MyU first-year and transfer web portals, Kick-It!, transfer online orientation, Gopher Guide, First-Year Conference, as well as other electronic and print communications.

The 2009 program cycle proved to be very exciting! During the 2009 cycle, which runs from January 2009 through December 2009, we served first-year students including: freshmen, transfer and graduates, as well as parents of first-year and transfer students. We implemented Welcome Week for the second year. We served a record number of transfer students and parents of freshmen during orientation. We recruited over 60 external businesses to support our programs, leading to increased sponsorship dollars. We made many technology enhancements including a new website as well as many other initiatives outlined in this report.

This Annual Report provides program statistics and a big picture of the programs and services offered in an effort to fulfill our office mission. The very nature of 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
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</tbody>
</table>
New Accomplishments

- Students who had the opportunity to attend Welcome Week in 2008 (fall 2008 cohort) were retained during the first year at higher rates than the first-year students who did not have Welcome Week in 2007 (the 2007 cohort). The retention rates for freshmen were 90.7% (2008) and 88.5% (2007). There were also many other new initiatives for these students to take advantage of in 2008, (i.e. the Engagement Planner, University Honors Program, Scholarship Search)

- The first-year (NHS) assessment plan continues to be implemented while collecting data from students at various points throughout their first year. 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. The plan helps to inform the institution on the things we were learning about from our students and their experiences.

- For the second year, we successfully implemented Welcome Week, a six-day, campus-wide program required of all incoming freshmen. After reviewing the student feedback from 2008, we made significant changes to the schedule in order to better meet the students’ needs and enhance the experience. Students participated in great numbers with over 96% checking in, over 90% attending the Kick-Off meeting with their small groups, over 92% attending Convocation, almost 90% attending College day activities, and over 76% participating in the Service & Engagement Experience.

- We have continued to see a major increase in the number of NHS and NAS international students we serve. For the fall of 2009, the number of freshmen international students grew from 150 in 2007 to 250 in 2008 and to 348 in 2009. For the fall of 2009, the number of transfer international students grew from 107 in 2007 to 181 in 2008 to 315 in 2009. This increase has had tremendous programmatic implications in creating a positive transition not only to the United States, but to all aspects of University life. Having a target number for these students would be helpful for the planning process. We continue our collaboration with International Students and Scholar Services and International Enrollment Committee to enhance the international student experience.

- One of our goals this year was to reach more parents and increase the number of parents attending freshmen parent orientation in the summer. We reached our goal with 4151 parents attending compared to just over 3900 in 2008 and around 3700 in 2007. Participation by parents of transfer students continues to be on the rise.

- We saw an increase in the number of freshmen and transfer students from 2008. The freshmen class went from 5106 in 2008 to 5400 in 2009. The transfer class went from 2058 in 2008 to 2780 in 2009. This is the highest number of transfer students OFYP has ever seen in recent history. This generated an increase of confirmation fees while we served more students through our orientation programming.

- Freshmen unique portal log in numbers for the class of 2013 continued to remain high with more than 95% logging in throughout the full semester. This percentage continues to grow each year.

- This year we rolled out an enhanced Next Generation Orientation Tracking database (NGOT). The upgrade of the NGOT assists OFYP, collegiate units, and various other enrollment managers with monitoring the progress of the incoming class, orientation attendees, as well as other matriculation behaviors (i.e. confirm housing). Additionally, it has been expanded to include Welcome Week attendance tracking, as well as reporting features for many projects including the Leavers data analysis.

- In the fall of 2009, OFYP went through usability testing on our web site. We are excited to launch a new web site in January 2010. Our goals with this site, are to meet the needs of the constituents we serve with ease, clarity and as simplified as possible while incorporating videos and checklists.

- Additional technology enhancements included a flash email invitation to Welcome Week event selection, a more user-friendly Welcome Week event selection process incorporating specific cohort needs, followed by a personal PDF attachment sent to the student’s email confirming the required events as well as the items selected. Students could also follow events and updates on Twitter and Facebook.
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, 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.

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.

OFYP Program Outcomes:

• Begin to build a sense of community
• Foster institutional pride and respect
• Acknowledge individual responsibility to the community
• Demonstrate ownership and responsibility for college experience
• Assist students in their adjustment to the campus environment and campus life through academic and student development programs that enhance the capacity of students to lead and work among students from diverse cultural, ethnic, national, socio-economic and religious backgrounds and of different sexual orientations and physical abilities.
• Provide students an opportunity to have and maintain meaningful relationships with students, faculty, staff and surrounding community that will encourage academic and personal success during their first year and throughout their college experience.
• Allow students to navigate the campus while discovering and accessing the multitude of resources and opportunities available at the University that meet the ever-changing and diverse needs of students so they may be intentional in creating a successful college experience
• Provide leadership opportunities for current students to enhance their leadership development and commitment to the University.
Full-Time Staff

Beth Lingren Clark, Ph.D., Director

Katie Granholm, Coordinator
  Focus: Transfer and Parent Orientation

Nikki Grosz, Assistant Director
  Focus: Operations, Finance/HR and Office Manager

Lisa Gruszka, Associate Director
  Focus: Orientation Programs and Graduate Student Orientation

Josh Huston, Information Technology Professional
  Focus: Web and Databases

James Liberman, Coordinator
  Focus: Welcome Week and First-Year Initiatives

Bill O’Connor, Assistant Director
  Focus: Communication, Marketing, and Public Relations

Jenny Porter, Associate Director
  Focus: Welcome Week and First-Year Programs

Orientation Leaders

Reilee Arkulary
Nirmal Bashyal
Todd Billington
Ryan Bravo
Dana Brudvig
Matt Coakley
Jermaine Elliot
Andrea Glover
Dylan Hackbarth
Ben Hromatka
Guled Ibrahim
Ashton Johnson
Tom Johnson
Mike Kalinowski
Alia Kassimova
Anna Laurenzo
Jared Moody
Alyse Nelsen
Erik Rootes
Kathleen Thurmes
Mike Vieira
Betsy Vose
Laura Wallenta
Alice Widstrand
Jade Williams
Kat Wrzos
Pang Yang
Shirley Yao
*also supervised
Welcome Week Leaders
Student Staff

Student Program Coordinators
2008-2009 2009-2010
Jason Spicher Marisa Bayer
Amanda Laskowski Ryan Bravo
Rachel Timman Jade Williams
Sarah Woessner

Office Assistants (Academic Year)
Kelly Burke (Spring)
Alex Pascutoi (Fall)
Julie Pevan (Spring)
Alice Widstrand (Spring)
Jess Reinitz
Jen Pajewski (Fall)
Michelle Paterick (Fall)

Office Assistants (Summer)
Jess Reinitz
Michelle Paterick
Steph Haas*
*resigned in June

Communications & Technology Intern
Micah Spieler

Operations Assistant
Marisa Bayer

Program Support Staff (OPA’s)
Darcy Hawley
Caitlin Johnson
Josh Pauley
Nathan Waldvogel

Orientation Check-In Staff
Alex Pascutoi
Jen Pajewski
Julie Pozner
Caitlin Moore
Lindsay Matenaer
Eva Moline
Morgan Johnson
Jess Reinitz
Evan Frazier
Jeff Brown
Hilary Brownlow
Welcome Week Leaders are an integral component to the Welcome Week program. There were 381 upperclass students who dedicated approximately 100 hours of their time to attend training and lead groups of new students through Welcome Week. Their service is greatly appreciated.

