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 to 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 webpage, March 11, 2008) All of our programs are implemented with a data-driven, student-centered approach to ensure a seamless transition for students to become University community members.

Our programmatic areas included New Student Orientation, welcome programs (including Welcome Week and Transfer Welcome Days), myU first-year and transfer web portals, Kick-It!, transfer online orientation, Gopher Guide, biennial First-Year Conference, leadership development programs (which includes training 28 Orientation Leaders, 10 Transfer Student Ambassadors (TSA), and more than 400 Welcome Week Leaders), as well as other electronic and print communications.

The 2013 program cycle proved to be very exciting! During this time, we served first-year students including: freshmen and transfer as well as parents of first-year and transfer students. We implemented Welcome Week for the sixth year, with an expanded schedule due to a home football game. The engagement in Welcome Week was at an all-time high, and the schedule was well-received by students. We reached the highest attendance for parent/family orientation exceeding 5,000 participants. We enhanced transfer programming by implementing our first ever TSA program hiring and training 10 transfer students to support our programs. Additionally we expanded fall Transfer Welcome Day by adding two days providing opportunities to attend a football game, network, and explore campus. There were more than 700 students who participated.

We have continued our social media efforts by promoting the Twitter hashtag #umn17 at Orientation and Welcome Week, as well as communicating with the Class of 2017 and transfer students through audience-specific Facebook pages. OFYP will also launch a new website later in 2014.

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
# Table of Contents

Vision, Mission, and Core Values .................................................................................................................................................. 4
Highlights of the Report .................................................................................................................................................................. 5-7
Financial Data .................................................................................................................................................................................. 8-10
Freshman Student Orientation .......................................................................................................................................................... 11-12
Transfer Student Orientation ............................................................................................................................................................ 13
Transfer Student Online Orientation .................................................................................................................................................. 14
Freshman Parent/Family Orientation ............................................................................................................................................. 15-16
Transfer Parent/Family Orientation .................................................................................................................................................. 17
Welcome Week .................................................................................................................................................................................. 18-23
Transfer Welcome Day ....................................................................................................................................................................... 24-25
First-Year Initiatives ........................................................................................................................................................................ 26-29
First Year Conference .......................................................................................................................................................................... 30
Front Desk Call Volume and Website Traffic .................................................................................................................................. 31
OFYP Communications ......................................................................................................................................................................... 32-33
myU Web Portal .................................................................................................................................................................................. 34-35
First-Year Assessment Plan ............................................................................................................................................................... 36-39
OFYP Staff and Students ...................................................................................................................................................................... 40-45
Vision, Mission, and Core Values

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.

Goals

• 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.
**Highlights**

**Gold Book**
In the summer of 2011, OFYP participated in an external review of its’ first-year and parent orientation programs. The consultants suggested we consider consolidating the information we share with families and create one publication. In 2013, we decided to implement this suggestion and Gold Book was created. OFYP staff worked with more than 50 departments to create a comprehensive publication focused on the transition process for all new students and families. The publication was broken into four major sections: Life at the U of M, Learning at the U of M, Making the Transition, and Parents and Families.

The implementation of this publication meant a new communication flow to our first-year students. We no longer produced the First-Year Guide but instead we mailed the Planning for Your Orientation newsletter which focused on the steps necessary to plan for attending Orientation.

Through survey responses and interactions, Gold Book has received very positive feedback and is proving to be a useful transitional tool for new students and families.

**Transfer Student Ambassadors**
In spring 2013 a new student position was created, the Transfer Student Ambassadors. This student position was created to support transfer students during Transfer Orientation and Transfer Welcome Days.

**Increased Parent/Family Attendance**
The summer of 2013 brought more parents of freshman to Orientation than ever. We checked in 5,088 parents. Fifty-nine percent of the Class of 2017 brought one or more parent/s to Orientation. This is up from 4,749 in 2012. Because we have one of the lowest Parent Orientation attendance numbers in the Big Ten we conducted a data analysis of zip codes and demographics of students whose parents attended orientation in 2012 to identify new ways to reach parents and ensure that that have the necessary information to support their student during their transition while navigating our resources. We will continue to strive to increase the percentage of students who bring one or both parents to Orientation.
Transfer Grant Research Findings

In December of 2010, OFYP received a grant from the National Institute on the Study of Transfer Students to conduct research on three fall-entering transfer cohorts (2007, 2008, 2009). This study examines the relationship between specific student characteristics and their impact on student success. The characteristics examined include age, gender, ethnic background, home location, admitted major, declared major, GPA, number of credit hours transferred, and transfer institution type. The goal of this study was to identify whether certain characteristics positively and/or negatively impact transfer student success as defined by first to second semester retention, grade point average, time to graduation, and overall satisfaction with UMTC. Results were presented at the 2013 spring annual conference. Presentation and results can be found here: z.umn.edu/2013trppt

Guidebook Mobile App

This app is designed to assist users in navigating programs and provided a way for students to engage with the materials we offer in a new way. Guidebook helped OFYP to expand access to Orientation and Welcome program information electronically for all new students and parents. Students were given the option to access Welcome Week information solely through Guidebook to help save on printing costs. Approximately 10% of students took advantage of this option. We have secured support and funding to centralize the Guidebook app for unlimited access to campus departments.

Transfer Welcome Days Expansion

Transfer Welcome Days was extended to three days in summer 2013. Each day focused on a different component of the transition issues transfer students face. With the extended program we checked in 478 attendees. For more details on the new schedule, check out the Transfer Welcome Days description on pages 24-25.
Social Media Strategy

We continued our focus on social media in this cycle, exploring how to use it as a tool for engagement rather than just communication. Our Digital Media Intern, First-Year Interns, and Office Assistants shared the responsibility of monitoring content, answering questions, and tracking trends. We have seen increased participation and engagement with the Class of 2017 and Transfer Facebook pages. We worked closely with other U of M departments to promote the hashtag #umn17.

Story Circles

Because we provided more content around what to expect at Welcome Week during check-in, the Welcome Week Leader small group time could be used differently. Welcome Week Leaders facilitated story circles in their small groups to assist students in developing closer connections. This facilitation technique invites each participant to share his or her own story related to a question/prompt, allowing for a deeper and more personal discussion. Students connected easily in their shared experiences and were able to understand each other on a deeper level.

Football Game & MAC Dance at Welcome Week

Gopher Football opened its season at home for the first time in five years. Through our partnership with Gopher Sports Marketing and Intercollegiate Athletics we were able to offer every first-year student and transfer student attending their respective welcome program a ticket to the game. There were 5,237 students and staff (4,454 freshmen and 314 transfers, 459 student leaders and staff) who attended the home opener and celebrated the victory over University of Nevada-Las Vegas. The fun continued at the first dance offered during Welcome Week. The MAC Dance (named after it’s location at McNamara Alumni Center) was popular with new students as attendance was at capacity (800) all night long! We plan to continue these new additions.
This past year, our overall annual budget remained essentially the same amount of $2.7 million.

