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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 contribute 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 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, Transfer Welcome Day, Leaders in Transition Transfer House, Gopher Guide, First-Year Conference, leadership development programs (which includes training 28 Orientation Leaders and over 400 Welcome Week Leaders), as well as other electronic and print communications.

The 2012 program cycle proved to be very exciting! During this time, we served first-year students including: freshmen, transfer, as well as parents of first-year and transfer students. We implemented Welcome Week for the fifth year. We recruited over 60 external businesses to support our programs, maintaining our sponsorship support.

One of our primary focuses this year was to intentionally have a presence on Twitter and our Facebook pages. We created and promoted the hashtag #gopher16 at orientation which led to increased activity on the Twitter accounts. We have developed a Class of 2016 Facebook page. We track content and work with campus stakeholders to answer student questions and engage them on respective pages. We were also successful at launching a mobile web page. We have many other highlights outlined on pages 4 and 5.

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
Orientation Program Review
In the summer of 2011, OFYP hosted two consultants for three days from the National Orientation Directors Association. These consultants conducted an official program review for Freshman and Parent Orientation. This process included: review of all communications to students and parents, attendance at both Orientation programs, and interviews with staff, key stakeholders, college partners and Orientation Leaders. We received a 30-page document outlining enhancements and strengths for our processes. We implemented the majority of the recommendations in the summer of 2012. See page 14 for details.

Research Findings: Welcome Week Creates a Sense of Belonging
Welcome Week was intentionally created to introduce students to the variety of communities to which they belong at the University. These include their small group (residential or commuter), their college of enrollment, the University as a whole, and the Twin Cities. Analyses from 2009 Welcome Week attendance records and responses from the Student Experience in the Research University (SERU) survey indicate Welcome Week positively contributes to the sense of belonging students feel to campus. In addition, Welcome Week attendance records and responses from the Student Experience in the Research University (SERU) survey indicate Welcome Week positively contributes to the sense of belonging students feel to campus. In addition, attendance at both Orientation programs, and interviews with staff, key stakeholders, college partners and Orientation Leaders.

Proper Closure for Welcome Week Leaders
After many hours of training and implementing Welcome Week, Welcome Week Leaders (WWLs) were invited to a closure event on October 5, 2012 to celebrate the end of the program, receive their evaluations from their students and be introduced to the next Student Program Coordinator Leadership. Over 100 WWLs participated, and it was an excellent opportunity for them to reconnect and honor the work they had done in welcoming the Class of 2016. See page 30 for more information.

Increased Attendance
We have one of the lowest Parent Orientation attendance numbers in the Big Ten. This cycle we implemented new communication strategies and saw a record number of parents at Parent Orientation. In 2012 we served 4,749 and in 2011 we served 4,488. In 2013, we are planning to conduct specific data analysis on zip codes and demographics of students whose parents attend 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 also had a record number of students attend the Fall Transfer Welcome Day held in September. Over 475 students attended which was a 60% increase from the previous fall. We will continue to strive to find ways to support and engage transfer students during their transition. See pages 18 and 22 for more information.

@Home in MN
In 2011, OFYP piloted a new initiative @Home in MN in an effort to improve the retention rate for new, out-of-state students. In 2011, we implemented a few events. In 2012, this program was expanded to include Minnesota cultural events as well as programs to support students’ academic success. OFYP also designed and launched an interactive directory for out-of-state students to opt in to. This directory will assist them in finding students from their home state or other states. See page 39 for more information.

Social Media Strategy
Our primary focus this cycle was to be intentional with how we used social media. We hired a student Digital Media Intern to manage sites, monitor content, answer questions while tracking trends and content. We have seen an increased participation and engagement with the Class of 2016 and Transfer Facebook pages. At Orientation, we introduced the hashtag #gopher16. See pages 41 for further details.

Launching of OFYP Mobile Website
We continue to work to accommodate our increasing number of students who have smartphones and tablets. This year we worked to launch a mobile website to push only relevant information to devices. In order to become even more efficient in 2013 by merging our mobile website with our current OFYP web pages. See page 40 for more information.

Transfer Student Strengths Initiative
Beginning in fall 2012 transfer students were included in the U of M’s Strength at the U: Building a Strengths-Based Undergraduate Experience. OFYP worked closely with the Office for Student Engagement to communicate with transfer students. Transfer students first heard about the opportunity to learn and apply their Top 5 through both online orientation and on-campus orientation. By the end of fall semester, 1003 transfer students had completed StrengthsFinder. See page 35 for more information.

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 examined the relationship between specific student characteristics and their impact on student success. The characteristics to be 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 will be presented at the 2013 spring annual conference. See pages 48–51 for more information.
This past year, our overall annual budget remained at the same amount of $2.66 million. The Freshman Confirmation Fee was raised again from $225 to $250, with $75 per student going toward Welcome Week.

This past year, we also saw an increase in Confirmation Fees collected as Admissions numbers came in higher than anticipated for Fall 2012. This was unexpected for our department, and has helped update old office equipment and technology, and allowed for staff travel.

<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 Experience Programs</td>
<td>Transfer Confirmation Fees</td>
</tr>
<tr>
<td>Graduate Orientation</td>
<td>Graduate Orientation Fees</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):** 26% of budget

**Confirmation/Orientation Fees:** 59% of budget

Freshman: New High School (NHS): Confirmation Fee $225
Fall 2012 ........................................................... 5,861 students
*no longer accepted freshmen in spring

Transfer: New Advanced Standing (NAS): Confirmation Fee $80
Spring 2012 .......................................................... 893 students
Fall 2012 ........................................................... 2,336 students

Graduate: Graduate Confirmation Fee $50
Fall 2011* ............................................................ 1,338 students
Spring 2012 .......................................................... 65 students
*timing of fee collection

**Sales/Sponsorships:** 10% 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:** Sprint/Nextel
Stadium View Apartments
Target
TCF Bank

**Internal:**
- Auxiliary Services
- Housing and Residential Life
- Intercollegiate Athletics
- Minnesota Daily
- MyU Web Portal
- Office for Fraternity & Sorority Life
- Office for Student Affairs
- Rec Sports
- Student Unions & Activities
- U Card Office
- University of Minnesota Bookstore
- University Dining Services
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 seamless experience for students.