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leland Abide</td>
<td>Justin Borrell</td>
<td>Meibo Chen</td>
</tr>
<tr>
<td>Kia Adams</td>
<td>Nicole Bouley</td>
<td>Sijie Cheng</td>
</tr>
<tr>
<td>Ankit Agrawal</td>
<td>Shannon Braasch</td>
<td>Sara Choi</td>
</tr>
<tr>
<td>Henrique Akaishi</td>
<td>John Brakke</td>
<td>Sze Pui Choi</td>
</tr>
<tr>
<td>Adrienne Akemann</td>
<td>Rachel Bravo</td>
<td>Anna Christensen</td>
</tr>
<tr>
<td>Leanna Albertson</td>
<td>Nathan Breuer</td>
<td>Kyle Christensen</td>
</tr>
<tr>
<td>Maggie Alt</td>
<td>Beth Brinkman</td>
<td>Erica Christo</td>
</tr>
<tr>
<td>Lindsey Anderson</td>
<td>Mitchel Brockway</td>
<td>Kelly Clausen</td>
</tr>
<tr>
<td>Tanner Anderson</td>
<td>Aleksandra Brodskaya</td>
<td>Jacob Collins</td>
</tr>
<tr>
<td>Michelle Aumann</td>
<td>Alec Bronston</td>
<td>Kristina Conaway</td>
</tr>
<tr>
<td>Steven Avalos</td>
<td>Jordan Browen</td>
<td>Alexandra Cook</td>
</tr>
<tr>
<td>Eldred Bach</td>
<td>Jeffrey Brown</td>
<td>Erin Cowles</td>
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<tr>
<td>Mark Bates</td>
<td>Michael Bruce</td>
<td>Ryan Crowe</td>
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<tr>
<td>Kelsey Baumann</td>
<td>Maggie Brusky</td>
<td>Katrina Daby</td>
</tr>
<tr>
<td>Thomas Baumgartner Jr</td>
<td>Yen Bui</td>
<td>Derek Dahl</td>
</tr>
<tr>
<td>Thomas Bedell</td>
<td>Kathryn Bukowski</td>
<td>Paige Danielson</td>
</tr>
<tr>
<td>Jenna Bednar</td>
<td>Julee Burns</td>
<td>Jason Davis</td>
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<tr>
<td>Felicia Behnke</td>
<td>Abigail Bursch</td>
<td>Mackenzie Davis</td>
</tr>
<tr>
<td>Carrie Benson</td>
<td>Emily Bush</td>
<td>Megan Dehn</td>
</tr>
<tr>
<td>Jaclyn Bereiter</td>
<td>Tom Bymark</td>
<td>Lara Delamater</td>
</tr>
<tr>
<td>Jordan Bernens</td>
<td>Megan Callahan</td>
<td>Isaiah Dennis</td>
</tr>
<tr>
<td>Samantha Bernens</td>
<td>Nicolas Caretta</td>
<td>Katherine Derbyshire</td>
</tr>
<tr>
<td>Caitlin Beutel</td>
<td>John Carlson</td>
<td>Melisa Devlin</td>
</tr>
<tr>
<td>Michael Billitteri</td>
<td>Courtney Carufel</td>
<td>Laura Dill</td>
</tr>
<tr>
<td>Allison Blonski</td>
<td>Maria Castegnaro</td>
<td>Cherie-Lynn Dingman</td>
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<tr>
<td>Michael Blyakher</td>
<td>Julie Chamberlain</td>
<td>Patrick Dolan</td>
</tr>
<tr>
<td>David Borden</td>
<td>Wendy Chan</td>
<td>Reng Dong</td>
</tr>
<tr>
<td>Lindsay Bork</td>
<td>Theerachai Chanyaswad</td>
<td>Elizabeth Donner</td>
</tr>
</tbody>
</table>
Welcome Week Leaders (cont.)

Samantha Krause
Victoria Kreps
Matthew Kwech
Katherine Laes
Daniel LaFrence
Marysa Lai
Kaitlin Lange
Andrea Larson
Brett Larson
Brittany Lasek
Ariana LaVallee
Kelsey Lawinger
Hannah Lawler
Tien Le
Matt Leifeld
Pablo Leitzman
Yuhang Li
Megan Lillibridge
Sarah Lindholm
Tyler Lindwall
Alyssa Loftus
Hanan Lohr
Tanner Londo
Erika Lone
Yer Lor
Ben Lovell
Nicholas Luciano
Benjamin Magyar
Francisco Maldonado
Daniel Malinin
Nicholas Mangano
Jennifer Marmer
Larry Martini
Melissa Mason
Kiersha Mauch
Jillian McCabe
Maria Mccoshen
Bryna McElligott
Suttida Meeboon
Andrew Meeks
Casey Merkwan
Iqra Mian
Gina Milazzo
Ryan Miller
Jessica Minkel
Rebecca Mohn
Matthew Montgomery
Alejandra Morales
Brianna Morel
Daniel Mortimer
Nicholas Mueller
Eric Mullins
Sarah Murawski
Erin Mustonen
John Mutsch
Kyle Narveson
Jennifer Ness
Khet Anh Ngo
Christine Nicholson
Nik Muaz Nik Rushdi
Zachary Nimmer
Sarah Norgren
Megan Nutzmann
Quinn O'Reilly
Janae Olinger
Elizabeth Olive
Chad Olsen
Ayantu Omer
Caitlin Opatz
Amy Palmer
Scott Palmer
Ashirbad Panta
Alexandra Pascutoi
Kinner Patel
Priyank Patel
Justin Paz
Jacob Perkins
Kimberly Perla
Daniel Perry
Steffen Peterson
Robert Petrie
Maria Pham
Alexander Pickett
Anjelica Pineda
Lauren Poniatowski
Luke Porter
Kathleen Price
Melissa Price
Emma Pucker
Patrick Puckett
Sieu Quach
Urmila Ramakrishnan
Corissa Ranum
Chandara Rattanasitthi
Edwina Reckel
Kimberly Reed
Kevin Reich
Sara Reid
Courtney Reigh
Amanda Rezutek
Merissa Richter
Elizabeth Robinson
Kristin Roensch
Matthew Roesner
Ryan Rolfs
Todd Rotgers
Alyssa Rudloff
Jacob Rueter
Renee Saarela
Jacqueline Saffert
Salena Salomone
Hilary Saltzman
Keely Schaut
Amanda Schiltz
Miranda Schlachter
Rochelle Schmidt
Ryan Schueller
Michelle Schultz
Katherine Schwachtgen
Alex Schwegman
Eric Semborski
Kylie Sevold
Melissa Shauer
Kirsten Sherwood
Joshua Sima
Surbhi Singhal
Jacob Sirus
James Snyder
Brittany Springer
Bethany St Martin
Kaitlyn Stasiak
Taylor Stevenson
Haley Stewart
Macall Stone
Natasha Sulaeman
Matthew Swenson
Nickolas Swisher
Kelly Szadziewicz
Kathryn Talmadge
Jessica Tam
Alyssa Tan
Tien Tang
Elizabeth Tauscher
Tausha Taylor
Lauren Tehan
Hao Teng
Erin Theisen
Chad Thompson
Mary Thorstad
Karina Timmerman
Karin Todd
Rachel Tomsche
Christopher Torkilsen
Mae Toyota-Kindler
Lindsey Trader
Elyse Transon
Kayla Traut
Hsin Ying Tsai
Maisie Twesme
Christine Tzanakis
Ashley Vandenberghe
Chad Vaske
Benjamin Vick
Logan Voelker
Alexander Wackerle
Eric Wadsten
Jesse Waldera
Shannon Walsh
Lynn Wang
Norris Wang
Shan Chieh Wang
William Wang
Eric Wangongu
Vanessa Wankhede
Whitney Weber
William Werb IV
Elizabeth Winberg
Joan Windberg
Chelsey Wirtz
Amanda Wong
Yongxi Wu
Zuxin Wu
Madeleine Wunrow
Kaonue Xiong
Yuxiao Xiong
Jiajing Xu
Bee Yang
Duanyi Yang
Megan Yee
Susan Yeung
Ho Yan Yip
Tyler Young
Elizabeth Youngblom
Lu Yu
Courtney Zakrzewski
Tieranny Zarter
Melissa Zoerb
Taylor Zuck
OFYP Financial Data

The past year, our annual budget has remained virtually the same as the previous year, at $2.7 million.

This year, we saw a large increase in confirmation fees collected as Admissions numbers came in higher than expected for Fall 2009. This was an unexpected plus for our department, which helped to make up shortages and alleviate concerns from the previous year’s lower confirmation numbers.

The University’s Financial system (EFS) ran more smoothly this year, which allowed timely access to reports, and enabled our department to have a better picture of our financial status, and to be able to better make financial decisions.

As noted on the following page, 50% of our budget is composed of O&M Funds (State), 44% of Confirmation/Orientation Fees, and 6% Sales/Sponsorships. This year, because of the larger amount of Confirmation Fees collected, we had proportionally more of our revenue coming from Confirmation Fees area comparatively to the previous year.

<table>
<thead>
<tr>
<th>Program/Account</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Week</td>
<td>O&amp;M (primary)</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>Graduate Orientation</td>
<td>Graduate Orientation Fee</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>
</tbody>
</table>
O/M (State): 50% of budget

Confirmation/Orientation Fees: 44% of budget

Freshman (NHS): Freshman Confirmation Fee $160
Spring 2009 .............................................. 103 students
Fall 2009 ................................................... 5798 students

Transfer (NAS): Transfer Confirmation Fee $70
Spring 2009 .............................................. 1133 students
Fall 2009 ................................................... 2721 students

Graduate: Graduate Confirmation Fee $40
Fall 2008* ..................................................... 1294 students
Spring 2009 ................................................... 84 students
Summer 2009 ................................................ 14 students

*timing of fee collection

Sales/Sponsorships: 6% of budget
Internal department and external businesses sponsor various programs in OFYP. Welcome Week receives over $150,000 in departmental support and over $50,000 in sponsorships from external businesses.