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

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

**Confirmation Fees:** 55% of budget

- Freshman: New High School (NHS): Confirmation Fee $250
  ($148 for Orientation and First-Year Initiatives, $75 for Welcome Week, and $12 to Admissions for processing)
  - Fall 2013: 5,834 students

- Transfer: New Advanced Standing (NAS): Confirmation Fee $80
  ($70 for Transfer programming, $10 to Admissions for processing)
  - Spring 2013: 934 students
  - Fall 2013: 2,522 students

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

**Sales/Sponsorships:** 5% of budget

Internal department and external businesses sponsor various programs in OFYP. Welcome Week receives more than $150,000 in departmental support and more than $50,000 in sponsorships from external businesses.
**Major Sponsorships Include:**

<table>
<thead>
<tr>
<th>External:</th>
<th>TCF Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stadium View Apartments</td>
<td>UPS</td>
</tr>
<tr>
<td>Target</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal:</th>
<th>Office for Student Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Army ROTC</td>
<td>Rec Sports</td>
</tr>
<tr>
<td>Auxiliary Services</td>
<td>Student Unions &amp; Activities</td>
</tr>
<tr>
<td>Housing and Residential Life</td>
<td>U Card Office</td>
</tr>
<tr>
<td>Intercollegiate Athletics</td>
<td>University of Minnesota Bookstore</td>
</tr>
<tr>
<td>Minnesota Daily</td>
<td>University Dining Services</td>
</tr>
<tr>
<td>MyU Web Portal</td>
<td></td>
</tr>
<tr>
<td>Office for Fraternity &amp; Sorority Life</td>
<td></td>
</tr>
</tbody>
</table>
OFYP Financial Data (cont.)

OFYP Sponsorships

OFYP offers a number of ways that local businesses, corporations, and non-profit organizations can work with our programs to access first-year students.

Corporate and departmental sponsors of OFYP negotiate access to students through programming offered by the department. To be a corporate sponsor, the organizations must philosophically align to the departmental goals of OFYP. Sponsors meet with departmental representatives multiple times a year to create a beneficial experience for students.

In 2013, OFYP brought in $106,300 from corporate sponsors.

This does not include internal campus sponsors.

OFYP Sales

OFYP offers the opportunity for campus departments and local businesses to advertise in the Gopher Guide. Advertising sales and the University Bookstore’s purchase of the guides for this annual publication cover the cost of printing.

In 2013, Gopher Guide advertisement sales brought in $46,750.

Local businesses and large corporations, have the opportunity to participate in the Explore-U vendor fair during Welcome Week. This event is the only time vendors are able to access the entire first-year class while they are at the University of Minnesota. To allow equal access to the event, some vendor registrations may be negotiated for product or services to enhance the Welcome Week program. The revenue generated by Explore-U is used to supplement other areas of the Welcome Week program.

In 2013, Explore-U registration brought in $32,250 and an additional $12,850 in trade items.
Freshman Student Orientation

First-year students enrolling in fall semester attend a two-day, overnight orientation experience during June or July. 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 August, three orientation dates were planned to assist with the number of international students who would attend during this time frame. These additional dates provide college staff more time to better meet the needs of these students. In addition, OFYP worked closely with International Student and Scholar Services (ISSS) to create a one-stop orientation program. International students followed a special orientation schedule to combine the requirements of the International Student Orientation Program and the University required program. This created a more seamless experience and lessened new students’ requirements from three days of orientation to two days.

All confirmed freshmen pay a $250 confirmation fee (see page 8).

WHAT STUDENTS SAID....

The overall experience was really good. I liked that we were guided and told what to do and where to go for the beginning but as the orientation went on it seemed like we were getting more freedom and had to do more things for ourselves so it was really nice to gradually transition between that. And it was great being in the design group and meeting the other students that will be my classmates.
Summer 2013

<table>
<thead>
<tr>
<th>College</th>
<th>Check-in List (College)</th>
<th>Actual Check-in (OFYP)</th>
<th>% Show of Check-in List</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLA</td>
<td>2,590</td>
<td>2,558</td>
<td>99%</td>
</tr>
<tr>
<td>CSE</td>
<td>1,062</td>
<td>1,045</td>
<td>98%</td>
</tr>
<tr>
<td>CSOM</td>
<td>508</td>
<td>498</td>
<td>98%</td>
</tr>
<tr>
<td>CEHD</td>
<td>448</td>
<td>436</td>
<td>97%</td>
</tr>
<tr>
<td>CBS</td>
<td>514</td>
<td>516</td>
<td>100%</td>
</tr>
<tr>
<td>CFANS</td>
<td>321</td>
<td>317</td>
<td>99%</td>
</tr>
<tr>
<td>CDES</td>
<td>219</td>
<td>214</td>
<td>98%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5,572</td>
<td>5,584</td>
<td>99%</td>
</tr>
</tbody>
</table>

- 5,833 students confirmed they were attending the U of M. 96% of the students who confirmed actually attended Orientation.
- For additional details, see “Weekly Orientation Number Tracking 2013.xls”
- Total Fall NHS Tenth Day Enrollment = 5,544
- Note: Check-in list numbers include unknown small number of duplicates due to student’s rescheduling of Orientation dates.

**WHAT STUDENTS SAID....**

Orientation was a very informative and fun time. I would highly recommend any future students to engage and listen. I feel much more comfortable and excited to attend the U in the fall.
New transfer students fulfill the orientation requirement in a two-step process consisting of an online orientation and an on-campus orientation. The online orientation program, administered through Moodle, provides valuable information about the student’s college of enrollment, as well as University resources, services, and policies.

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

All confirmed transfer students pay an $80 confirmation fee (see page 8).

### On-Campus Orientation: January 2013

<table>
<thead>
<tr>
<th>College</th>
<th>Check-in List (College)</th>
<th>Actual Check-in (OFYP)</th>
<th>% Show of Check-in List</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDES</td>
<td>12</td>
<td>11</td>
<td>92%</td>
</tr>
<tr>
<td>CEHD</td>
<td>62</td>
<td>56</td>
<td>90%</td>
</tr>
<tr>
<td>CFANS</td>
<td>67</td>
<td>64</td>
<td>96%</td>
</tr>
<tr>
<td>CLA</td>
<td>763</td>
<td>719</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>904</strong></td>
<td><strong>850</strong></td>
<td><strong>94%</strong></td>
</tr>
</tbody>
</table>

- 934 students confirmed they were attending the U of M. 91% of the students who confirmed actually attended Orientation.
- Note: Check-in list counts include an unknown small number of duplicates due to students rescheduling Orientation dates.

### On-Campus Orientation: Summer 2013

<table>
<thead>
<tr>
<th>College</th>
<th>Check-in List (College)</th>
<th>Actual Check-in (OFYP)</th>
<th>% Show of Check-in List</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBS</td>
<td>101</td>
<td>97</td>
<td>96%</td>
</tr>
<tr>
<td>CDES</td>
<td>97</td>
<td>90</td>
<td>93%</td>
</tr>
<tr>
<td>CEHD</td>
<td>72</td>
<td>59</td>
<td>82%</td>
</tr>
<tr>
<td>CFANS</td>
<td>150</td>
<td>146</td>
<td>97%</td>
</tr>
<tr>
<td>CLA</td>
<td>1,616</td>
<td>1,505</td>
<td>93%</td>
</tr>
<tr>
<td>CSE</td>
<td>306</td>
<td>295</td>
<td>96%</td>
</tr>
<tr>
<td>CSOM</td>
<td>49</td>
<td>43</td>
<td>88%</td>
</tr>
<tr>
<td>NUR</td>
<td>31</td>
<td>31</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,422</strong></td>
<td><strong>2,266</strong></td>
<td><strong>94%</strong></td>
</tr>
</tbody>
</table>

- 2,542 students confirmed they were attending the U of M. 89% of the students who confirmed actually attended Orientation.
- Note: Check-in list counts include an unknown small number of duplicates due to students rescheduling Orientation dates.
## Transfer Student Online Orientation