In 2012, OFYP brought in $102,151 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 2012, Gopher Guide advertisement sales brought in $47,600.

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 2012, Explore-U registration brought in $24,900 and an additional $12,780 in trade items.
OFYP Phone and Web Traffic

Call Volume
From May 2012 through the end of summer, the office assistants answered 3,720 phone calls from new students, their parents, and members of the University community. Phone calls stayed consistent this summer compared to last summer. OFYP continued to streamline print publications and website information to ensure that information was easy to understand and not overlooked. In summer 2005, we received 4,335 calls, summer 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, 4,163 calls for summer 2009, 4,395 summer 2010, and 3,679 for summer 2011.

Web Traffic
It is one thing for an organization to maintain a web presence, but to effectively communicate with each audience is an ongoing effort that requires planning, timing, and collaboration. As part of a complex communication strategy that incorporates print, email, social media, face-to-face events, and portal, the OFYP website attempts to provide the necessary information for students and their families so that they can better understand the transition process.

The data provided on the opposite page 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.

In 2012 OFYP introduced a mobile-friendly version of our website to meet the growing need of mobile users. Currently we host our mobile site as a separate website; users are directed to either the full or mobile site depending on the device they are using. We selected this strategy in order to launch the mobile site more quickly; otherwise we would need to consider a complete redesign of our current site. Though this requires maintaining content on two separate websites, this two-phase process will allow us to be more thoughtful and intentional with the future launch of an OFYP responsive website. A responsive site will allow us to maintain one site that will accommodate multiple devices. We hope to launch this new responsive site toward the end of 2013.
For nine years the myU web portal has assisted OFYP with the ability to communicate directly with incoming freshmen and transfer students. 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 must 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 continues 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. We then can plan and post customized information that is current and relevant to each audience.

As part of the newly launched Enterprise System Update Program (ESUP), the current myU platform will be replaced after December 2014 the new University-wide portal that will be built on Oracle PeopleSoft portal software. This will allow the University to leverage tools we already own and provide easy access into important features within PeopleSoft that the University community can use to do their work (e.g. register for classes, work with students, enter grades, submit timesheets and expense forms). To follow the progress of the ESUP, visit upgrade.umn.edu.

OFYP has been able to successfully promote University resources and services through myU thanks to the collaborative support of the Office of eLearning.
Freshman Student Orientation

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.

There were significant changes in the 2012 orientation schedule. During the summer of 2011, the Freshman and Parent Orientation programs participated in a content program review. Two colleagues from the National Orientation Directors Association were selected to conduct a three-day program review. The results of the review were received in September 2011 and impacted orientation planning for 2012. Below are some examples of the changes.

Check-in and Morning Sessions
We began check in at 8:15 a.m. – a bit earlier than in the past. In a continued effort to change the language from Parent/Guest Orientation to Parent/Family Orientation, we had new signage made and ensured our publications matched that language. We stopped calling the morning sessions optional and also reevaluated what time each session occurred and added a new session for deciding students.

University Welcome
Response: Significant changes were made to this session.
Enhancements included:

• Reordered the sections of the presentation
• Had Orientation Leaders introduce themselves from the front of the room with microphones
• Created a new welcome video focused on the student experience and advice from faculty, advisers and students
• Encouraged the keynote speakers to share information through stories, and incorporated pre-orientation survey results while reducing the amount of content they covered

College Meetings
We worked with the colleges to understand the importance of having a joint parent/student college meeting, which resulted in six of the seven colleges choosing to try the joint meeting. The CEHD meeting stayed separated. According to evaluations, the response to this new format was favorable by the students, parents and college partners.

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.

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!”
Because first-year students are no longer admitted to the University for the spring semester, there was no January 2012 Freshman Orientation program.

Students who met specific criteria were invited to attend a newly revised Post Secondary Enrollment Option (PSEO) orientation called, “Just for You” on April 5, 2012. Criteria includes:

• Enrolled full-time (13 credits, fall and spring) as a PSEO student during the 2011-2012 academic year who had:
  • Applied and accepted to be degree seeking in fall of 2012.
  • Paid the confirmation fee.

The PSEO students had the option to complete the three-hour orientation in conjunction with an advising appointment. With four colleges participating, we had 46 students participate and 19 parents. We plan to discontinue this model in 2013.

All confirmed freshman students pay a $225 confirmation fee.

### Summer 2012

<table>
<thead>
<tr>
<th>College</th>
<th>Check-in List (College)</th>
<th>Actual Check-in (OFYP)</th>
<th>% Show of Check-in List</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLA</td>
<td>2,656</td>
<td>2,610</td>
<td>98%</td>
</tr>
<tr>
<td>CSE</td>
<td>972</td>
<td>956</td>
<td>98%</td>
</tr>
<tr>
<td>CSOM</td>
<td>526</td>
<td>534</td>
<td>101%</td>
</tr>
<tr>
<td>CEHD</td>
<td>471</td>
<td>457</td>
<td>97%</td>
</tr>
<tr>
<td>CBS</td>
<td>450</td>
<td>443</td>
<td>98%</td>
</tr>
<tr>
<td>CFANS</td>
<td>313</td>
<td>307</td>
<td>98%</td>
</tr>
<tr>
<td>CDES</td>
<td>223</td>
<td>220</td>
<td>99%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>5,611</strong></td>
<td><strong>5,527</strong></td>
<td><strong>99%</strong></td>
</tr>
</tbody>
</table>

• 5,861 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 2012.xls”
• Total Fall NHS Tenth Day Enrollment = 5,514
• Note: Check-in list numbers include unknown small number of duplicates due to student’s rescheduling of Orientation Dates.