Major Sponsorships Include:

External: TCF Bank Target UPS US Bank
District on Delaware Sprint/Nextel

Internal: University Bookstore Intercollegiate Athletics
Student Unions & Activities Office for Student Affairs
Housing and Residential Life Auxiliary Services
MyU Web Portal Greek Life Rec Sports
University Dining Services
**Call Volume**

From May through the end of summer, the front desk answered 4,163 phone calls from new students, their parents, and members of the University community. For 2 years now, we have seen the numbers of calls coming to our front desk continue to increase. In summer 2005, we received 4,335 calls, the summer of 2006 we received 3,762 calls, summer of 2007 we received 3,543, but since the advent of Welcome Week in 2008, we saw 3,920 calls for summer 2008 and 4,163 calls this past summer.

Because of the cyclical nature of our programs, we expect increased traffic during certain times of the year. We saw a large increase in the amount of traffic to our website occur in Spring and Summer.

**CRM - FAQ**

The CRM tool is a way to give increased access to those we serve, allowing for 24-hour access to information in the form of FAQ's. It is searchable by topic. OFYP participated as one of the pilot departments in 2007 under the direction of Admissions. This is our last year with this project.
PHONE TRAFFIC OF OFYP FRONT DESK

WEB TRAFFIC OF OFYP WEBSITE

* Due to changes in record keeping, no data is available pre-March 2008.
In 2009, the MyU Web Portal continued to serve as an effective way to communicate with first-year students with over 5000 unique log-ins at peak times as well as new transfer students with over 2000 unique log-ins at the beginning of fall semester (reference graph on page 15). Not only were incoming students logging in sooner and returning more often, but OFYP also found creative ways to utilize MyU with our populations. For example, we worked with all freshman admitting colleges to provide consistent messaging about orientation and placement testing. Even though every college has different procedures, we were able to deliver a unified message to all students about preparing to start at the U of M. Through eCommunication and direct mail, colleges and departments worked together to keep information current and relevant, and were more consistent in encouraging students to check MyU regularly.

In the five years that the MyU Web Portal has been available to students, staff, and faculty at the University of Minnesota, the only constant has been change. With each class of first-year students, we continue to see changes in user expectations and behavior. Luckily technology allows us to quickly adapt to the needs of our students and other users. For example, students continue to rely on a number of social networking sites, such as Facebook and Twitter, which were used to increase student interaction during Welcome Week. With MyU becoming better established as a key information source for students, especially for those who are new to the University, we were able to consolidate and promote many of these tools in one location.

MyU continued to have a strong presence in the Gopher Guide. MyU sponsorship also allowed us to create a unique elastic divider, which helped to secure the guide and its contents, mark sections, and to our surprise became a fashion accessory for some students during orientation and Welcome Week.

OFYP has been able to successfully promote University resources and services through MyU thanks to the collaborative support of the Office of the Vice Provost for Distributed Education and Instructional Technology (VP-DEIT).
**INCOMING FIRST-YEAR STUDENTS**
WEEKLY UNIQUE LOG-INS FROM WEEK 10 (MARCH) TO WEEK 40 (SEPTEMBER)

Week 18: Enrollment Confirmation Deadline
Week 24: New Student Orientation Begins
Week 36: First week of Fall Semester

**INCOMING TRANSFER STUDENTS**
WEEKLY UNIQUE LOG-INS FROM WEEK 10 (MARCH) TO WEEK 40 (SEPTEMBER)

Week 30: Transfer Student Orientation Begins
Week 36: First week of Fall Semester

*Data for weeks 38-39 was irreparably lost in 2007*
New first-year students enrolling in fall, attend a two-day, overnight orientation experience during June, July or August. Based on a small group model, students learn about what to expect from the University of Minnesota, meet with their college of enrollment, and register for classes. In 2009, small changes to the program provided some financial savings. This year we decided to serve the first-year students their Day 2 breakfast in the residence hall instead of doing a catered meal which allowed for a savings of almost $4000. This all-you-can-eat option allowed students to pick and choose their meal.

Students enrolling in the spring attend a one-day orientation the week prior to the start of classes in January.

Students enrolled full-time (13 credits, fall and spring) as a Post Secondary Enrollment Option student during the 2008-2009 academic year who had applied, been accepted and paid their confirmation fee to be degree seeking in fall 2009 were invited to participate in a PSEO orientation program on April 2, 2009 called “Just For You”. The PSEO students had the option to complete their orientation requirement by attending a three-hour University orientation in conjunction with an advising appointment. We had 100% percent student attendance for the colleges who chose to participate with 39 students and 49 parents attended.

All confirmed freshman students pay $160 confirmation fee.

What students said....

“Orientation was very helpful to me. The information presented cleared up so many questions that I had and everyone was extremely nice and knowledgeable. I liked being surrounded by people who love their jobs and know what they’re talking about. I definitely encourage continuing to present information from so many different areas because that not only brings to attention things that I didn’t think of, and also helped me to feel more confident and prepared for my upcoming college experience!”
January 2009

<table>
<thead>
<tr>
<th>College</th>
<th>Check-In List (College)</th>
<th>Actual Check-In (OFYP)</th>
<th>% Show</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLA</td>
<td>56</td>
<td>56</td>
<td>100%</td>
</tr>
<tr>
<td>IT</td>
<td>25</td>
<td>15</td>
<td>60%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>81</td>
<td>71</td>
<td>88%</td>
</tr>
</tbody>
</table>

*103 students confirmed they were attending the U of M. 68.9% of the students who confirmed actually attended Orientation.

Summer 2009

<table>
<thead>
<tr>
<th>College</th>
<th>Check-In List (College)</th>
<th>Actual Check-In (OFYP)</th>
<th>% Show</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLA</td>
<td>2753</td>
<td>2672</td>
<td>97%</td>
</tr>
<tr>
<td>IT</td>
<td>875</td>
<td>863</td>
<td>99%</td>
</tr>
<tr>
<td>CSOM</td>
<td>609</td>
<td>510</td>
<td>84%</td>
</tr>
<tr>
<td>CEHD</td>
<td>475</td>
<td>462</td>
<td>97%</td>
</tr>
<tr>
<td>CBS</td>
<td>387</td>
<td>381</td>
<td>98%</td>
</tr>
<tr>
<td>CFANS</td>
<td>301</td>
<td>290</td>
<td>96%</td>
</tr>
<tr>
<td>CDES</td>
<td>235</td>
<td>220</td>
<td>94%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5635</td>
<td>5398</td>
<td>95.8%</td>
</tr>
</tbody>
</table>

*5798 students confirmed they were attending the U of M. 93.1% of the students who confirmed actually attended Orientation.

*For additional detail, see “Weekly Orientation Number Tracking 2009.xls”

*Total Fall NHS Tenth Day Enrollment = 5400

*Note: Check-In list numbers include unknown small number of duplicates due to student’s rescheduling of Orientation Dates.

*As previously mentioned, the number of freshmen international students grew from approximately 150 in 2007 to 250 in 2008 and to 348 in 2009. This had tremendous programmatic implications in creating a positive transition for these students. Having a target number would be helpful for planning purposes.

What students said....

“I truly thought the process was very helpful and exciting! Of course I’m still a bit nervous, but now I know a bunch of information that will aid my adventures!”
New transfer students have two options for fulfilling the orientation requirement. Students have the option of attending a one-day, on-campus orientation program, or attending a half-day, on-campus orientation program with advanced participation in online orientation. At orientation, students meet with representatives from their college and register for classes, have the opportunity to explore campus, and can attend afternoon sessions about University resources and services.

The online orientation program, administered through WebCT Vista, consists of content regarding University resources, services, and policies, as well as separate content provided by the student’s college of enrollment. Completion of online orientation allows students to shorten their on-campus orientation day and takes the place of the afternoon sessions.