### Online Orientation: January 2013

<table>
<thead>
<tr>
<th>College</th>
<th>Total Attend</th>
<th>Total Complete Online Orientation</th>
<th>% Complete Online Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDES</td>
<td>11</td>
<td>11</td>
<td>100%</td>
</tr>
<tr>
<td>CEHD</td>
<td>55</td>
<td>53</td>
<td>96%</td>
</tr>
<tr>
<td>CFANS</td>
<td>70</td>
<td>69</td>
<td>99%</td>
</tr>
<tr>
<td>CLA</td>
<td>719</td>
<td>684</td>
<td>95%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>855</strong></td>
<td><strong>817</strong></td>
<td><strong>98%</strong></td>
</tr>
</tbody>
</table>

*The College of Science & Engineering discontinued Spring enrollment of transfer students, effective January 2012.*

### Total Online Orientation Completion: Summer 2013

<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>44</td>
<td>42</td>
<td>95%</td>
</tr>
<tr>
<td>CBS</td>
<td>96</td>
<td>92</td>
<td>96%</td>
</tr>
<tr>
<td>CDES</td>
<td>90</td>
<td>89</td>
<td>99%</td>
</tr>
<tr>
<td>CEHD</td>
<td>60</td>
<td>57</td>
<td>95%</td>
</tr>
<tr>
<td>CFANS</td>
<td>146</td>
<td>146</td>
<td>100%</td>
</tr>
<tr>
<td>CLA</td>
<td>1,601</td>
<td>1,546</td>
<td>97%</td>
</tr>
<tr>
<td>CSE</td>
<td>293</td>
<td>291</td>
<td>99%</td>
</tr>
<tr>
<td>NUR</td>
<td>31</td>
<td>31</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,361</strong></td>
<td><strong>2,294</strong></td>
<td><strong>97%</strong></td>
</tr>
</tbody>
</table>

### WHAT STUDENTS SAID....

The orientation exceeded my expectation. I got more personalized attention than I had anticipated. I discussed my concerns with an advisor, met my future fellow students and registered for my first-choice classes.
Freshman Parent/Family Orientation

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

**Summer 2013**

Program Costs:
- Parent Orientation Day Program: $25
- Parent Orientation Day Program - On-site: $35
- Parent Orientation Day Program - Child: $10
- Evening Parent Program: $32

**Day Program**

Total parents who attended in 2013: 5,088 (record number)
Total parents who attended in 2012: 4,749
Total parents who attended in 2011: 4,488
Total parents who attended in 2010: 4,567
Total parents who attended in 2009: 4,151
Total parents who attended in 2008: 3,907
Total parents who attended in 2007: 3,777*
Total parents who attended in 2006: 3,596*

*not including final August Orientation date
## Freshman Parent/Family Orientation (cont.)

### Summer Parent Attendance by College

<table>
<thead>
<tr>
<th>College</th>
<th># of Students with Parents/Guests</th>
<th># of Students</th>
<th>% of Students with Parent/Guest Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE</td>
<td>700</td>
<td>1,045</td>
<td>67%</td>
</tr>
<tr>
<td>CLA</td>
<td>1,379</td>
<td>2,558</td>
<td>54%</td>
</tr>
<tr>
<td>CSOM</td>
<td>345</td>
<td>498</td>
<td>69%</td>
</tr>
<tr>
<td>CEHD</td>
<td>191</td>
<td>436</td>
<td>44%</td>
</tr>
<tr>
<td>CBS</td>
<td>332</td>
<td>516</td>
<td>64%</td>
</tr>
<tr>
<td>CDES</td>
<td>159</td>
<td>214</td>
<td>74%</td>
</tr>
<tr>
<td>CFANS</td>
<td>170</td>
<td>317</td>
<td>53%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,276</strong></td>
<td><strong>5,584</strong></td>
<td><strong>59%</strong></td>
</tr>
</tbody>
</table>

**WHAT PARENTS SAID….**

Best orientation I have ever attended. After going through many orientation days as well as other campus visit activities over the years, I can say this was very, very well done. The level of information provided was outstanding. Most of all, the presentations were engaging. The fact that all of the presenters were humorous...really made the event fun along with informative. THANK YOU VERY MUCH!! You made our son very excited about coming to your University.
Transfer Parent/Family Orientation

Parents and family of new transfer students are invited to attend an optional parent/guest orientation program. This half-day program runs concurrent to transfer orientation and provides parents the opportunity to learn more about tuition, financial aid and billing; health and safety; university resources; and the parent program.

There is no cost to attend this program.

**January 2013 Attendance: 135**

**Summer 2013 Attendance: 462**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Total Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 27-28</td>
<td>132</td>
</tr>
<tr>
<td>July 22-26</td>
<td>219</td>
</tr>
<tr>
<td>August 15-16</td>
<td>56</td>
</tr>
<tr>
<td>August 19-20</td>
<td>33</td>
</tr>
<tr>
<td>August 30</td>
<td>22</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>462</strong></td>
</tr>
</tbody>
</table>

**WHAT PARENTS SAID....**

I am so glad that we attended the parent orientation. Everyone was very helpful, welcoming, and more than willing to answer any questions we had. It’s one thing to read the information online or in a handout, but to actually be there in person to see where your child will be going to class, etc. allowed us as parents to feel a real connection to the University and not feel so overwhelmed by its size. The orientation staff’s enthusiasm was contagious, and here we are two days later still talking about how much we enjoyed spending the day at the U of M! Thank you so much for providing a service like this!
Welcome Week 2013

This year marked the sixth year of the Welcome Week program for new freshman students. As Welcome Week has become a tradition and expectation on campus, efforts continue to make it a more personal experience for students. And we continue to work with Welcome Week Leaders to train them to address students’ individual needs and concerns. Major events remained in the schedule and the following adjustments were made this year:

• The Welcome Week schedule was adjusted to accommodate the home football game on Thursday, August 29. This required move-in to take place in a shortened time frame Monday and Tuesday. Official programming began on Wednesday afternoon rather than evening, shortening College Day by two hours.

• Students were assigned specific times to check in for Welcome Week to help with the overall flow of check-in and the shorter time allowed in the new schedule. A presentation was created to introduce students to the purpose and overview of the program before gathering their materials. Some sessions were specific to different populations, for example commuter students, band members, athletes, etc. This provided more consistent information about the schedule and expectations.

• Welcome Week groups were assigned by house within each residence hall to encourage sustainability of group connection and encourage relationship building throughout the year. The addition of the 17th Avenue residence hall also increased the number of students living on campus. There were more than 240 groups.
• The Recreation and Wellness Center expansion hosted an open house as the first late-night entertainment programming on Wednesday night. It was also the site of bag storage for commuter students during Pride & Spirit and the football game.

• Due to the early timing of the football game, the MAC Dance was developed to provide late-night, post-game, entertainment. Held at the McNamara Alumni Center, the MAC Dance was a success with attendance at capacity of 800 students the entire night.

• Videos were added throughout the program to help streamline messaging and provide a more comprehensive program. Students viewed the opening presentation at WW check-in, and Pride & Spirit (the first event) had an opening video to welcome students to Welcome Week. Changes to the Respect U video included a more realistic setting a more positive message. A community engagement video tied together messages for the Saturday programming.

• WWL training continued to focus on a community of leaders with added topics of Bystander Education and Ally Training with the Office of Equity & Diversity. Story circles were used as a way to facilitate conversations during WWL training, and the technique was taught to WWLs to use with students to help encourage connection on a deeper level in their small groups.

Overall, Welcome Week created a welcoming environment for the Class of 2017. Of the 5,587 eligible for Welcome Week, 5,544 students made up the Class of 2017 (4,928 residential, 659 commuter) and 97% (5,381) of the class participated in at least one Welcome Week event (not including WW check-in).
Overall Key Findings:

• Students continue to be impressed with their overall Welcome Week experience; 79% of students were favorably impressed with their experience this year compared to 78% in 2012, 69% in 2011, and 63% in 2010.