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 fulfill the orientation requirement in a two-step process consisting of an online orientation and a half-day 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.

Students register for the on-campus Transfer Orientation upon completion of online 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.

On-Campus Orientation: January 2012

<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>16</td>
<td>14</td>
<td>88%</td>
</tr>
<tr>
<td>CEHD</td>
<td>69</td>
<td>63</td>
<td>91%</td>
</tr>
<tr>
<td>CFANS</td>
<td>87</td>
<td>87</td>
<td>100%</td>
</tr>
<tr>
<td>CLA</td>
<td>682</td>
<td>620</td>
<td>91%</td>
</tr>
<tr>
<td>CSE</td>
<td>115</td>
<td>98</td>
<td>85%</td>
</tr>
<tr>
<td>Total</td>
<td>854</td>
<td>784</td>
<td>92%</td>
</tr>
</tbody>
</table>

- 1,055 students confirmed they were attending the U of M. 98.8% 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 2012

<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>89</td>
<td>84</td>
<td>94%</td>
</tr>
<tr>
<td>CDES</td>
<td>125</td>
<td>118</td>
<td>94%</td>
</tr>
<tr>
<td>CEHD</td>
<td>98</td>
<td>89</td>
<td>91%</td>
</tr>
<tr>
<td>CFANS</td>
<td>189</td>
<td>181</td>
<td>96%</td>
</tr>
<tr>
<td>CLA</td>
<td>1,246</td>
<td>1,163</td>
<td>93%</td>
</tr>
<tr>
<td>CSE</td>
<td>364</td>
<td>351</td>
<td>96%</td>
</tr>
<tr>
<td>CSOM</td>
<td>50</td>
<td>45</td>
<td>90%</td>
</tr>
<tr>
<td>NUR</td>
<td>16</td>
<td>19</td>
<td>119%</td>
</tr>
<tr>
<td>Total</td>
<td>2,177</td>
<td>2,050</td>
<td>94%</td>
</tr>
</tbody>
</table>

- 2,336 students confirmed they were attending the U of M. 88% 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.

What students said....

“A great orientation program. It doesn’t take very much time, but it covers almost everything a transfer student could hope for.”
What students said....

“The best part of orientation was the staff. They were incredibly nice, enthusiastic and helpful. They made it seem like there were no stupid questions, and were extremely eager to help in any way they could.”
Parents 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 2012**

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 2012: 4,749 (record number)
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

**Summer Parent Attendance by College**

<table>
<thead>
<tr>
<th>College</th>
<th>Total # of Parents/Guests</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>872</td>
<td>593</td>
<td>956</td>
<td>62%</td>
</tr>
<tr>
<td>CLA</td>
<td>2,055</td>
<td>1,435</td>
<td>2,610</td>
<td>55%</td>
</tr>
<tr>
<td>CSOM</td>
<td>544</td>
<td>352</td>
<td>534</td>
<td>66%</td>
</tr>
<tr>
<td>CEHD</td>
<td>295</td>
<td>203</td>
<td>457</td>
<td>45%</td>
</tr>
<tr>
<td>CBS</td>
<td>443</td>
<td>279</td>
<td>443</td>
<td>63%</td>
</tr>
<tr>
<td>CDES</td>
<td>261</td>
<td>176</td>
<td>220</td>
<td>80%</td>
</tr>
<tr>
<td>CFANS</td>
<td>279</td>
<td>193</td>
<td>307</td>
<td>63%</td>
</tr>
<tr>
<td>Total</td>
<td>4,749</td>
<td>3,231</td>
<td>5,527</td>
<td>58%</td>
</tr>
</tbody>
</table>

**What parents said....**

“Having been through this with one older child at another large university, I feel that your orientation was very well done—it made the U feel ‘smaller’ and more accessible in many ways.”

“The orientation exceeded our expectations on every level. We were told by other Wisconsin families how wonderful the experience has been for their sons and daughters, but now we are convinced even more that our son made the right choice in selecting University of Minnesota Twin Cities!”

“The orientation was very well done and very organized. My student commented on how much this helped him understand more of what to expect, what to do and what to plan for. I felt the same way about the parent orientation. It put my mind a lot more at ease about my student attending such a large university. I am very impressed with what I was able to learn and how thorough the sessions were. Also being able to stay on campus was very helpful. The evening session with the trolley tour was a huge plus—I would recommend that to everyone for sure.”
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 2012 Attendance: 185**

**Summer 2012 Attendance: 409**

### Summer 2012

<table>
<thead>
<tr>
<th>Dates</th>
<th>Total Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 28–July 29</td>
<td>126</td>
</tr>
<tr>
<td>July 16-20</td>
<td>230</td>
</tr>
<tr>
<td>August 17</td>
<td>12</td>
</tr>
<tr>
<td>August 20-21</td>
<td>34</td>
</tr>
<tr>
<td>August 31</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>409</strong></td>
</tr>
</tbody>
</table>

Graduate Student Orientation in January is made up of a Welcome Day. Due to past attendance in January, writing workshops for English and non-native speakers of English were not offered in 2012. However, we made the non-native speakers of English workshop available online.