All confirmed transfer students pay $70 confirmation fee.
### On-Campus Orientation: January 2009

<table>
<thead>
<tr>
<th>College</th>
<th>Check-In List (College)</th>
<th>Actual Check-In (OFYP)</th>
<th>% Show</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBS</td>
<td>23</td>
<td>20</td>
<td>87.0%</td>
</tr>
<tr>
<td>CDES</td>
<td>13</td>
<td>11</td>
<td>84.6%</td>
</tr>
<tr>
<td>CEHD</td>
<td>74</td>
<td>61</td>
<td>82.4%</td>
</tr>
<tr>
<td>CFANS</td>
<td>54</td>
<td>51</td>
<td>94.4%</td>
</tr>
<tr>
<td>CLA</td>
<td>870</td>
<td>825</td>
<td>94.8%</td>
</tr>
<tr>
<td>IT</td>
<td>144</td>
<td>110</td>
<td>76.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1178</strong></td>
<td><strong>1078</strong></td>
<td><strong>95.3%</strong></td>
</tr>
</tbody>
</table>

*1131 students confirmed they were attending the U of M. 84.5% of the students who confirmed actually attended Orientation.  
*Note: Check-In list numbers include unknown small number of duplicates due to student's rescheduling of Orientation Dates.

### On-Campus Orientation: Summer 2009

<table>
<thead>
<tr>
<th>College</th>
<th>Check-In List (College)</th>
<th>Actual Check-In (OFYP)</th>
<th>% Show</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBS</td>
<td>116</td>
<td>110</td>
<td>94.8%</td>
</tr>
<tr>
<td>CDES</td>
<td>128</td>
<td>113</td>
<td>88.3%</td>
</tr>
<tr>
<td>CEHD</td>
<td>112</td>
<td>104</td>
<td>92.9%</td>
</tr>
<tr>
<td>CFANS</td>
<td>171</td>
<td>156</td>
<td>91.2%</td>
</tr>
<tr>
<td>CLA</td>
<td>1677</td>
<td>1610</td>
<td>96.0%</td>
</tr>
<tr>
<td>IT</td>
<td>418</td>
<td>395</td>
<td>94.5%</td>
</tr>
<tr>
<td>CSOM</td>
<td>58</td>
<td>55</td>
<td>94.8%</td>
</tr>
<tr>
<td>DH</td>
<td>22</td>
<td>16</td>
<td>53.8%</td>
</tr>
<tr>
<td>NUR</td>
<td>17</td>
<td>14</td>
<td>77.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2697</strong></td>
<td><strong>2559</strong></td>
<td><strong>94.9%</strong></td>
</tr>
</tbody>
</table>

*2721 students confirmed they were attending the U of M. 94% of the students who confirmed actually attended Orientation.  
*As previously mentioned, the number of transfer international students grew from approximately 157 in 2007 to 181 in 2008 and to 315 in 2009. This had tremendous programmatic implications in creating a positive transition for these students. Having a target number would be helpful for planning purposes.  
*Note: Check-In list numbers include unknown small number of duplicates due to student’s rescheduling of Orientation Dates.

### What students said....

“The orientation was very informative and exceeded all expectations.”
### NAS Online Orientation: January 2009

<table>
<thead>
<tr>
<th>College</th>
<th>NAS OR Attend</th>
<th>NAS OO Complete</th>
<th>% Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBS</td>
<td>20</td>
<td>18</td>
<td>90.0%</td>
</tr>
<tr>
<td>CDES</td>
<td>11</td>
<td>3</td>
<td>27.3%</td>
</tr>
<tr>
<td>CEHD</td>
<td>59</td>
<td>41</td>
<td>69.5%</td>
</tr>
<tr>
<td>CFANS</td>
<td>54</td>
<td>24</td>
<td>44.4%</td>
</tr>
<tr>
<td>CLA</td>
<td>761</td>
<td>529</td>
<td>69.5%</td>
</tr>
<tr>
<td>IT</td>
<td>105</td>
<td>53</td>
<td>50.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
<td><strong>668</strong></td>
<td><strong>67.2%</strong></td>
</tr>
</tbody>
</table>

### IUT Online Orientation: January 2009

<table>
<thead>
<tr>
<th>College</th>
<th>IUT Attend</th>
<th>IUT OO Complete</th>
<th>% Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBS</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>CDES</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>CEHD</td>
<td>2</td>
<td>2</td>
<td>100.0%</td>
</tr>
<tr>
<td>CFANS</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>CLA</td>
<td>64</td>
<td>52</td>
<td>81.3%</td>
</tr>
<tr>
<td>IT</td>
<td>5</td>
<td>2</td>
<td>40.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>71</strong></td>
<td><strong>56</strong></td>
<td><strong>78.9%</strong></td>
</tr>
</tbody>
</table>

*Statistics are based on orientation database numbers as of 1/30/09.*

### IUT Online Orientation Completion - Summer 2009

<table>
<thead>
<tr>
<th>College</th>
<th>IUT Attend On-Campus Orient.</th>
<th>IUT Complete Online Orient.</th>
<th>% IUT Complete Online Orient.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSOM</td>
<td>4</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>CBS</td>
<td>9</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>CDES</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>CEHD</td>
<td>10</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>CFANS</td>
<td>8</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>CLA</td>
<td>73</td>
<td>46</td>
<td>63%</td>
</tr>
<tr>
<td>IT</td>
<td>18</td>
<td>15</td>
<td>83%</td>
</tr>
<tr>
<td>NUR</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>123</strong></td>
<td><strong>84</strong></td>
<td><strong>68%</strong></td>
</tr>
</tbody>
</table>
What students said….

• “Thought the process was thorough and well-planned.”
• “I felt the process was very helpful and I feel more comfortable about attending.”

NAS Online Orientation Completion - Summer 2009

<table>
<thead>
<tr>
<th>College</th>
<th>NAS Attend On-Campus Orient.</th>
<th>NAS Complete Online Orient.</th>
<th>% NAS Complete Online Orient.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSOM</td>
<td>51</td>
<td>44</td>
<td>86%</td>
</tr>
<tr>
<td>CBS</td>
<td>103</td>
<td>96</td>
<td>93%</td>
</tr>
<tr>
<td>CDES</td>
<td>119</td>
<td>75</td>
<td>63%</td>
</tr>
<tr>
<td>CEHD</td>
<td>96</td>
<td>82</td>
<td>85%</td>
</tr>
<tr>
<td>CFANS</td>
<td>150</td>
<td>81</td>
<td>54%</td>
</tr>
<tr>
<td>CLA</td>
<td>1541</td>
<td>1039</td>
<td>67%</td>
</tr>
<tr>
<td>IT</td>
<td>367</td>
<td>246</td>
<td>67%</td>
</tr>
<tr>
<td>NUR</td>
<td>14</td>
<td>15</td>
<td>107%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2441</strong></td>
<td><strong>1672</strong></td>
<td><strong>68%</strong></td>
</tr>
</tbody>
</table>

Total Online Orientation Completion - Summer 2009

<table>
<thead>
<tr>
<th>College</th>
<th>Total Attended On-Campus Orient.</th>
<th>Total Complete Online Orient.</th>
<th>Total % Complete Online Orient.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSOM</td>
<td>55</td>
<td>48</td>
<td>87%</td>
</tr>
<tr>
<td>CBS</td>
<td>112</td>
<td>105</td>
<td>94%</td>
</tr>
<tr>
<td>CDES</td>
<td>119</td>
<td>75</td>
<td>63%</td>
</tr>
<tr>
<td>CEHD</td>
<td>106</td>
<td>90</td>
<td>85%</td>
</tr>
<tr>
<td>CFANS</td>
<td>158</td>
<td>83</td>
<td>53%</td>
</tr>
<tr>
<td>CLA</td>
<td>1614</td>
<td>1085</td>
<td>67%</td>
</tr>
<tr>
<td>IT</td>
<td>385</td>
<td>261</td>
<td>68%</td>
</tr>
<tr>
<td>NUR</td>
<td>15</td>
<td>15</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2564</strong></td>
<td><strong>1762</strong></td>
<td><strong>69%</strong></td>
</tr>
</tbody>
</table>

*Fall 2008: 1221 students completed online orientation. Decrease in overall % completion could be attributed to change in Fall 2009 communications plan or large number of late admission offers.
Parents of new students are invited to attend an optional parent orientation program. This one-day program runs concurrent to freshmen 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.

January 2009

The cost of this program to parents: $0
Total parent attendance: 15

Summer 2009

Program Costs:
Parent Orientation Day Program: $25
Parent Orientation Day Program - On-site: $35
Parent Orientation Day Program - Child: $10
Evening Parent Program: $30

Day Program

Total parents who attended in 2009: 4151
Total parents who attended in 2008: 3907
Total parents who attended in 2007: 3777*
Total parents who attended in 2006: 3596*

*not including pick-up Orientation

*52.9% of freshmen had at least one or more parent/guest attend Parent Orientation
What parents said….