• 97% of all first-year students attended at least one Welcome Week event, not including check-in. This is the same rate as 2012.

• Convocation and Pride & Spirit were events that students said helped them achieve all seven goals of Welcome Week: more prepared to transition, increase sense of school pride, increase sense of community, increase sense of identity, increase sense of individual responsibility, increase sense of ownership over experience, and increase respect for campus community. Explore-U was attributed to six goals and College Day, Jermaine Davis, and the small group experience were attributed to five goals.

• College Day attendance was at 83% of the Class, compared to 88% last year, due to the following reasons: band members were exempt from attending due to the football game, CSE used rosters to track a more precise attendance number instead of using Convocation numbers, and CLA had a larger percentage of students not attend College Day after attending Convocation.

• The small group experience continued to be a positive experience for new students. The Kickoff Meeting was more effective in explaining expectations, getting to know group members, by utilizing the storytelling technique, clarifying roles of WWLs and CAs and helping the group feel connected. Students also were more accountable to attend group events. This is most likely due to the newly create presentation students saw at check-in.

• Changes to the Community Engagement programming proved to be more effective in introducing students to community organizations, and helped them realize they can have an impact with others on a particular issue and identify ways to incorporate community engagement into their college experience. All of these areas saw at least a 5% increase in students strongly agreeing or agreeing compared to last year.

Welcome Week Attendance

In collaboration with the U Card Office, Welcome Week was able to track attendance at many events by scanning students’ U Cards. This allowed for accurate data (+/- 3% margin) to be collected during Welcome Week programming. Attendance was also tracked through the use of small group rosters (completed by Welcome Week Leaders), and wristbands from other departments. The chart on page 25 outlines participation of students who are still enrolled after 10th Day counts.
Welcome Week Leaders

Welcome Week Leaders continued to go through a selection process this year, instead of self-selecting themselves out of the program. The number of applications were narrowed from 737 to 621 after the first session in February. These students continued through two trainings in March and April and returned for Prep Week in August.

The Student Program Coordinators (SPCs) decided to focus training on elements of community building with the Welcome Week Leaders. The first training session focused on building a community of leaders. The following training focused on the individual’s role within the community with Bystander Education and training on how to be an ally. Story circles were used during training to encourage meaningful conversations amongst the leaders and to help them connect and build a strong community. The SPCs spent significant time through spring and into Prep Week getting to know WWLs on an individual level. The result was a strong group of students who were dedicated to creating a welcome and inclusive environment for new students.

Welcome Week Leaders continue to report a positive experience with the program. WWLs report they were happy they were a WWL (97.7%), know more about the U of M because they were a WWL (93.2%) and have a greater sense of belonging to the U of M because of being a WWL (91.5%).

There were 447 leaders (see pages 45-47 for the names of these leaders) who dedicated approximately 100 hours of their time to attend training and lead groups of new students through Welcome Week. This is the largest number of leaders in Welcome Week history. The retention rate over the summer increased slightly from 83% in 2012 to 85% in 2013. The leadership experience of Welcome Week Leaders continues to be an excellent entry level leadership experience for students.

![Welcome Week Leader (WWL) Retention](image)
Welcome Week 2013 (cont.)

Welcome Week Attendance

<table>
<thead>
<tr>
<th>Event</th>
<th>Tracking System</th>
<th># Attended</th>
<th>% of Class of 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>WW Event Selection</td>
<td>OR Database</td>
<td>5,245</td>
<td>94.6%</td>
</tr>
<tr>
<td>Exemptions</td>
<td>OR Database</td>
<td>126</td>
<td>4.9%</td>
</tr>
<tr>
<td>Move-in</td>
<td>HRL</td>
<td>4,919</td>
<td>89.3%</td>
</tr>
<tr>
<td>WW Check-in</td>
<td>U Card</td>
<td>5,379</td>
<td>96.8%</td>
</tr>
<tr>
<td>Kickoff Meeting</td>
<td>Rosters</td>
<td>4,945</td>
<td>90.7%</td>
</tr>
<tr>
<td>Convocation</td>
<td>U Card</td>
<td>5,060</td>
<td>91.2%</td>
</tr>
<tr>
<td>College Day</td>
<td>Rosters</td>
<td>4,595</td>
<td>82.7%</td>
</tr>
<tr>
<td>Pride &amp; Spirit</td>
<td>U Card</td>
<td>4,946</td>
<td>89.1%</td>
</tr>
<tr>
<td>Football Game</td>
<td>U Card</td>
<td>4,464</td>
<td>80.5%</td>
</tr>
<tr>
<td>Live Like A Student</td>
<td>Rosters</td>
<td>3,215</td>
<td>57.9%</td>
</tr>
<tr>
<td>Making Strengths STICK</td>
<td>Rosters</td>
<td>3,296</td>
<td>59.3%</td>
</tr>
<tr>
<td>Respect U</td>
<td>U Card</td>
<td>3,052</td>
<td>55%</td>
</tr>
<tr>
<td>Jermaine Davis</td>
<td>U Card</td>
<td>3,414</td>
<td>61.5%</td>
</tr>
<tr>
<td>Events &amp; Activities Showcase</td>
<td>Wristbands</td>
<td>2,500</td>
<td>45%</td>
</tr>
<tr>
<td>Explore-U</td>
<td>U Card</td>
<td>4,039</td>
<td>69.5%</td>
</tr>
<tr>
<td>Engagement Experience</td>
<td>Rosters</td>
<td>2,630</td>
<td>47.4%</td>
</tr>
<tr>
<td>Mall of America</td>
<td>U Card</td>
<td>2,576</td>
<td>46.5%</td>
</tr>
<tr>
<td>Community Exploration &amp; Closure Meeting</td>
<td>Rosters</td>
<td>2,086</td>
<td>37.6%</td>
</tr>
</tbody>
</table>

*These numbers are not tracked on an individual basis, therefore the percent of Class of 2017 is an estimate. There is no way to tell if those at the event are still enrolled in the University.
Welcome Week Handbook & Personal Schedule

The Welcome Week handbook and personal schedules were available in print as in past years, as well as electronically through a mobile app called Guidebook. Prior to Welcome Week, students were asked in Event Selection how they would like to receive their materials. Of the 5,282 students who completed Event Selection, 9.4% (500) indicated they would use Guidebook to access the Welcome Week handbook and personal schedule. We also learned that 25.8% (1,363) of the students indicated that they did not want to use the mobile app in any way. In the post-Welcome Week evaluation 38% of the students indicated they used Guidebook at some point during the program and although there were some technical glitches with the personal schedules and app, 78.3% of those students thought it was useful in navigating Welcome Week.

View the entire document online: issuu.com/ofyp/docs/2013_student-handbook-final
Transfer Welcome Days

As part of an effort to improve the transitional experience of new transfer students, OFYP extended Transfer Welcome Days to three days, August 29-31. This decision to extend the program came as a result of more than 300 transfer students having access to living on campus, the University hosting a home football game during this time, and Athletics offering to provide new transfer students with one free ticket. In addition, we saw this is a great opportunity to increase the opportunities for students to get connected to campus and to each other. All new transfer students were invited to participate in these events. The purpose of Transfer Welcome Days was to welcome transfer students into the U of M community and provide opportunities to connect students with each other, student organizations, and campus resources. Each day focused on transition issues transfer students face as new students coming to the University. The following page outlines what happened each day.
Thursday, August 29: Gopher Day

Our first day focused on Belonging. Transfer students living on campus had the opportunity to move in to their residence hall. We also hosted a Transfer Student Meet-up and Tailgate. Students needed to stop by this event to sign in and pick up a free ticket to the first home football game. Attendance: 295 students

Friday, August 30: Maroon Day

This day focused on Connecting. Students had the opportunity to take campus tours with the Transfer Student Ambassadors, and attend programs hosted by the Multicultural Center of Academic Excellence or International Student Scholar Services. We hosted a Mix and Mingle event focused on connecting with other new transfer students, and students were allowed to attend the Students Unions & Activities Showcase where they could get hypnotized, dance, and enjoy free food. Attendance: 219

Saturday, August 31: Gold Day

The official University welcoming of new transfer students happened the last day and focused on Adjusting to the University.