In May of 2011, the Graduate School decided to no longer offer a centralized Graduate Orientation program and therefore this was the final program offered by Orientation & First-Year Programs.

OFYP worked 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.

#### January 2011

<table>
<thead>
<tr>
<th>Event</th>
<th>Invited</th>
<th>Registered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Day</td>
<td>65</td>
<td>51</td>
</tr>
</tbody>
</table>

- Of those pre-regestered: 10 Doctoral Students, 41 Master’s Students
This year marked the fifth 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:

• Welcome Week Event Selection was revised to be outlined by day so students could follow the schedule as they selected their events.

• A personal schedule was created for each student that pulled in demographic information and responses to the Event Selection allowing them to only view the events related to their own experience.

• Commuter students were split into two groups: students living off-campus and students living at home. This distinction allowed for students living off-campus to connect on issues specific to them and they were scheduled to dine in residential dining halls to have a more “residential” experience. Students living at home were able to participate in ways that took into consideration their transit schedule and find support from others who had a shared experience. This was well received by the students.

• Respect U event was expanded on U of M Day. Students watched a video reiterating messages from Orientation’s production of Pieces of the Puzzle prior to entering the space. This event brought together a variety of units across campus including: Minnesota Student Association, Aurora Center, International Student Scholar Services, Office for Equity & Diversity, Office for Fraternity & Sorority Life, Provost’s Committee on Student Mental Health and the Office for Student Conduct & Academic Integrity. After participating in activities students signed large RESPECT U panels with words, phrases, and pictures of what respect means to them. These panels were displayed at the annual OED Breakfast in November as an example of a collaborative effort addressing issues of diversity.

• Jermaine Davis’ presentation was on College Day and included a Second Language presentation that had been used in the College of Liberal Arts programming in previous years. This addition to the program gave students insight into how studying a second language would prepare them for any career post graduation.

• You at the U and what that has to do with Woo was renamed Making Strengths STICK to align with their year-long campaign and content was focused on how students would use their strengths in their first year.

• Community engagement programming changed to include interest sessions hosted by local community organizations highlighting ways for students to be involved in their organization. These sessions were followed by a 5K Walk for Water for students to have a shared experience around community engagement. They followed a unit description that highlighted all the different campus locations where students may find engagement opportunities.

Overall, Welcome Week created a welcoming environment for the Class of 2016. Of the 5,582 eligible for Welcome Week, 5,514 students make up the Class of 2016 (4,760 residential, 754 commuter). The Class of 2016 was 98.7% of those eligible.
Overall Key Findings:

- Students were increasingly impressed with their overall Welcome Week experience; 78% of students were favorably impressed with their experience this year compared to 69% in 2011 and 63% in 2010.
- 97.0% of all first-year students attended at least one Welcome Week event, not including Check-in.
- 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. College Day Activities, Jermaine Davis and Explore-U were attributed to four or five of the goals.
- Most memorable aspects of Convocation for students were: marching band, address from the President, receiving the Class of 2016 tassel from the President.
- College Day participation continues to be high at 88.4% across all colleges. College of Liberal Arts began their required CLA 1001 course this year. Which brings the total number of colleges beginning courses during Welcome Week to four (CSE, CEHD, CFANS, CLA).
- The small group experience continues to be a positive experience for new students (see chart on page 33). Significant changes were not expected since the program was consistent with last year.
- After attending a Community Engagement Session hosted by a local nonprofit agency and participating in the 5k Walk for Water, students felt that they had a connection with others who have similar interest areas as themselves; going from 66% (2011) to 70% (2012). Students also indicated that the programming introduced them to a community organization that they are interested in being involved with going from 65% (2011) to 75% (2012).

Welcome Week Attendance

In collaboration with the U Card Office, Welcome Week was able to track attendance at many events by scanning the U Cards of students. 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 31 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 726 to 588 after the evaluation round in February. These students continued through two trainings in March and April and returned for Prep Week in August.

The Student Program Coordinators spent significant time ensuring the outcomes of each training were communicated with the Welcome Week Leaders. They were very intentional in selecting and training the Orientation Leaders to facilitate training sessions and prepared well-thought-out sessions. Prep Week was revamped to be more experiential, including a canoeing trip hosted by Wilderness Inquiry, and added a number of community events like roll call at dinner and ice cream at the Student Rec Fields.

There were 417 leaders (see pages 50-53 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 slightly lower than the number of leaders in 2011, however the retention rate over the summer increased slightly from 81% in 2011 to 83% in 2012. The leadership experience of Welcome Week Leaders continues to be an excellent entry level leadership experience for students and invites them into the process of welcoming the new class each year.