• “Excellent! We felt very welcomed and could feel the enthusiasm exhibited by all staff and students. We are leaving very excited to have our daughter begin her first year at the U of M.”

• “This was absolutely fabulous! We were so impressed and excited for our son to attend this university!”

• “Excellent program! For a very long day, time flew. It was well-structured, informative, entertaining, and enjoyable.”

• “I am a U of M grad and I wish a program like this was in place when I attended. Excellent! Helped make a huge campus feel a bit smaller.”
Parents of new transfer students are invited to attend an optional parent 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 the parent program.

The cost of this program to parents is $0.

**January 2009 Attendance: 138**

**Summer 2009 Attendance: 462**

Note: Unknown additional parents did not pre-register or sign-up on site for the program, but did attend.

### Summer 2009

<table>
<thead>
<tr>
<th>Dates</th>
<th>Pre-Registered Participants</th>
<th>On-Site Registrants</th>
<th>Total Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 20-21</td>
<td>43</td>
<td>71</td>
<td>114</td>
</tr>
<tr>
<td>August 10-14</td>
<td>66</td>
<td>149</td>
<td>215</td>
</tr>
<tr>
<td>August 18-19</td>
<td>15</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>August 26-27</td>
<td>14</td>
<td>36</td>
<td>50</td>
</tr>
<tr>
<td>September 4</td>
<td>0</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>138</strong></td>
<td><strong>324</strong></td>
<td><strong>462</strong></td>
</tr>
</tbody>
</table>

*Summer 2008 Attendance: 145 Pre-Registered, 141 On-Site Registrants, 261 total Attendees

**What parents said....**

- “Very informative! Moved right along- excellent speakers!”
- “Well organized and very informative (without info overkill).”
- “Loved the separate program from the student. I attended this program to get info, but did not attend to ‘hold hands’ with my daughter all day.”
Graduate Student Orientation is made up of four major components: Welcome Day, Writing Workshops, Library Workshop and Tours. Each fall two identical Welcome Days are available for new graduate students to select from. This program includes a resource fair, presentations on academic integrity, health, and academic incivility. In addition, we offer two writing workshops for English and non-native speakers of English. A three-hour library workshop provides new students with the hands-on training for using their resources. Finally, there is a campus tour and a Twin Cities sightseeing tour as part of the summer program. In 2009, the goal was to streamline the communication and registration process for this program. All communication with the students was done electronically therefore the Graduate Orientation brochure and website were redesigned to meet this new mode of communication. In addition, students no longer had to preregister for either the campus or sightseeing tours in an effort to make these options available to those who really wanted to attend. This planned change lifted many barriers students experienced with the program.

OFYP works closely with the Council of Graduate Students and the Graduate School to plan and promote these programs. The GSO Orientation Fee assessed to invited students was $50.

We have a similar programming in January for new graduate students.

<table>
<thead>
<tr>
<th>January 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event</td>
</tr>
<tr>
<td>Welcome Day</td>
</tr>
<tr>
<td>Native Writing Workshop</td>
</tr>
<tr>
<td>Non-Native WW</td>
</tr>
<tr>
<td>Library Session</td>
</tr>
</tbody>
</table>
### Summer 2009

<table>
<thead>
<tr>
<th>Event/Date</th>
<th>Pre-Registered</th>
<th>No Show</th>
<th>On-Site Add</th>
<th>Total Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Welcome Days</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August 24 (M)</td>
<td>339</td>
<td>74</td>
<td>29</td>
<td>294</td>
</tr>
<tr>
<td>August 25 (T)</td>
<td>315</td>
<td>87</td>
<td>32</td>
<td>260</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>654</strong></td>
<td><strong>161</strong></td>
<td><strong>61</strong></td>
<td><strong>554</strong></td>
</tr>
<tr>
<td><strong>Native Writing Workshop</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August 26 (W)</td>
<td>71</td>
<td>24</td>
<td>7</td>
<td>54</td>
</tr>
<tr>
<td>August 27 (Th)</td>
<td>73</td>
<td>24</td>
<td>6</td>
<td>55</td>
</tr>
<tr>
<td>September 19 (Sa)</td>
<td>46</td>
<td>21</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>190</strong></td>
<td><strong>69</strong></td>
<td><strong>13</strong></td>
<td><strong>134</strong></td>
</tr>
<tr>
<td><strong>Non-Native Writing Workshop</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August 26 (W)</td>
<td>74</td>
<td>29</td>
<td>6</td>
<td>51</td>
</tr>
<tr>
<td>August 27 (Th)</td>
<td>73</td>
<td>23</td>
<td>15</td>
<td>65</td>
</tr>
<tr>
<td>September 19 (Sa)</td>
<td>57</td>
<td>17</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>204</strong></td>
<td><strong>69</strong></td>
<td><strong>26</strong></td>
<td><strong>161</strong></td>
</tr>
<tr>
<td><strong>Twin Cities Tour</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August 25 (T)</td>
<td>No Pre-Registration</td>
<td>95</td>
<td></td>
<td>95</td>
</tr>
<tr>
<td><strong>Library Tour</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August 28 (F)</td>
<td>215</td>
<td>128</td>
<td>19</td>
<td>106</td>
</tr>
<tr>
<td><strong>Minneapolis Campus Tour</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August 24 (M)</td>
<td>No Pre-Registration</td>
<td>46</td>
<td></td>
<td>46</td>
</tr>
</tbody>
</table>

*The increased attendance to the Welcome Days can be attributed to the commitment of communicating with the international graduate students via email promoting our program throughout the summer.

*In 2008, we decided to increase the writing workshops availability to three sessions for both the Native and Non-Native Writing Workshops. This allowed more students to participate in this very popular option. This increase was based on the student evaluations requesting more access to the programs.*
Welcome Week 2009 was implemented for its second year in the Fall of 2009. The plethora of data from Welcome Week 2008 informed decisions on how to improve the program. Some major changes to the schedule were directly related to student needs as well to have more time to get settled in their residence hall room, the desire for students to stay with their small groups longer and the interest in having more free time throughout the program. Examples of some of these changes are as follows:

- New Student Move-in took place over two days and more students were assigned to the first day.

- WW Check-in was centralized and orchestrated by OFYP instead of incorporating it into Housing’s move-in process.

- New Student Convocation was moved to Thursday morning (instead of Wednesday night) to allow more time for students to get settled.

- The structure of 11 committees from 2008 was reduced to the WW Advisory Committee. The Advisory Committee continued to meet on a monthly basis and served as a sounding board and decision maker.

- Free time was added to each day’s schedule. A list of free time activities was outlined in the student handbook.

- Reformatted the processes for Community Engagement days so that students participate with groups rather than individually.

Additionally, a new event, Pride & Spirit, was added to the Welcome Week schedule. This event was sponsored by Intercollegiate Athletics, Student Unions & Activities and the Sportmanship Council, which allowed the Class of 2013 a first peak at the new TCF Bank Stadium, introduced students to game day cheers, and started a new tradition of creating the “M” on the field. This event established Gopher Pride early and developed a stronger sense of class identity.

Overall, Welcome Week was again successful in creating a welcoming environment for the Class of 2013. Of the 5400 students in the Class of 2013 (4428 residential and 972 commuters), 5283 students checked in for Welcome Week. This is a show rate of 97.8%.
The following pages highlight a few of the overall key findings from Welcome Week. A full report of the assessment plan and key findings from the multiple surveys completed with student participants from the Class of 2013 (pre-, mid-, and post-test), Welcome Week Leaders, Campus/Collegiate Units, Community Partners, and Vendors can be found online at http://www.ofyp.umn.edu/topnavpgs/facstaff/surveyresults/index.html

**Overall Key Findings:**

- Students had a positive move-in experience and appreciated the help of volunteers
- Welcome Week Leaders thought the small group experience was the best part of being a Welcome Week Leader
- Campus/Collegiate Units thought Welcome Week provided opportunity for collaboration across campus and there was a genuine desire from all areas to make the program work.
- After attending Welcome Week students strongly agreed or agreed they were introduced to the multitude of resources available (83%), felt a sense of community and connection to the Class of 2013 (78%) and acknowledged their individual responsibility to their college experience (75%)
Welcome Week 2009

September 2, 2009: Welcome Day

The main purpose of Wednesday was to arrive on campus and get settled. Students were encouraged to check-in for Welcome Week to receive their materials, were able to move into their residence hall, or if they were commuters they were able to scope out their transit options to campus. At the first small group meeting, students learned a little bit about campus, its traditions, expectations about Welcome Week, and what the next five days would look like. Students then were able to attend the Target Run shopping event to purchase any additional items they may need to get settled.