Students attended a resource fair, a presentation on goal setting, and breakout sessions based on their own transition. All of these events were planned to assist new transfer students in having a smooth transition to the University of Minnesota. Highlights of the day included a keynote address by Vice Provost and Dean of Undergraduate Education Robert McMaster; a presentation by the Transfer Student Ambassadors; a goal-setting session; T-shirt swap; workshops focused on a variety of topics; and participation in Explore-U student organization and vendor fair. Students were also given the opportunity to talk with student representatives from Commuter Connection and the Transfer Student Advisory Board, and have their picture taken with Goldy Gopher. Attendance: 254

By extending the program to three days, students were given more opportunities to participate in events they thought would be most helpful in their transition. Although we checked in 768 between all three days, this only reflects 478 unique people. These numbers reflect that only 20% of new transfer students chose to participate in Transfer Welcome Days, a slight decrease from 2012.
First-Year Initiatives

Year 1 on myU Portal

Year 1 is a cell located on the undergraduate view of myU web portal available only to first-year students. This cell provides articles that change approximately every week throughout the academic year. The articles, written by OFYP, discuss issues based on the transitional timeline of the first-year student and promote an awareness of resources on campus that address those issues. Some of the topics include:

- Dealing with homesickness
- The importance of being an engaged student
- Making smart health decisions
- Making academic goals
- Creating genuine relationships
- How to meet professors
- Keeping campus safe

First-Year Photo Project

This program allows first-year students a way to explore their transition to the University of Minnesota through artistic expression. Incoming students can apply to take part in this initiative on myU during summer orientation. Approximately 12 students are chosen annually to represent their class through photography. Participants meet approximately once a month to discuss their photographs and how they relate to their personal development. At each meeting participants are assigned a developmental theme to guide their photography. This project culminates with an exhibition hosted in the Coffman Memorial Union Theater Gallery.

This initiative was not offered for the 2013-2014 academic year.

Browse the current photos of our photo project students: www.ofyp.umn.edu/photoproject.
Class of 2016/2017 Newsletter

The e-newsletter is sent out to the first-year class once a month during the academic year. This publication provides students with time-specific reminders in addition to promoting developmental and academic resources pertinent to the time of year. Numerous departments around campus provide content for the newsletter.

The newsletter is divided into two different content areas; “To Do” and “To Know.” The first section of the newsletter acts as a checklist of necessary action items the student should be doing that month. The second section generally promotes campus events and resources pertinent to students at that time in the context of academics, engagement, finances, and health and wellness.

Analytics are pulled seven days after the original mail date. Though these numbers give us an idea that students are looking at the material it does not portray an accurate account, as Lyris does not track students who open the email via mobile device or whose computers are set to not load images. The difference in number of unique opens and total opens shows us that some students chose to view the material multiple times.

<table>
<thead>
<tr>
<th>Students Class</th>
<th>Mail Date</th>
<th>Total Opens</th>
<th>Unique Opens</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>Jan. 24, 2013</td>
<td>2,511</td>
<td>1,952</td>
</tr>
<tr>
<td>2016</td>
<td>Feb. 19, 2013</td>
<td>2,438</td>
<td>1,947</td>
</tr>
<tr>
<td>2016</td>
<td>Mar. 6, 2013</td>
<td>2,436</td>
<td>1,870</td>
</tr>
<tr>
<td>2016</td>
<td>Apr. 2, 2013</td>
<td>2,339</td>
<td>1,821</td>
</tr>
<tr>
<td>2016</td>
<td>May. 7, 2013</td>
<td>2,185</td>
<td>1,792</td>
</tr>
<tr>
<td>2017</td>
<td>Sep. 3, 2013</td>
<td>3,393</td>
<td>2,303</td>
</tr>
<tr>
<td>2017</td>
<td>Oct. 3, 2013</td>
<td>2,412</td>
<td>1,814</td>
</tr>
<tr>
<td>2017</td>
<td>Nov. 6, 2013</td>
<td>2,563</td>
<td>1,952</td>
</tr>
<tr>
<td>2017</td>
<td>Dec. 4, 2013</td>
<td>2,664</td>
<td>1,976</td>
</tr>
</tbody>
</table>

To view an archive of Year 1 articles and issues of the Class of 2017 eNewsletter, visit [www.ofyp.umn.edu/freshnews](http://www.ofyp.umn.edu/freshnews).
Kick-It!

The current freshman class has the opportunity to participate in this myU-based engagement program during the first six weeks of each semester. Each week students are able to complete as many of the posted Kick It! tickets as they want. The tickets are challenges for students to utilize campus resources that will assist them in their transition to the University of Minnesota. After students submit their completed tickets they may enter a drawing for prizes donated by local businesses and campus departments.

Each week of the program has a content theme such as Involvement and Engagement, Finances, and Academic Resources. With each week’s tickets there is an introduction that discusses how first-year students can be challenged in that transitional area.

### Spring 2013

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of weeks available on myU</td>
<td>6</td>
</tr>
<tr>
<td>Number of tickets available</td>
<td>71</td>
</tr>
<tr>
<td>Number of departments represented</td>
<td>24</td>
</tr>
<tr>
<td>Number of students participating</td>
<td>140</td>
</tr>
<tr>
<td>Number of submissions</td>
<td>4,006</td>
</tr>
</tbody>
</table>

### Fall 2013

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of weeks available on myU</td>
<td>6</td>
</tr>
<tr>
<td>Number of tickets available</td>
<td>91</td>
</tr>
<tr>
<td>Number of departments represented</td>
<td>29</td>
</tr>
<tr>
<td>Number of students participating</td>
<td>290</td>
</tr>
<tr>
<td>Number of submissions</td>
<td>6,933</td>
</tr>
</tbody>
</table>
@ Home in MN

In 2011, Orientation & First-Year Programs piloted @Home in MN, a new initiative targeting students coming to the University of Minnesota from out-of-state. Approximately 40% of first-year students that do not re-enroll at the University for spring semester come from states other than Minnesota.

During the 2013-2014 academic year OFYP is hosting a number of events that introduce out-of-state students to a Minnesota cultural event or tradition (see table below).

In addition to the Minnesota cultural programming, @Home in MN offered the option for students to participate in the @Home in MN Living Learning Community. A total of 32 students signed up to participate in the living learning community. Throughout the fall semester, staff from Housing & Residential Life and OFYP worked together to provide additional resources and opportunities to students in the Living Learning Community.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 19, 2013</td>
<td>Minnesota State Fair</td>
<td>300</td>
</tr>
<tr>
<td>Sept. 18, 2013</td>
<td>Minnetonka Orchards</td>
<td>129</td>
</tr>
<tr>
<td>Nov. 7, 2013</td>
<td>Finances Workshop with One Stop</td>
<td>0</td>
</tr>
<tr>
<td>Dec. 7, 2013</td>
<td>Holidazzle Parade</td>
<td>86</td>
</tr>
</tbody>
</table>
First Year Conference 2013

All University faculty, staff, and administrators were invited to participate in the biennial Focusing on the First Year Conference. More than 300 people had the opportunity to talk and strategize about academic and student development issues relating to first-year students.