Welcome Week Attendance

<table>
<thead>
<tr>
<th>Event</th>
<th>Tracking System</th>
<th># Attended</th>
<th>% of Class of 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>WW Event Selection</td>
<td>OR Database</td>
<td>5,210</td>
<td>94.5%</td>
</tr>
<tr>
<td>Exemptions</td>
<td>OR Database</td>
<td>231</td>
<td>4.2%</td>
</tr>
<tr>
<td>Move-in</td>
<td>HRL</td>
<td>4,760</td>
<td>86.3%</td>
</tr>
<tr>
<td>WW Check-in</td>
<td>U Card</td>
<td>5,103</td>
<td>92.5%</td>
</tr>
<tr>
<td>Kick-Off Meeting</td>
<td>Rosters</td>
<td>5,062</td>
<td>91.8%</td>
</tr>
<tr>
<td>Convocation</td>
<td>U Card</td>
<td>4,771</td>
<td>86.5%</td>
</tr>
<tr>
<td>College Day</td>
<td>Rosters</td>
<td>4,874</td>
<td>88.4%</td>
</tr>
<tr>
<td>Pride &amp; Spirit</td>
<td>U Card</td>
<td>4,354</td>
<td>79.0%</td>
</tr>
<tr>
<td>Fun Zone</td>
<td>Wristbands</td>
<td>2,898*</td>
<td>52.6%</td>
</tr>
<tr>
<td>Live Like A Student</td>
<td>Rosters</td>
<td>3,847</td>
<td>69.8%</td>
</tr>
<tr>
<td>Making Strengths STICK</td>
<td>Rosters</td>
<td>3,806</td>
<td>69.0%</td>
</tr>
<tr>
<td>Respect U</td>
<td>U Card</td>
<td>3,340</td>
<td>58.2%</td>
</tr>
<tr>
<td>Jermaine Davis</td>
<td>U Card</td>
<td>3,751</td>
<td>68.0%</td>
</tr>
<tr>
<td>Gophers After Dark</td>
<td>Wristbands</td>
<td>2,670*</td>
<td>48.4%</td>
</tr>
<tr>
<td>Explore-U</td>
<td>U Card</td>
<td>2,704</td>
<td>59.0%</td>
</tr>
<tr>
<td>Engagement Experience</td>
<td>Rosters</td>
<td>3,258</td>
<td>59.1%</td>
</tr>
<tr>
<td>Mall of America</td>
<td>U Card</td>
<td>2,209</td>
<td>40.1%</td>
</tr>
<tr>
<td>Community Exploration &amp; Closure Meeting</td>
<td>Rosters</td>
<td>2,855</td>
<td>51.8%</td>
</tr>
</tbody>
</table>

*These numbers are not tracked on an individual basis, therefore the percent of Class of 2016 is an estimate. There is no way to tell if those at the event are still enrolled in the University.
Welcome Week 2012

Welcome Week Leader Retention

- Summer Retention
- Overall Retention

- 2009
- 2010
- 2011
- 2012

Small Group Experience

- My group developed a cohesive bond with each other
- My group continues to hang out with each other
- My group was confident in navigating campus by the end of WW
- My group felt accountable to each other
- My group supported differing perspectives
- My group made new friends with others outside the group
- My group enjoyed their WW experience

- 2009
- 2010
- 2011
- 2012

Welcome Week Leader Experience

- Were happy they decided to be a WWL
- Would recommend being a WWL to others
- Know more about the U because they were a WWL
- Have a great sense of belonging to the U because they were a WWL
- Have become more involved ON campus since being a WWL
- Have become more involved OFF campus since being a WWL
- Plan to be a WWL next year

- 2009
- 2010
- 2011
- 2012
Welcome Week 2012

Welcome Week Handbook & Personal Schedule
Students received a personalized Welcome Week schedule again this year. The personal schedule outlined a student’s individual selections from Event Selection and added personal demographics such as Strengths, college, housing, University Honors Program, etc. It pulled together the key events related to those areas so they only saw events that were required or important for them to know. This year colleges had the opportunity to personalize their section of the schedule as well. Students then used the handbook to refer to descriptions of the specific events and to access other resources. Students thought the personal schedule effectively communicated their group information and Strengths information. There was a favorable increase in how students perceived their schedule reflecting their Event Selection choices from 72% to 81% of students who strongly agreed or agreed. This reflects a positive response to the revised Event Selection process. Click here to view the entire document online.

Transfer Welcome Day
As part of an effort to improve the transitional experience of new transfer students, OFYP hosted Transfer Welcome Day on Saturday, Sept. 1. All new transfer students were invited to participate in this event. The purpose of Transfer Welcome Day 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.

Highlights of the day included a keynote address by Vice Provost and Dean of Undergraduate Education Robert McMaster; a transfer student panel discussion; 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.

Although it’s not a required program, the full-day event was attended by 478 students. This reflects a 60% increase in attendance from 2011.

Transfer Student Strengths Initiative
Beginning in fall 2012 transfer students were included in the U of M's Strength at the U: Building a Strengths-Based Undergraduate Experience. OFYP worked closely with the Office for Student Engagement to communicate with transfer students. Transfer students first heard about the opportunity to learn and apply their Top 5 through both online orientation and on-campus orientation. It was also marketed through the transfer Facebook page. In mid-August transfer students received a customized email encouraging them to take StrengthsFinder prior to arriving on campus, where they would have their first opportunity to interact with their Top 5 talent themes at Transfer Welcome Day. An August 24th a reminder email about participating in Transfer Welcome Day also included a reminder to take StrengthsFinder®. An additional email went to all transfer students in early October, reminding them to take StrengthsFinder® if they had not yet taken it and providing information about Strengths related events that were available to them on campus. By the end of fall semester, 1003 transfer students had completed StrengthsFinder.
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 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.

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

Class of 2015/2016 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>2015</td>
<td>Jan. 16, 2012</td>
<td>1,875</td>
<td>1,442</td>
</tr>
<tr>
<td>2015</td>
<td>Feb. 17, 2012</td>
<td>1,676</td>
<td>1,336</td>
</tr>
<tr>
<td>2015</td>
<td>March 6, 2012</td>
<td>1,573</td>
<td>1,251</td>
</tr>
<tr>
<td>2015</td>
<td>April 13, 2012</td>
<td>1,759</td>
<td>1,364</td>
</tr>
<tr>
<td>2015</td>
<td>May 4, 2012</td>
<td>1,609</td>
<td>1,327</td>
</tr>
<tr>
<td>2016</td>
<td>Aug. 8, 2012</td>
<td>2,681</td>
<td>1,965</td>
</tr>
<tr>
<td>2016</td>
<td>Sept. 4, 2012</td>
<td>3,104</td>
<td>2,353</td>
</tr>
<tr>
<td>2016</td>
<td>Oct. 4, 2012</td>
<td>2,649</td>
<td>1,994</td>
</tr>
<tr>
<td>2016</td>
<td>Nov. 12, 2012</td>
<td>2,400</td>
<td>1,982</td>
</tr>
<tr>
<td>2016</td>
<td>Dec. 7, 2012</td>
<td>2,504</td>
<td>1,992</td>
</tr>
</tbody>
</table>
Kick-It!