Program Components:

• New Student Move-In
• Welcome Week Check-In
• Kick Off Small Group Meeting
• Target Run (Longest running shopping event with Target in the country)

Key Findings

• New students had a positive Residence Hall Move-in experience, 76.3% of the students who completed the post-test thought it was a smooth & efficient process. (Approximately 14% of the responses were from commuter students who did not participate in move-in).
• 74.4% of the students moving in thought move-in staff were friendly & helpful. There was an increase in the number of volunteers and WWL’s were assigned to shift times that aided in providing consistent help.
• Approximately 90% of new students attended their Kick Off Meeting and gave students the opportunity to interact with others, introduce them to the Student Code of Conduct and gave students the opportunity to meet someone different from them.
• Approximately 4,600 students attended the Target Run shopping event.
September 3, 2009: New Student Convocation & College Day

The first full day of Welcome Week kicked off with New Student Convocation and focused on getting students more acquainted with their college of enrollment. Students sat with their college during Convocation and enjoyed the changes to the program that were more interactive through the use of videos and selection of dynamic speakers. After Convocation students spent the rest of the afternoon with their college learning about resources and opportunities. Students took this opportunity to talk with people from their college about any lingering questions they had. For the College of Food, Agricultural and Natural Resource Sciences, College of Education and Human Development and College of Biological Sciences, this was the first day of class. The evening ended on a high note with the Pride & Spirit event and the Fun Zone.

Program Components:

- University Honors Program Welcome Breakfast (invite only)
- New Student Convocation
- College Day Activities
- Pride & Spirit
- Fun Zone

Key Findings:

- Over 5000 or at least 92% attended Convocation*
- Most memorable aspects of Convocation for students were: marching band, receiving the Class of 2013 tassel from the President, and the faculty presentation. Changes were made to the content of Convocation to make it more interactive for students, these comments reflect a positive reaction to these changes
- Approximately 4830 students attended College Day Activities (89.4% of all first-year students)
Welcome Week 2009

Students strongly agreed and agreed they were encouraged to be academically successful (90.6%), personally successful (89%) and create an intentional college experience (86.4%).

After attending Pride & Spirit students strongly agreed or agreed that it is a cool tradition to start (90%), was exciting to be in the new stadium (89%), and were more likely to attend an athletic event (85%).

2864 students received wristbands to attend the Fun Zone event.

September 4, 2009: U of M Day

This day was about learning and getting acquainted with campus. U of M Day focused on getting students to all three campuses – East Bank, West Bank and St. Paul. While on each of the campuses, students traveled in their small groups and attended interest sessions and open houses hosted by different campus departments. There were two required presentations: Money! Money! Money! (hosted by OneStop) and Do What Matters (hosted by CLA, Office for Student Engagement and Academic & Support Resources). After a day of touring campus, students attended Keynote Jermaine Davis.

Program Components:

- U of M Day Programming: Health & Wellness, Diversity, Money Management, Academic & Career planning, Campus Connector
- Access to Success Dinner (invite only)
- Keynote Jermaine Davis
- Gophers After Dark

Key Findings:

- Approximately 78.7% of students attended Money! Money! Money! session presented by OneStop and 47% found it very helpful or helpful.
• Approximately 79.5% of students attended Do What Matters session on student engagement presented by CLA, Office of Student Engagement and Academic & Support Resources and 51% found it very helpful or helpful.

• Students strongly agreed or agreed that Friday sessions gave them the opportunity to find ways they may be intentional in creating a successful college experience (73%), feel more confident in navigating campus before classes began (72%) and helped them understand the ownership and responsibility they have for their college experience (72%).

• Jermaine Davis presented again to students for Welcome Week. Approximately 4,000*.

• 71% of students responding to the post-test strongly agreed or agreed that they felt motivated to be successful in college, understood the importance of goal setting, and made them understand the ownership and responsibility they had for their college experience after attending Jermaine’s presentation.

• 2698 students were wristbanded to attend Gophers After Dark.

*Ticketing system for tracking attendance at Convocation, Pride & Spirit, Jermaine Davis & Explore-U did not properly count the number of attendees, so numbers listed for these events are estimated based on seating capacity and personal experience.
September 5 & 6, 2009: Community Engagement Days

The Community Engagement Days component during Welcome Week was geared towards getting new students acquainted with, and connected to different areas of the metro area. Students had the opportunity to explore an area of the Twin Cities with their small group, participate in a service or engagement related activity with members of their small group, interact with local businesses, vendors, and student groups at Explore-U, and also participate in a late night event at the Mall of America.

Program Components:

- Community Exploration trips
- Service & Engagement Experience
- Explore-U
- Late Night at Mall of America (Nickelodeon Universe and Underwater Adventures)
- Small Group Meeting: Closure

Key Findings

- Approximately 3472 participated in one of the community exploration trips to downtown Minneapolis, downtown St. Paul, Uptown Minneapolis, Como Park or the Minneapolis Institute of Art
- Students strongly agreed or agreed that the Community Exploration trips gave them the opportunity to interact with others (71%), was fun and relaxing (69%) and gave them the opportunity to explore the Twin Cities.
- Rosters totaling 3481 were turned in for students participating in their Service & Engagement experience. It is estimated around 4,100 students actually participated.
• Students strongly agreed or agreed that the Service & Engagement experience made them realize they could make an impact on others or on particular issues (64%), gave them the opportunity to think about issues they may not have thought about before (63%) and made them realize they were part of something bigger (60%).

• Students feel that it is easy to become an engaged member of the community, and that they can choose how in-depth they want to be involved in an issue or opportunity. Students realize that service and engagement are major components of many student organizations and academic expectations.

• “I plan to visit the different neighborhoods of the Twin Cities and support my local businesses by shopping and dining out.”

   Student response from Fall 2009 Kick It! program

• “I hope to be doing a lot of community service on and off campus. I also plan to explore Minneapolis and figure out this city!”

   Student response from Fall 2009 Kick It! program

• 59 vendors and 181 student groups were in attendance at Explore-U

• An estimated 4,000 new students attended Explore-U*. Students strongly agreed or agreed Explore-U gave them the opportunity to interact with others (75%), introduced them to student groups they would like to participate (74%) and introduced them to businesses in the campus community (72%).

• Over 3,300 students attended the late night event at Mall of America

• Students made connections between their engagement activities and academic areas of interest and started to understand the complex nature of the communities to which they belong.
September 7, 2009: Prepare for Classes

This was the last day of Welcome Week, and for many students, their first class was the next day. The first semester can have a very large impact on students’ college career, students were encouraged to take some time before their first class to reflect on what they had learned during Welcome Week and to put it into practice. Students were encouraged to explore campus on their own or on a tour, attend events hosted by student groups and attend additional U of M Day sessions.

Program Components:

• Class and Campus Area Tours
• Repeated U of M Day presentations
• Student Organization Events

Key Findings:

• Most students rested and prepared for classes to begin on this day
Welcome Week Handbook

A 68-page Welcome Week handbook was developed by several staff members of Orientation & First-Year Programs. The handbook was the main resource for students to use during the six-day program in order to help them keep track of meeting places, find event descriptions/locations, and discover other campus resources. Changes from the 2008 handbook include: personal schedule at a glance, free time activities, meal schedules, transportation charts, U of M Day rotation schedule, and community exploration maps.

The document can be viewed in its entirety online at:
www.ofyp.umn.edu/fystudents/publications/index.html
The current freshman class has the opportunity to participate in this MyU-based engagement program during the first month of each semester. Each week students are able to complete as many of the posted Kick-It! tickets as they want. Tickets act as challenges for students to visit campus resources that will assist them in their transition to the University of Minnesota. After students submit their completed tickets they get entered into a drawing of prizes donated by local businesses and campus departments.

**Kick-It! Participation by Category**

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Spring 2009 % of Entries</th>
<th>Fall 2009 % of Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web-Based:</td>
<td>98%</td>
<td>82%</td>
</tr>
<tr>
<td>Visit:</td>
<td>2%</td>
<td>.1%</td>
</tr>
<tr>
<td>Event:</td>
<td>0%</td>
<td>.5%</td>
</tr>
<tr>
<td>Respond to Welcome Week:</td>
<td>N/A</td>
<td>18%</td>
</tr>
</tbody>
</table>

* In Fall 2008, Orientation & First-Year Programs added Kick-It! tickets that allowed students to respond to various experiences that they had during Welcome Week.