This conference was held at Coffman Memorial Union on the University of Minnesota, Twin Cities, campus on February 13, 2013. The February date allowed for more flexibility with an advising and career retreat.

Keynote speaker and special guest Jennifer R. Keup is the director of the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina. She presented national data on peer leadership in higher education.

To access archives of previous conferences visit www.ofyp.umn.edu/first-year-conference.

This conference will be offered again in February of 2015.
OFYP Phone and Web Traffic

Call Volume

From May 2013 through the end of summer, the office assistants answered 3,754 phone calls from new students, their parents, and members of the University community. Phone were consistent with the previous summer. OFYP continued to streamline print publications and website information to ensure that information was easy to understand and not overlooked.

Web Traffic

The data provided below demonstrates the gradual increase in web traffic in the months leading up to our programming, with peak usage running throughout the program season. Fall admits attend programming sometime between May and early September, and spring admits attend programming in January. There is an immediate drop-off of web traffic that correlates with the end of programming.

OFYP launched a new responsive website in April 2014.
OFYP Communications

OFYP has the unique challenge of communicating with audiences that are going through significant life changes, such as finishing high school, leaving another university, moving, living away from family and friends for the first time, etc.

Additionally, we are always reaching out to new audiences; with each new year we start fresh with entirely new students. It is important that we reach them early, keep them informed, and set the stage for a productive collegiate experience. These students then continue on their journey, and we start fresh each year.

It would be easy to assume that one communication plan could be repeated each year, but technology and expectations change quickly. Effective communication must evolve to meet the needs of each new audience.

Our print materials continue to either merge or streamline, especially as our collaborations demonstrate overlap or lapses of key messages. More information is delivered electronically, and received on an ever-increasing assortment of mobile devices or displays.

And as we continuously evaluate the spectrum of touchpoints, we are constantly reminded that the need for actual human interaction never goes away. The ability to communicate may shift to digital conversations, but remains as necessary as ever.
Mass Email

OFYP utilizes Lyris, the U of M sponsored delivery system, to reach all of our audiences. Students and parents are sent orientation-specific information, Transfer students are encouraged to complete Online Orientation, first-year students receive a monthly eNewsletter, staff and faculty are invited to conferences, and more.

Social Media

In 2013 we considered how social media can be used for both communication and student engagement. We use a main OFYP Facebook and Twitter account to promote big picture public information, and private Facebook groups for incoming freshmen and new transfer students to engagement connection within these communities.

Video

Video has proven to be a useful tool with leadership recruitment (to allow current leaders to share their experiences), as well as welcome programs that serve large audiences with rotating presentations.

Print

With every communication project we begin by considering audience and how best to deliver the important information. Whenever possible we attempt to utilize electronic options. Our main publications include the Gopher Guide (planner and resources guide), Gold Book (for all new students and their parents during Orientation), the Parent & Family Calendar (to help parents better support and engage with their students during the first year), and the Welcome Week Student Handbook (for first-year students, and includes all details needed to complete the program).
For the last decade the myU web portal has helped OFYP and our University partners to communicate directly with incoming freshmen and transfer students during their transition to campus life. This access has been invaluable given the technological expectations and needs of our students. With the deluge of messaging that targets young people, the University of Minnesota needs to have the ability to meet students where they are, providing the right messages, at the right time, using the most appropriate tools. The myU web portal has continued to provide the ability to communicate one message to all students – “log in to myU to learn more” – while customizing the information students receive by college, class affiliation, and more.

The charts on page 13 demonstrate that incoming students utilize myU during their transition, with increased usage throughout the summer. Students are looking to connect with the U of M long before the first day of classes, in order to complete University expectations and requirements, but also to learn about their future home and community. Portal technology, even with its limitations, helps us to move closer to customizing and personalizing student interactions.

As part of the Enterprise System Update Program (ESUP), the current myU platform will be replaced in spring 2015 by a new University-wide portal that will be built on Oracle PeopleSoft software. This will allow the University to leverage tools it already owns and provide improved access to important features within PeopleSoft that University communities can use to complete their work (e.g. register for classes, work with students, enter grades, submit timesheets and expense forms).

To learn more and/or follow the progress of the ESUP, visit upgrade.umn.edu. To learn more about the portal project specifically, visit z.umn.edu/portal.
### 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
The first-year assessment plan continues to receive Institutional Review Board approval with the assistance of the Office of Institutional Research. This plan continues to be implemented by collecting data from both first-year and transfer students at various points throughout the first year. This data is used to inform our practice, enhance student messages, change program content, and make data-driven decisions about resource allocation. The intent of this process provides data on student behavior related to the matriculation process, student satisfaction, student success both personally and academically, longitudinal data, and to measure the impact on student retention and other programs.

Reference the assessment web page for more information: www.ofyp.umn.edu/fyassessment
Transfer Grant Research Findings

In December of 2010, OFYP received a grant from the National Institute on the Study of Transfer Students to conduct research on three fall entering, transfer cohorts (2007, 2008, 2009). This study examines the relationship between specific student characteristics and their impact on student success. The characteristics examined included age, gender, ethnic background, home location, admitted major, declared major, GPA, number of credit hours transferred, and transfer institution type. The goal of this study was to identify whether certain characteristics positively and/or negatively impact transfer student success as defined by first to second semester retention, grade point average, time to graduation, and overall satisfaction with UMTC. Results were presented at the 2013 spring annual conference.

Grant Submission Overview

Title
Recipe for success: Identifying the impact of incoming characteristics on transfer student transition, retention, and graduation.

Abstract
Based on a sample of approximately 7,000 fall-enrolling transfer students at the University of Minnesota, Twin Cities (UMTC) between 2007-2009, this study will examine the relationship between specific student characteristics and their impact on student success. The characteristics examined included age, gender, ethnic background, home location, admitted major, declared major, GPA, number of credit hours transferred, and transfer institution type. The study seeks to identify whether certain characteristics positively and/or negatively impact transfer student success as defined by first to second semester retention, grade point average, time to graduation, and overall satisfaction with UMTC.

Purpose
Annually, more than 3,000 undergraduate students transfer into UMTC, making up nearly a third of the total undergraduate population. Because UMTC assigns “transfer” status to any student transferring with more than one credit hour post high school graduation, this population is incredibly diverse. While significant strides have been made to understand the transitional experience of the UMTC transfer population, relatively little is known about the impact specific student characteristics have on student success at our large research institution.

This mixed method study will examine the relationship between certain characteristics of incoming UMTC transfer students and overall student success based on indicators such as time from first to second semester retention, grade point average, time to graduation, and overall satisfaction with the UMTC experience. The purpose of the study will be to identify individual or combinations of characteristics that positively and/or negatively impact transfer student success.
First-Year Assessment Plan (cont.)

Method

Sample:
The sample for the study will include three cohorts of transfer students enrolling in Fall 2007, 2008, and 2009 at UMTC totaling approximately 7,000 students.

Procedures:
The instrument used for this study will consist of characteristics such as: students’ age, gender, ethnic background, home location, admitted major/college, declared major, GPA, total number of previous college credits, number of hours transferred to the institution, transfer institution type, if a student returned spring semester after initial enrollment, and graduation date. The data will be compiled in coordination with UMTC’s Office of Institutional Research from various student information databases and sources.