The current freshman class has the opportunity to participate in the 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. Tickets act as 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 2012

<table>
<thead>
<tr>
<th>Number of weeks available on myU</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of tickets available</td>
<td>76</td>
</tr>
<tr>
<td>Number of departments represented</td>
<td>23</td>
</tr>
<tr>
<td>Number of students participating</td>
<td>237</td>
</tr>
<tr>
<td>Number of submissions</td>
<td>6,429</td>
</tr>
</tbody>
</table>

### Fall 2012

<table>
<thead>
<tr>
<th>Number of weeks available on myU</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of tickets available</td>
<td>110</td>
</tr>
<tr>
<td>Number of departments represented</td>
<td>27</td>
</tr>
<tr>
<td>Number of students participating</td>
<td>489</td>
</tr>
<tr>
<td>Number of submissions</td>
<td>11,824</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. In the 2011-2012 academic year OFYP hosted two events that were supplemented by three additional events hosted by other units on campus.

To address low student participation, the @Home in MN program was revamped for the 2012-2013 academic year. OFYP designed and launched an interactive directory that students can opt into and find other students from their home state. During fall semester, 1,105 students have opted into the @Home in MN Directory.

During the 2012-2013 academic year OFYP is hosting an event each month that introduces out-of-state students to a Minnesota cultural event or tradition (see table below). These events are coupled with a personal finances workshop hosted each semester by One Stop and, during the spring semester, a workshop for students who have not declared a major as of spring semester by the center for Academic Planning and Exploration.

### @ Home in MN Events

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 3, 2012</td>
<td>Minnesota State Fair</td>
<td>151</td>
</tr>
<tr>
<td>Oct. 12, 2012</td>
<td>Minnetonka Orchards</td>
<td>93</td>
</tr>
<tr>
<td>Nov. 7, 2012</td>
<td>Finances Workshop with One Stop</td>
<td>12</td>
</tr>
<tr>
<td>Nov. 29, 2012</td>
<td>Holidazzle Parade</td>
<td>142</td>
</tr>
</tbody>
</table>
Unlike many organizations, 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 begin again.

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.

Video and Social Networking

OFYP has dabbled with video and social networking for years, but realized in 2011 that these efforts needed dedicated staff to better utilize these tools. In February 2012 OFYP hired its first Digital Media Intern, hoping to meet the ever-growing need for video and social networking. With the good fortune of finding a student who could focus on new media and was majoring in Cinema and Media Culture, we soon learned that there would be no shortage of projects.

In 2012 we were able to use videos to recruit for student leadership positions, video newsletters, videos used to greet visitors to an event, website videos to address key student issues, recordings of live performances, and videos used during programming. Social Networking was used to promote many of these videos and to engage students in addressing key concerns they had before arriving on campus. The following are some of the demonstrable successes observed through our social networking efforts.

**OFYP Produced Videos**

- First-Year Video Series
- Welcome Week: Respect U Event Introduction Video
- OFYP Thank You Video

**OFYP Facebook Page**

- 118 likes as of 01/01/12 – 284 likes as of 12/31/12 (204% increase)
- Largest Reach: (6/12/12) “Orientation is in full swing! Welcome to the U Class of 2016!” – 17 likes, 398 people saw this post
- Total number of people who saw a story on the OFYP Facebook page by story type (Check-in, fan, mention, other or user post) – 96,012 unique users

**OFYP Twitter Page**

- 207 followers as of 01/01/12 – 505 followers as of 12/31/12 (244% increase)
- 219 Tweets
- 72 Tweet favorites/Re-tweets

**OFYP Facebook Group: Class of 2016**

- 145 members as of 01/01/12 – 2,928 members as of 12/31/12 (estimated)
- Over 900 postings in 2012
The first-year assessment plan received 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 presentation Preliminary Results from a Longitudinal Study of First-Year Students.
There seems to be a disconnect for students between expectations and reality. Students are very confident before entering. It is not necessarily that we are not meeting their expectations. Our need to help students be realistic with those expectations.

Summary of results from 2012 assessment plan: There are many factors for choosing the University of Minnesota.

**Factors for Choosing the U of M (2011 & 2012 Pre-OR)**

<table>
<thead>
<tr>
<th>Factor</th>
<th>2011 Freshman</th>
<th>2012 Freshman</th>
<th>2011 Transfer</th>
<th>2012 Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top-ranked programs</td>
<td>59%</td>
<td>78%</td>
<td>63%</td>
<td>69%</td>
</tr>
<tr>
<td>Campus life</td>
<td>50%</td>
<td>37%</td>
<td>26%</td>
<td>14%</td>
</tr>
<tr>
<td>Wide variety of majors</td>
<td>45%</td>
<td>39%</td>
<td>33%</td>
<td>19%</td>
</tr>
<tr>
<td>Big school</td>
<td>44%</td>
<td>38%</td>
<td>30%</td>
<td>18%</td>
</tr>
<tr>
<td>Close to home</td>
<td>35%</td>
<td>27%</td>
<td>46%</td>
<td>36%</td>
</tr>
<tr>
<td>Major research institution</td>
<td>33%</td>
<td>22%</td>
<td>39%</td>
<td>21%</td>
</tr>
<tr>
<td>Cultural opportunities of the TC area</td>
<td>28%</td>
<td>25%</td>
<td>28%</td>
<td>16%</td>
</tr>
<tr>
<td>Excellent academic advising and career counseling</td>
<td>27%</td>
<td>22%</td>
<td>29%</td>
<td>14%</td>
</tr>
<tr>
<td>Outstanding professors</td>
<td>22%</td>
<td>24%</td>
<td>32%</td>
<td>19%</td>
</tr>
</tbody>
</table>