### Spring 2009

- Number of tickets available on Kick It!: 43
- Number of departments represented: 15
- Tickets requiring students to visit a web site: 41
- Tickets requiring students to visit an event: 0
- Tickets requiring students to visit a person, place, or office: 2

- Number of unique participants: 550
- Number of tickets submitted: 7424
- Number of tickets submitted in Week 1: 2396
- Number of tickets submitted in Week 2: 1477
- Number of tickets submitted in Week 3: 1608
- Number of tickets submitted in Week 4: 1944
Fall 2009

Number of tickets available on Kick It!: 107
Number of departments represented: 26
Tickets requiring students to visit a web site: 94
Tickets requiring students to visit an event: 3
Tickets requiring students to visit a person, place, or office: 3
Tickets requiring students to respond to Welcome Week: 10

Number of unique participants: 355
Number of tickets submitted: 8130
Number of tickets submitted in Week 1: 993
Number of tickets submitted in Week 2: 2810
Number of tickets submitted in Week 3: 2676
Number of tickets submitted in Week 4: 1558

Key Findings:

After attending Welcome Week events, students:

• Understand the importance of being on time to class, understanding a syllabus, and interactions with faculty and staff

• Still have anxieties about meeting people, managing their time, and balancing their academic workload

• Intend to use planning tools, get involved in campus activities to balance stress, and get involved in the surrounding community in order to create balance
All University faculty, staff and administrators will be invited to participate in the bi-annual Focusing on the First Year Conference. This will be an opportunity to dialogue and strategize about academic and student development issues relating to first-year students. This conference will be held at Coffman Memorial Union on the University of Minnesota-Twin Cities campus in February of 2011. We are shifting the date from October 2010 to allow more flexibility with an advising and career retreat.
Good communication is essential to any successful university program. Every group of incoming freshman, transfer, and graduate students has different expectations from those in previous classes. Whether the reason involves technology, the economy, or a cultural shift, OFYP must constantly adjust our communications plan to adapt to student needs.

Every fall OFYP conducts focus groups with students and parents who attended our programs in the previous summer. That information is compiled and used to decide how we can better serve future participants. OFYP creates and distributes numerous electronic and print communication items every year. Our projects include newsletters and schedules, a first-year student guide, HTML and Flash emails, Web and the MyU portal, posters, handbooks, self-mailers, social networking, and the infamous Gopher Guide.

OFYP collaborates with all undergraduate colleges and University departments that offer programs and services for new students. To ensure quality communication that complements the greater strategic communication efforts of the University of Minnesota, OFYP also works closely with University Relations, Printing Services, the Office for Student Affairs, and Addressing and Mailing.
The first-year (NHS) assessment plan continues to be implemented while collecting data from students at various points throughout their first year. 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. The plan helps to inform the institution on the things we were learning about from our students and their experiences.

Reference the presentation Preliminary Results from a Longitudinal Study of First-Year Students.
Summary of Results

- There is a positive relationship between students whose parents attend orientation and their success at the University – they do not leave their first year.

- Since fall of 2008, there has been an increase in the number of students who have sought out a professional counselor, career counselor and faculty member for advice.

- Students’ top five primary anxieties or concerns are academic coursework, making friends/meeting other people, financial concerns, deciding on a major/career path, and developing skills related to note-taking, studying, time management, stress management.

- Students are making greater connections with their Community Advisors, College advisors and staff, as well as faculty.

- Students have a greater sense of connection to the community, to others who have similar interests and to the community through service.

- There has been an increase in the number of students’ surveyed meeting with a University employee for advice or counseling. These include professional counselor, career counselor, faculty member, teaching assistant and Community Advisor.

- About 37% of the students who leave the University between fall and spring semesters of their first year are from out of state.

- Students who leave the University between fall and spring semesters of their first year leave for a variety of reasons including: financial issues, health issues, family issues, homesickness, campus is too big, difficulty making friends/connections, and other personal issues. A significant number of these students have a 3.1 GPA or higher.
First-Year (NHS) Assessment Cycle:

<table>
<thead>
<tr>
<th>Summer prior to first year</th>
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</thead>
<tbody>
<tr>
<td>• Track Student participation</td>
</tr>
<tr>
<td>• Orientation Program Evaluation</td>
</tr>
<tr>
<td>• <strong>Welcome Week Pre-Assessment</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>August/September prior to first year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Leader Reflections</td>
</tr>
<tr>
<td>• <strong>Welcome Week Mid-Test</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early September</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Program Outcomes/Satisfaction Evaluation</td>
</tr>
<tr>
<td>• <strong>Post Welcome Week</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>October of first year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Fall Check-In Survey</strong></td>
</tr>
<tr>
<td>• Focus groups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall of first year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Annual Report</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December /January of first year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conduct Leaver’s Study</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>February of first year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Spring Check-In Survey</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May/June of first year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focus group (every few years)</td>
</tr>
<tr>
<td>• Call Leaver’s</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October of second year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conduct Leaver’s Study</td>
</tr>
<tr>
<td>• <strong>REPEAT CYCLE</strong></td>
</tr>
</tbody>
</table>

Other Surveys:

- Cooperative Institutional Research Program (CIRP) Survey (every odd year)
- 2008 – National Survey on Student Engagement (NSSE)
- 2009-Student Experience for Research Universities (SERU)
- Institutional Student Experience Survey (every other year)
Transfer Student Data

Narrative:

Transfer Orientation - October 2009

In 2005, significant changes were made to the Transfer Orientation model based on assessment of transfer needs and concerns at the time of transition. The new orientation model addresses “first-fears first” and moves advising and course registration to the start of the on-campus program. In addition, transfer students now have the opportunity to begin their Orientation experience as early as three months prior to their on-campus Orientation by participating in Online Orientation. The Online Orientation program helps students learn about college requirements, student services, and campus resources prior to their on-campus orientation experience. Since the full-scale rollout of Online Orientation in Fall 2005, between 70-75% of transfer students typically participate.

Online Orientation, coupled with the on-campus advising and registration program, has proven to be an effective way of educating students about college requirements, resources and services, and the Universities academic expectations. Over the past four years, the participating colleges have responded to shift to a partial online format and have been able to provide students with expanded one-on-one advising.

Over the past four years, students report high (80% or above) levels of satisfaction with the Transfer Orientation program. The proceeding sections of this report highlight some of the quantitative and qualitative data collected from Fall 2009 transfer students through both an orientation evaluation and a six-week check-in survey.

The body of data illustrates that the majority of transfer students leave orientation with their concerns addressed, feeling prepared to start classes at the University of Minnesota. When asked how their orientation experience could be improved, the majority of suggestions fall within the realm of the timing of orientation. Transfer students would like to come through orientation earlier in order to sooner understand how their previous coursework has been evaluated and register for classes. Unlike incoming freshmen, the major concerns of transfer students at the time of orientation are related to transfer of coursework and course registration.
Online Orientation Feedback:

I appreciated having the option to participate in Online Orientation.

- Strongly Agree & Agree: 82%
  (Fall 2009 Orientation Evaluation; 1802 respondents)

Online Orientation was a good introduction to the University.

- Agree: 87.8%
  (Fall 2009 Check-In Survey; 222 respondents)

If you did not participate in Online Orientation, why not?

- Felt concerns would be better addressed by attending the afternoon sessions of On-Campus Orientation: 54.2%
- Did not have time to participate: 23.6%
- Did not know about the Online Orientation option: 18.1%
- Did not have access to a computer that supported Online Orientation: 4.2%
  (Fall 2009 Check-In Survey; 72 respondents)
On-Campus Orientation
Fall 2009 Orientation Evaluation (1873 respondents)

Orientation made me feel more prepared to transition into the University.
  • Strongly Agree & Agree: 85.1%

Orientation covered the appropriate amount of campus resources and services.
  • Strongly Agree & Agree: 85.4%

I understand the academic requirements of my college.
  • Strongly Agree & Agree: 87.3%

I know what services are available to me in my college or department advising office.
  • Strongly Agree & Agree: 84.8%

I was provided with useful information about involvement activities in my college.
  • Strongly Agree & Agree: 82.4%

My academic adviser was well informed.
  • Strongly Agree & Agree: 88.4%

My academic adviser paid attention to my individual needs and concerns.
  • Strongly Agree & Agree: 85.2%

I have a better understanding of the student experience and the resources available at the University.
  • Strongly Agree & Agree: 85.7%

I feel more connected to the University.
  • Strongly Agree & Agree: 79.4%

I feel better able to take responsibility while enrolled at the University.
  • Strongly Agree & Agree: 84.1%
On-Campus Orientation Cont.