Running Head:
Recipe For Success 3

After preliminary data analysis is conducted, smaller sub-populations of students will be identified and interviews/focus groups will be conducted in accordance with appropriate human subjects approval.

Some possible sub-populations might include:

- transferable credit hours (under 30 credits, 30-60 credits, over 60 credits);
- in-state vs. out of state residency; and
- transfer institution type (community/technical college, private, public, within University of Minnesota system).
Contributions of the Research to Understanding of Transfer Issues/Impact Services to Transfer Students

Due to the diversity of incoming transfer student populations, there is still much to understand about the transfer student experience at a large, public, four-year institution. This study seeks to advance the understanding of the relationship between specific characteristics of incoming transfer students (e.g. age, ethnic background, number of credit hours transferred, institution type, etc.) and indicators of success such as retention and graduation.

The impact of understanding the connection between specific student characteristics and student success is far reaching. Knowledge gained through this study may:

- assist in transition preparation at the community college level;
- improve institutional policies and procedures that may be causing barriers for transfer students;
- assist with setting transfer enrollment practices, targets, and goals;
- increase awareness and improve stakeholder buy-in and support of intentionally serving transfer students; and
- identify areas of student vulnerability and develop interventions at the service level to assist students

Results

For research findings visit z.umn.edu/2013trppt.
OFYP STAFF

Program Year 2013 (January 2013 – December 2013)

Full-Time Staff

Beth Lingren Clark, Ph.D., Director

ORIENTATION:

Lisa Gruszka, Associate Director
Focus: Orientation Programs

Alysia Lajune, Assistant Director
Focus: Transfer and Parent Orientation, Transfer Experience Programs

WELCOME WEEK/FIRST-YEAR INITIATIVES:

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

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

OPERATIONS:

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

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

Matt Maloney, Information Technology Professional
Focus: Web and Databases
**OFYP Student Staff**

**Orientation Leaders (OLs)**
Heather Barto  
Casey Kuehn  
Morgan McAfee  
Grant McCormack  
Nora Nashawaty  
Connor Schweitzer  
Spencer Price  
Hayley Chartier  
Thomas Fogarty  
Hayley Mix  
Andrew Vold  
Kelsy Muehlbauer  
Alysha Fenlon  
Sarah Lee  
Matt DeLeo  
Emma Contreras  
George Rodriguez  
Kevin (Pengyue) Mao  
Rachel Newman  
Thuy Bui  
Patrick Stumpf  
Alexa Wright  
Lauren Eidman  
McKenzie Bell  
Chanse Shirley  
Claire Bramel  
Star Zhang  
Sri Mushnoori

**Transfer Student Ambassadors (TSAs)**
Asheer Ahmed  
Jessica Carlson  
Hannah Schiro  
Gretchen Brechler  
Evan Lish  
Trey Peterson  
Nick Bodette  
Ali Steiglbauer  
Michaela Bengtson

**Student Program Coordinators (SPCs)**
2012-2013  
Colette Bell  
Khadra Mohamed  
Jake Starsiak  
Ben Wunrow
2013-2014  
Lauren Eidman  
Patrick Stumpf  
Emma Contreras  
Connor Schweitzer

**Check-In Staff**
Matt Schnettler  
Claire Meints  
Megan Price  
Will Tosney  
Darcy McLinden  
Anna Fox  
Anna Laorr  
Emily Den Boer  
Jack Fate  
Lindsay Blahnik

**Design Intern**
Sondra Vine

**Digital Media Intern**
Raven Johnson

**First-Year Interns**
Katie Kranz (Spring/Summer)  
Colette Bell (Fall)  
Laura Hoogeveen (Fall)

**Marketing Assistants**
Manoel Reichel (Spring)  
Emily Palmer (Summer/Fall)

**Office Assistants (OAs)**
Kendra Komejan (Spring)  
Kayla Lundholm (Spring)  
Emily Palmer (Spring)  
Laura Hoogeveen (Spring)  
Rae Engle (Summer/Fall)  
Marissa Angus (Summer/Fall)  
Erin Lengas (Fall)  
Alex Tsai (Fall)

**Operations Assistant**
Erin Lengas

**NODA Intern**
Justin Cox (May-August)  
University of Dayton

**Parent Orientation Coordinators (POCs)**
Monica Greis  
Luke Lambert
Welcome Week Leaders are an integral component to the Welcome Week program. There were 447 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.

Welcome Week Leaders

Carlos A Acosta
Tyler J Adams
Jennifer S Adrian
Samantha A Alisankus
Yazan Alkhahab
Margaret B Allen
Alecia Allen
Colin S Alsbro
Deena K Altschwager
Travis C Anderson
Talia G Anderson
Nicole M Atol
Desiree A Aviles
Samuel D Bagley
Nicola S Balram
Susan E Baltz
Teahl A Banita
Jacob R Barnett
Amy P Bartos
Bonnie Baumgartner
Rachael Beer
Spencer F Beggs
Alexandra G Behrend
Hayley S Bemel
Spencer S Bemel
Alexa M Benevides
Morgan A Benoy
Aubrianna M Bergstrom
Preeya S Bhakta
Sanjana S Bhakta
Ayesha Bhatia
Sean E Bigness
Rachel Binning
Amelia C Black
Laura A Blackman
Catherine M Bledsoe
Emily N Boak-Nyberg
Jamey M Boerjan
Joseph M Bogner Jr.
Evalina Bond
Paul C Borowick
Rachel A Brandt
Tanner D Brandt
Melanie J Breuer
Sarah J Brinkman
Tenley J Brown
Alexander M Brown
Hanh T Bui
Paul M Burley
Kristiana Burlini
Kelsey J Burmeister
Christina M Burruss
Joshua C Bush
Jared S Butler
Jenny M Caforio
Martin Caride
Austin Cariveau
Bryce B Carlson
Kevin Caron
Timothy J Carr
Landon T Case
Melanie A Chang
Yinzhi Chen
Kristin L Chepp
Maggie B Chidester
Jenna Christofersen
Emily J Claridge
Emily Clark
Keighly A Colangelo
Denver Collins
Nicholas W Cotta
Nicholas M Coughlin
Luke T Coyer
Victoria M Dabler
Amanda L Dahl
Alyssa S Daley
Andrew Dang
Sabine Darling
Andrea L Daugherty
Madeline E Davis
Trent P Davis
Maxwell S Davis
Don Nadeeka De Saram
Britta J Degeest
Matthew J Detjen
Stephanie R Dewald
Lauren B DeZelar
Nicholas Dickovich
Benjamin J Dimond
Daniel M Ditch
Sarah Divine
Connor Doherty
Tobias Z Donlon
Erin Duffy
Patrick Dugan
Anne Dunham
Daniel J Edwards
Jeremy Edwards
Carlene E Eichten
Marian El-Khatib
Ashleigh Elgoda
Kate L Eloranta
Patrick J Enright
Amanda N Farag
Olakunle Fawole
Brittany Fedje
Alexandria N Felix
Megan E Felz
Susannah J First
Anthony D Fleck
Caitlin M Fortin
Samuel M Fox
Charlie W Fox
Michael W Franczyk
Gabriel J Franta
Margo Fredericks
Sheena R Froberg
Matthew J Fromm
Erin M Gallert
Natasha Gallett
Shannon M Gehring
Benjamin T Gelhaus
Rachel Gewiss
Tyler J Gieseke
Katherine A Glasheen
McCartney G Goff
Janna Goodrich
Tyler J Gorek
Laurel K Gramling
Rachel N Groe
Kyle A Gross
Jingsi Guo
Benjamin C Hacker
Erin E Hagemeyer
Emerson K Halbach
Allen Halbert
Melissa J Hallenbeck
Welcome Week Leaders (cont.)