*Main Anxiety or Concern (2012 Pre-OR and Check-in)*

<table>
<thead>
<tr>
<th>Anxiety or Concern</th>
<th>Freshman Pre-OR</th>
<th>Freshman Check-in</th>
<th>Transfer Pre-OR</th>
<th>Transfer Check-in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Coursework</td>
<td>44% (#1)</td>
<td>58% (#1)</td>
<td>80% (#1)</td>
<td>78% (#1)</td>
</tr>
<tr>
<td>Financial Concerns</td>
<td>9% (#3)</td>
<td>25% (#2)</td>
<td>42% (#2)</td>
<td>42% (#2)</td>
</tr>
<tr>
<td>Making Friends and Meeting People</td>
<td>30% (#2)</td>
<td>22% (#3)</td>
<td>26% (#3)</td>
<td>37% (#3)</td>
</tr>
<tr>
<td>Deciding on a Major</td>
<td>8%</td>
<td>8%</td>
<td>32%</td>
<td>17%</td>
</tr>
<tr>
<td>Finding a Job</td>
<td>3%</td>
<td>12%</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Health</td>
<td>3%</td>
<td>8%</td>
<td>21%</td>
<td>17%</td>
</tr>
<tr>
<td>Developing Skills</td>
<td>3%</td>
<td>6%</td>
<td>30%</td>
<td>15%</td>
</tr>
</tbody>
</table>
What resources would you have liked to see available in the first few days/weeks of classes?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>More opportunities to socialize</td>
<td>46%</td>
<td>30%</td>
<td>38%</td>
<td>30%</td>
</tr>
<tr>
<td>More information on campus libraries</td>
<td>40%</td>
<td>32%</td>
<td>30%</td>
<td>22%</td>
</tr>
<tr>
<td>Finding a job on campus</td>
<td>36%</td>
<td>29%</td>
<td>36%</td>
<td>26%</td>
</tr>
<tr>
<td>Academic and personal skills training (time management, stress management, studying, note-taking, writing papers)</td>
<td>36%</td>
<td>36%</td>
<td>27%</td>
<td>22%</td>
</tr>
<tr>
<td>More interactions with faculty</td>
<td>34%</td>
<td>33%</td>
<td>36%</td>
<td>26%</td>
</tr>
<tr>
<td>More interactions with academic advisers</td>
<td>28%</td>
<td>34%</td>
<td>44%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Overall satisfaction with aspects of campus life

<table>
<thead>
<tr>
<th>Aspect</th>
<th>2011 Transfer</th>
<th>2012 Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall college experience</td>
<td>81%</td>
<td>81%</td>
</tr>
<tr>
<td>Overall quality of instruction</td>
<td>77%</td>
<td>77%</td>
</tr>
<tr>
<td>Overall sense of community among students</td>
<td>57%</td>
<td>59%</td>
</tr>
<tr>
<td>Opportunities for community service</td>
<td>52%</td>
<td>49%</td>
</tr>
<tr>
<td>Amount of contact with faculty</td>
<td>57%</td>
<td>62%</td>
</tr>
</tbody>
</table>
First-Year Assessment Plan

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 examined 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 will be presented at the 2013 spring annual conference.

Text from Grant Submission
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, over 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.
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.

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

Click here to view results.

(A link will be posted in February 2013 sharing the results)
OFYP Staff

Program Year 2012 (January 2012 – December 2012)

**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
  *Started in March 2012*

**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 (25% Office of Undergraduate Education)
  - Focus: Communication, Marketing, and Public Relations
- Matt Maloney, Information Technology Professional
  - Focus: Web and Databases

**Student Staff**

**Student Program Coordinators**

- 2011-2012
  - Eskender Abebe
  - Katie Kranz
  - Reece Quesnel
  - Chuck Seymour
- 2012-2013
  - Colette Bell
  - Khadra Mohamed
  - Jake Starsiak
  - Ben Wunrow

**Office Assistants (Academic Year)**

- Kayla Lundholm
- Laura Hoogeveen (*Spring*)
- Adam Jessen (*Spring*)
- Logan Morse (*Spring*)
- Kendra Komejan (*Fall*)
- Emily Palmer (*Fall*)
- Meg Thompson (*Fall*)

**Office Assistants (Summer)**

- Emily Palmer
- Laura Hoogeveen

**Operations Assistant**

- Meg Thompson

**NODA Intern**

- Andrew Swan (*May-August*)
- Western Kentucky University

**ORIENTATION STAFF**

**Orientation Leaders and Welcome Week Leader Supervisors**

Colette Bell
Brittany Berenz
Keshika De Saram
John Do
Monica Greis
Wilson Hadiwikarsa
Tatiana Hakanson
Eric Kim
Rachel Kraemer
Luke Lambert
Emily Mitzelfeldt
Khadra Mohamed
Abigail Molzahn
Jamie Nichols
Mauricio Ochoa
Matthew Ramirez
Noah Reetz
Calley Reis
Amer Sassila
Brijend Shrestha
Beau Sinchay
Connor Soles
Jake Starsiak
Ariana VandenHeuvel
Katelyn Wright
Benjamin Wunrow