I understand what is expected of me academically.
• Strongly Agree & Agree: 84.8%

I am favorably impressed with my Orientation experience.
• Strongly Agree & Agree: 81.8%

I am satisfied with the courses I am enrolled in for the semester.

Results shown in table:

<table>
<thead>
<tr>
<th>College</th>
<th>NHS</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSOM</td>
<td>76.1%</td>
<td>93.5%</td>
</tr>
<tr>
<td>CBS</td>
<td>80.0%</td>
<td>66.7%</td>
</tr>
<tr>
<td>CDES</td>
<td>81.7%</td>
<td>79.6%</td>
</tr>
<tr>
<td>CEHD</td>
<td>84.2%</td>
<td>72.5%</td>
</tr>
<tr>
<td>CFANS</td>
<td>85.2%</td>
<td>73.5%</td>
</tr>
<tr>
<td>CLA</td>
<td>85.1%</td>
<td>62.2%</td>
</tr>
<tr>
<td>IT</td>
<td>78.3%</td>
<td>67.3%</td>
</tr>
</tbody>
</table>

Mid-Semester Check-In Survey

After six weeks of class, all transfer students who attended on-campus orientation are asked to complete a check-in survey. This survey provides an opportunity to further evaluate the success of the orientation program and identify any existing concerns or challenges faced by new students. In addition, this survey provides valuable insight on the degree to which new students are becoming engaged members of the University community.

Survey data from 2007-2009 illustrates that transfer students remain satisfied with their orientation experience, but also have new or lingering concerns at the six-week mark. Like freshmen, the main concern or anxiety of transfer students involves academic coursework. Unlike new freshmen however, transfer students appear to be less engaged at this point in 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.
Reflections on the Orientation Experience

Thinking back to your on-campus orientation, what were your impressions of the college meeting, registration & advising?

Overall positive comments:

• “My adviser was helpful in helping me decide what courses I should take as well as directing me where I needed to go.”

• “Very helpful and received constructive criticism regarding classes, requirements, etc. I did find that by the time I got to sign up for classes that there were hardly any classes available that I needed so maybe move up the [orientation] dates so that there are still classes left to choose from.”

Issues/Concerns:

• Not enough time with adviser

• Not enough time to register

• Not enough classes available

I left On-Campus Orientation with my major concerns addressed.

• Agree: 82.2% (306 respondents)

I left On-Campus Orientation with courses that satisfy requirements for my major and/or graduation.

• Agree: 77.8% (306 respondents)

Overall, I am satisfied with the courses I registered for at Orientation.

• Agree: 71.2% (306 respondents)

After attending classes for six weeks, do you feel that Transfer Student Orientation provided you with the knowledge base to be successful at the University?

• Yes: 77.7% (264 respondents)
Reflections on the Orientation Experience Cont.

What is your main concern or anxiety at this time?

- Academic coursework: 45.5%
- Financial concerns: 15.1%
- Registration for spring semester courses: 7.2%
- Deciding on a major/career: 6.8%
- Relationship with others (friends/family) 5.8%
- Transfer of previous coursework: 5.5%

(292 respondents)

Since entering the University, how successful have you felt at:

<table>
<thead>
<tr>
<th>NHS and Transfer Comparison (Very Successful &amp; Successful)</th>
<th>NHS (%)</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>35.8%</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>

(378 respondents)

What can the University do to help you adjust to college life?

- Finances: jobs, tuition, affordable housing
- Course access
- Academic support/smaller classes
- Involvement opportunities
- “Nothing. I’ve found ways to adapt on my own.”

(148 respondents)
Reflections on the First Six Weeks

Since entering the University, how much time have you spent during the typical week doing the following activities (hours per week)?

<table>
<thead>
<tr>
<th>Activity</th>
<th>None</th>
<th>&gt; 1 hr</th>
<th>1-10hrs</th>
<th>11-20hrs</th>
<th>21-30hrs</th>
<th>31-40hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending classes/discussions</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>18.2% (42)</td>
<td>63.6% (168)</td>
<td>15.5% (41)</td>
<td>2.7% (7)</td>
</tr>
<tr>
<td>Preparing for class (homework, studying, rehearsing)</td>
<td>0% (0)</td>
<td>1.1% (3)</td>
<td>33.8% (98)</td>
<td>39.2% (103)</td>
<td>18.6% (49)</td>
<td>7.2% (19)</td>
</tr>
<tr>
<td>Socializing</td>
<td>4.6% (12)</td>
<td>23.8% (62)</td>
<td>49.8% (130)</td>
<td>18% (47)</td>
<td>3.1% (8)</td>
<td>0.8% (2)</td>
</tr>
<tr>
<td>Exercising or playing sports</td>
<td>19.6% (51)</td>
<td>27.7% (72)</td>
<td>45.4% (118)</td>
<td>6.9% (18)</td>
<td>0.4% (1)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Working for pay on campus</td>
<td>84.0% (221)</td>
<td>0.8% (2)</td>
<td>8.0% (21)</td>
<td>5.3% (514)</td>
<td>1.5% (4)</td>
<td>0.4% (1)</td>
</tr>
<tr>
<td>Working for pay off campus</td>
<td>52.9% (138)</td>
<td>1.1% (3)</td>
<td>12.6% (33)</td>
<td>16.1% (42)</td>
<td>11.1% (29)</td>
<td>6.1% (16)</td>
</tr>
<tr>
<td>Participating in student groups &amp; organizations</td>
<td>64.3% (169)</td>
<td>14.8% (39)</td>
<td>19.0% (50)</td>
<td>1.5% (4)</td>
<td>0.4% (1)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Volunteering for a charity or non-profit</td>
<td>74.5% (196)</td>
<td>6.1% (16)</td>
<td>18.3% (48)</td>
<td>0.4% (1)</td>
<td>0.8% (2)</td>
<td>0% (0)</td>
</tr>
</tbody>
</table>

(264 respondents)

2008 National Survey of Student Engagement (NSEE) (Senior)
Survey Results: Differences between Transfers and Non-Transfers

As indicated on the University of Minnesota Twin Cities National Survey of Student Engagement (NSSE), seniors who originated at the University as transfers rate their undergraduate experience significantly lower than students who enter as freshmen (NHS). Except for “Academic Challenge” their ratings on four of the five benchmark indicators are consistently lower: Supportive Campus Environment, Active/Collaborative Learning, Student-Faculty Interactions, and Enriching Educational Experience.

As compared with NHS students (students who enter as freshmen), transfer student report significantly lower levels of participation in activities including: on-campus employment, cocurricular
involvement, community service/volunteer work, study abroad, and a culminating senior experience (capstone course, senior project or thesis, etc.). In line with the six-week check-in survey results, transfer NSSE respondents also report lower quality relationships with both faculty and other students.

Other key findings:

To what extent does your institution emphasize:

- Providing the support you need to help you succeed academically
  Very little or Some: 43.5%
- Providing the support you need to thrive socially
  Very little or Some: 76.4%
- Attending campus events and activities (special speakers, cultural performances, athletics events, etc.)
  Very little or Some: 53.7%

If you could start over again, would you go to the same institution you are now attending?

- Transfers: Definitely and Probably Yes- 75.1%
- Freshmen: Definitely and Probably Yes- 87.4%

Summary

What’s Working:

- Online Orientation serves as a good introduction into the University
- Transfer Student Orientation provides students with the knowledge base to be successful at the University
- Interactions with advisers at Orientation are overwhelmingly positive.
- Transfer credit evaluation process is increasingly efficient and effective.

Where We Can Improve:

- Improved course access
More time with advisers
Timing of Orientation (earlier in the summer)
Additional ongoing information about campus resources

Planned Changes for 2010

- Pilot of earlier transfer orientation dates
  - Two programs in late June
  - One additional program in mid-July (for a total of three July programs)

Additional OFYP Recommendations

- Reliable target numbers for transfer enrollment
- Revisit definition of “transfer” (NAS) student (ie: 1 college credit post high school graduation)
- Create policy in regards to serving IUT students (Should OFYP serve? Consistent practice across all colleges? Financial implications?)
- Central Administration giving Welcome address at Transfer Orientation
- Transfer sections of the “freshman” seminar courses
- Filling vacant positions for transfer advisers within colleges
- Explore transfer Welcome Week experience
- Expansion of on-campus housing
- Centralized University-wide discussion of the transfer student experience