Sugan Hamud
Schuyler Handy
Olivia J Hansen
John R Harkness
Benjamin G Harm
Riley J Harms
Delaney E Hart
Nels Haugen
Jenna Headrick
Matthew H Heise
Zach D Heitkamp
Keisa R Helgerson
Nicholas J Helgeson
Rikki L Hemstad
Lisliet D Hernandez
Marcello A Herrera
Alisha M Hershman
Hailey R Hildahl
Allison Hitchcock
Andrew T Holovnia
Jackson T Homstad
August Horner
Michael M Hornung
Ellen E Hunt
Anne K Hunter
Taryn Ibach
Brooklynn Ihlen
Jami E Irwin
Leena M Jaakola
Emma C Jahnke
Thomas Y Jang
Kexin Jiang
Yang Jiang
Jamie L Jirele
Alexander Jobin
Macy R Johannsen
Brenna Johnson
Kara Johnson
Letitia Jude
Sophie A Justinak
Devesh Kaushik
John C Ke
Kelsea R Keep
Ashlynn M Kendzior
Lauren Kitrell
Lindsey Klarkowski
Bailey M Klatt
Austin Kluis
Matthew C Knight
Abbey Knisely
Maulika Kohli
Margaret R Kohlmann
Kavitha A Kolla
Michelle L Korthauer
Trevor M Kraeger
Garrett L Kranz
Thomas M Kraus
Samantha Kraus
Rachel D Lachinski
Alicia Lanars
Taylor Lang
Benjamin J Lanz
Benjamin P Larson
Kyle R Lau
Michelle Laun
Mackenzie P Lawinger
An Le
Sonny Le
Maria E Lee
Samantha L Lee
Chanju Lee
Alexander K Leick
Madison C Lenz
Bradley K Lenz
Madison N Lesmeister
James H Lettow
Christina R Lindemann
Krista L Lindorfer
Pak Yeung Ling
Emily J Lipson
Chang Liu
Julie M Loftus
Britt A Logdahl
Kendra A Lonetti
Kaitlyn Lorant
Lawrence Lorbiecki
Alexis L Lunderville
Jack S Lunt
Holly Mahoney
Makayla G Maile
Cameron Mailhot
Abir Majumdar
Rachel Marusinec
Jessie L Master
Caitlin J Matson
Alyssa M McElroy
Emily K McIntire
Kelsey E McKenna
Hannah Mcmunn
Heidi M Mendez
Samantha M Meyer
Kayla M Millard
Jessica Miller
Samantha T Mocarski
Mark D Mohan
Ashley K Morgan
Adeline E Motzko
Danielle N Muelken
Courtney E Mueller
Eric Mueller
Jacob D Mulford
Mehdijaffer Mulla
John Mundahl
Kelsey M Mundt
Michael P Muradian
Vaibhav Murthy
Emily D Myers
Cody A Narveson
Travis D Navarro
Kelsey L Neigebauer
Dalton M Neil
Jeremy Nelson
Rachel Nelson
Andrea E Newell
Richard K Nguyen
Alexander L Nguyen
Hung Q Nguyen
Jessica T Nguyen
Ashley Z Niaz
Alexandra Nierlich
Nikki Niewold
Jaclyn M Noshay
Vanessa Y Nyarko
Jaclyn M O’Connor
Lauren O’Donnell
Felix E Okotete
Jacquelyn K Oliver
Anders L Olmanson
Rachel L Olson
Madison Olson-Spartz
Carissa J Orr
Victoria L Oven
Jordan Paladino
Sarah E Palmer
Alyssa M Palo
Marc A Parenteau
Shannon Parmentier
Katlin C Parrott
Anish Patel
Anthony P Pavelski
Daniel Pederson
Maggie Perkins
Luke B Peterson
Joel D Peterson
Katherine J Peterson
Erin Pfarr
Taylor Phimister
Vincent K Phothisanh
Ronald Phuan Xin Heng
Courtney C Pietras
Michael Plant
Brandon J Ploen
Chrisana I Pokorny
Joshua D Policarpio
Eric S Polom004
Mark J Portz
Indrajith Premanath
James A Prince
Brock D Purcell
Keying Que
Kathryn M Quinlan
Maja K Redburg
Apoorva C Reddy
Maximilian P Redemann
Branden M Reeves
Ryan M Rehbein
Cayley Reif
Emily A Reudelsterz
Brian Reuland
Christina P Reyes
Margaret A Richardson
Elizabeth Rick
Tyler R Riedinger
Mary A Riemer
Sarah M Ringgenberg
David J Rokke
Sarah N Rose
Megan Rubbelke
Caitlin M Rudolph-Lavalier
Jenna L Ruggiero
John K Russ
Emily J Russell
Mackenzie D Ryks
Rachel L Sadowsky
Nicole M Sauer
Andrew Savitz
Sara J Scarbro
Ayla E Scharnow
Matthew D Schiffer
Hallie C Schley
Molly L Schlief
Thaddeus W Schmitt
Lisa M Schott
Matthew J Schroeder
Brock D Schweiner
David M Scott
Kristin E Seaman
Samson M Seiffert
Joseph R Senkyr
Allyson Sevold
Margaret E Shevik
Xinyi Shi
Jennifer M Showers
Benjamin A Sicoli
Ahmed R Siddiqui
Adam Siegfried
Scott Sievert
Megan L Siewert
Ryan M Siewert
Timothy K Sinathsin
Ashley E Slattery
Meghan A Smith
Rachelle L Smith
Ashley M Smith
Michael F Sobin
Natalie R Somerson
Alison E Souza
Sydney L Stallings
Megan A Steinhbel
Meghan C Steinhoff
Rebecca M Steinke
Nicole A Stewart
Nicole R Stjernsward
Laurel Stone
Allison E Stroman
Yating Sun
Evi Susilowati
Tien T Tang
Victoria P Taubner
Matthew M Terry
Abhishek A Thakar
Samuel S Theesfeld
Lauren E Thompson
Mattie S Tietz
Ryan J Tomkins
Christine M Tomlinson
Nicholas R Torraco
David G Trautmann
Brooke C Trottier
Noelle W Trovela
Alexandra L Tsai
Catherine E Ulrich
James R Updike
April Dawn T Valete
Alexandria L Van Dyke
Ashley Vanden Bosch
Shuazong A Vang
Paige A Varin
Nathan G Vikeras
ThuVy
Dylan J Walsh
John R Walters Jr
Drew Wandschneider
Stephanie M Wang
Ping Wang
Amanda A Wanous
Kevin J Ward
Thomas J Ward
Kelsey M Weimerskirch
Elena R West
Sarah L West
Annie R Whelden
Peter J Williams
Devin C Williamson
Mackenzie L Wilm-Knapp
Thomas B Wilson
Thomas B Winderl
Taylor E Witort
Kayla Witt
Maxwell C Wolf
Michael J Wolf
Nathan S Wong
Rajuan T Wood
Albert X Wu
Yichu Wu
Yuting Wu
Yuwei Wu
Chung Xiong
Mengxi Yang
Michael Yang
Mo Yang
Ziyi Yang
Nikita A Yurkov
Jessie L Zamdow
Brian S Zarate
Arden N Zeman
Joshua M Zemke
Elizabeth S Zender
Wei Zhang
Wenshi Zhang
Xinyue Zhang
Xuanyu Zhang
Siwei Zhao
Yiyang Zhou
Ena C Zhu
Jacob J Ziebart
Grant L Zoch
Abigail K Zoller
Emily A Zwirlein
The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

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

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