**Program Support Staff (OPA’s)**

Colin Close
Anna Gedstad
Kayla Lundholm (WW)
Brittany Rustad
Jonah Steinmeyer

**Check-in Staff**

Samantha Heindel
Zach Kerkorian
Kendra Komejan
Gao Lee
Erin Lengas

**Digital Media Intern**

Samantha Lentsch
Jessie Lieb (*June-July*)
Lucas Shaw
Kaonue Xiong

**Parent Orientation Coordinators**

Lauren Charpentier
Scott Nason

**Design Interns**

Sara Strand
Sondra Vine (*Fall*)

**Marketing Assistant**

Manoel Reichel

**Check-in Staff**

Samantha Lentsch
Jessie Lieb (*June-July*)
Mary Ann Riemer
Lucas Shaw
Kaonue Xiong
Welcome Week Leaders

Welcome Week Leaders are an integral component to the Welcome Week program. There were 420 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 (cont.)

Alexander Lysdahl
Trevor Mace
Sean MacGillis
Quan Mai
Makayla Maile
Atessa Majd
Megan Majerle
Abir Majumdar
Nicolette Marquardt
Thomas Martinson
Jenae Mattson
Joshua Matsushin
Morgan McAfee
Allison McCarthy
Steven McCarthy
Grant McCormack
Shannon McGinnis
Rachel McGuigan
Jordan Mendkoff
Saba Mesfin
Tamara Miljkovic
Alexandra Miller
Zachary Miller
Emily Milin
Haley Mix
Lori Monson
Yakira Moore
Jarod Morrissette
Marina Mossaad
Haley Mroz
Keely Muehlbauer
Matthew Nahm
Ryan Nahan
Cody Narveson
Erica Narveson
Benjamin Nelsen
Rachel Nelsen
Andrew Nepp
Denise Nguyen
Bria Nollenberger
Jaclyn O’Connor
Kevin O’Donnell
Hannah Ockelmann
Hyojae Oh
Felix Okotete
Anders Olmanson
Brandon Olson
Rachel Olson
Brittany Osgood
Jordan Paladin
Jackson Palmer-Kern
Alyssa Palo
Yijia Pan
Taylor Pawelka
Lauren Peiffer
Carver Peterson
Elin Pfarr
Catalina Phan
Vincent Phan
Chloe Philion
Taylor Phimister
Charles Pieper
Anna Plaut
Chrisana Pokorny
Patrick Power
Sara Powers
Spencer Price
Rebecca Prosser
Tongwei Qi
Xuejiao Qian
Michael Rasmussen
Joshua Raven
Sarah Reed
Brian Reuland
Mary Richards
Margaret Richardson
Gretchen Rick
Tyler Riedinger
Hannah Riesner
Christopher Rohrferd
George Rodriguez
Emma Rohleder
Jessica Rosenauer
Sarah Rosenweig
Megan Rubelke
Erica Rubino
David Sabel
Gretchen Sagdaalen
Stephen Sanny
Connor Schaefer
Katie Schalow
Cameron Schilling
Kayla Schimmele
Kimberly Schmerbeck
Hannah Schmitt
Thaddeus Schmitt
Emily Schmitz
Matthew Schnettler
Gregory Schuneman
Connor Schweitzer
Maria Scirotino
David Scott
Will Searcy
Joseph Senkry
Margaret Shevik
Margarita Shibko
Chanse Shirley
Timothy Sinathsin
Jared Sipe
Jane Sitter
Valerie Skinner
Caitlin Slawny
Maxwell Speth
Razvan Stanici
Sara Steffen
Elizabeth Stein
Megan Steinhebel
Rebecca Stinke
Jesse Sterner
Danika Steward
Andrew Stone
Laurel Stone
Katie Beth Strand
Hannah Strickland
Huwen Sun
Anna Svetnicka
Brittany Swaine
Evan Symons
Kaitlyn Tagtmeier
Tien Tang
Phillip Tanner
Andrew Taylor
Laura Taylor
Gina Thao
Nou Thao
Va Thao
Brandt Tharp
Niandra Theiss
Kelly Thompson
Alexander Thorkelson
Rachel Thrasher
Joshua Tomey
Christine Tomlinson
Wenliang Tong
Juliana Treleven
Mackenzie Trettin
Hannah Turpin
Daniel Tyler
Erick Tysk
Abhishek Vaidya
Joaquin Valdes Perez
April Dawn Valette
Jared Valyo
Johann Van Deinse
Sarah Van Valkenburg
Jacqueline Vierck
Robert Vishnevskiy
Tram Vo
Andrew Vold
Kyler Vossen
Carolyn Vue
Thomas Wagner
Carolin Walsh
Dylan Walsh
John Walters Jr
Brian Walther
Jennifer Wang
Anna Wankhede
Amanda Wanous
Thomas Ward
Amber Waseley
Kristen Watermolen
Mariah Weitzenkamp
Bryan Wendt
Lindsey Wente
Keagan Westby
Brooke Willborg
Rory Williams
Wade Williams
Michael Wise
Kayla Witt
Lauren Witte
Samantha Wojta
Elizabeth Wolner
Jared Wong
Julia Wong
Nathan Wong
Gloria Woo
Alexa Wright
Elizabeth Wurm
Koua Xiong
Paja Xiong
Duoduo Xu
Yidan Xu
Yilin Xue
Yunfei Xue
Amy Young
Monica Yue
Joshua Zemke
Li Zhang
Yu Zhang
Quincy Zhao
Shengying Zhao
Rui Zhong
Joy Zhou
Huanhuan Zhu
Siyu Zhu
Yuechen Zhu
Brandon Zinda
Grant Zoch
Orientation & First-Year Programs
Office of Undergraduate Education

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

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