First-Year Assessment Plan
Results: Fall 2011 Cohort
Orientation & First-Year Programs
Assessment Plan

- Pre-Orientation survey
- Orientation and Welcome Week evaluations
- Strengths Initiative Pre/Post surveys
- NHS & NAS Fall and Spring Check-In surveys (500 random)
- Leavers data (Undergraduate Education)
- National survey data results
Intent of FY Assessment Plan

• 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 utilized
  • measure the impact on student retention and other programs.

• The plan helps to inform institution on the things we learn about from our students and their experiences
Using the Tracking Database

- Use database to track matriculation of students
- Track student and parent orientation attendance
- Store Pre-Orientation survey data (both individual and aggregate)
- Track Strengths progress
- Track Welcome Week participation
- Filter by specific cohort or set of values
- Store Leavers data
Orientation Participation
Orientation Attendance

- Freshmen (N= 5408)
- Transfer (N= 2020)
NHS Parent Orientation Trends

Total = 4509

- 0 parents attended
- 1 parent attended
- 2 parents attended
- 3 parents attended
- 4 parents attended

Orientation & First-Year Programs
Office of Undergraduate Education
# NHS Parent Orientation Attendance Summary by College

<table>
<thead>
<tr>
<th></th>
<th>CBS</th>
<th>CDES</th>
<th>CEHD</th>
<th>CFANS</th>
<th>CLA</th>
<th>CSE</th>
<th>CSOM</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Student Attend</td>
<td>419</td>
<td>203</td>
<td>433</td>
<td>327</td>
<td>2634</td>
<td>921</td>
<td>471</td>
<td>5408</td>
</tr>
<tr>
<td>Students with Parent</td>
<td>264</td>
<td>164</td>
<td>188</td>
<td>217</td>
<td>1466</td>
<td>553</td>
<td>323</td>
<td>3175</td>
</tr>
<tr>
<td>% Students with Parent</td>
<td>63%</td>
<td>81%</td>
<td>43%</td>
<td>66%</td>
<td>56%</td>
<td>60%</td>
<td>69%</td>
<td>59%</td>
</tr>
<tr>
<td>Total Parents Attend</td>
<td>390</td>
<td>244</td>
<td>277</td>
<td>323</td>
<td>2138</td>
<td>820</td>
<td>466</td>
<td>4658</td>
</tr>
</tbody>
</table>

Based on numbers in OFYP Database as of 10/18/11. Included "ALL" NHS who attended orientation (rather than all CONFIRMED)
2011 Welcome Week
Welcome Week Participation

Prior to WW
• 93% Completed Strengths prior to WW
• 93% Completed WW Event Selection

Wednesday – Kick Off
• 96% Checked in
• 90% attended Kick-Off meeting

Thursday - College Day
• UHP Breakfast = 95%
• Convocation = 92%
• Pride & Spirit = 78%
• 99% attended one or more event!

(N=5368)
Welcome Week Participation

Friday - U of M Day
- Interest session update = 6221+ (N=5368)
- Live Like a Student = 71% **
- You at the U…Woo=71% **
- Jermaine Davis=74%

Saturday - Service & Engagement Day
- Engagement opportunities = 65% (71% in 2010)
- Explore-U = 5116 (71% of NHS, 75% in 2010)
- MOA=47% (41% in 2010)

Sunday - Community Exploration Day
- Community Exploration Trips/Closure Meeting = 57% (65% in 2010)
WW College Day Participation

Average College Day = 95% across colleges
• CSOM = 91%
• CBS = 98%
• CDES = 95%
• CEHD = 98%
• CFANS = 97%
• CLA = 90%
• CSE = 98%

(best attendance in WW history!)

(N=5368)
Welcome Week Narratives

- 1583 completed WW evaluation for 29% response rate
- 93% strongly agree/agree that WW helped them feel more prepared
- 7% strongly disagree/disagree (24% were commuters)

- 95% expected to make friends
- 86% expected to learn way around campus
- Only 60% of commuter students expected to learn to adjust to college life vs. 86% of residential students
Welcome Week Narratives

• Implementation of SCVNGR made the community exploration trips much more interactive. A total of 83% of post test respondents indicated the experience gave them the opportunity to interact with others, this was 59% in 2010.

• Commuter students spent free time:
  57% on MyU
  57% buying books
  55% finding classrooms
  42% finding study spaces

• Residential students spent free time:
  90% meeting their CA
  80% on MyU
  66% finding classrooms
  64% buying books
Overall Experience with WW

- Favorably impressed
- Prepared for transition to U
- Acknowledged responsibility to community
- Increased class identity

Comparison between 2009 and 2011
Small Group Experience

( strongly agree and agree responses shown )

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

Orientation & First-Year Programs
Office of Undergraduate Education
University of Minnesota
Driven to Discover
Service and Engagement Experience
(strongly agree and agree responses shown)

- Gave them an opportunity to think about an issue that they may not have thought about before
- Caused them to realize that they can make an impact in a specific issue
- Stated that they saw how community engagement could be a part of their college experience
Those who disagree...

• When asked if...
  – WW gave them a sense of class identity
  – WW prepared them for their transition
  – If they had a favorable impression of WW

• 153 strongly disagreed or disagreed with one of the three statements, in addition...

• 33 strongly disagreed or disagreed with all three statements
The 33 Students who Strongly Disagreed or Disagreed …

Were more likely to:
– Commute
– Attend Orientation in June
– Have 0 Parents attend Parent Orientation
– Are in CLA and CFANS
– Had lower participation in WW events

Compared to the 153 students who only strongly disagreed or disagreed with one of the statements.
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

WWL Experience
(strongly agree and agree responses shown)
WWL Stats

Applications
February Training/Evaluation
February Task
March Training
March Task
April Training
April Task
Summer Task
Final WWL

2009
2010
2011
WWL Retention

Summer Retention:
- 2009: 81%
- 2010: 60%
- 2011: 70%

Overall Retention:
- 2009: 54%
- 2010: 40%
- 2011: 60%
Observations about Orientation and Welcome Week participation
NO Parent Orientation Attendance (N=2499 or 46% of attended)

- 33% students in University Honors Program
- 49% student athletes
- 72% students in Access to Success
- 75% students of color
- 78% commuter students
- 80% students previously in PSEO
- 94% International students
Parent involvement and orientation attendance remains critical to student retention.
August Orientation Attendance

- 5% students previously in PSEO
- 6% in Access to Success
- 6% students in University Honors Program
- 9% student athletes
- 15% commuter students
- 28% students of color
- 94% are International students

N=535 attended or 10%
Majority of students attend Orientation in June. Improvements have been made in getting students to attend earlier.
Welcome Week College Day Participation (N= 5368)

- 75% students previously in PSEO
- 78% commuter students
- 80% International students
- 84% in Access to Success
- 84% student athletes
- 86% students of color
- 93% students in University Honors Program
Increase messages to specific cohorts on the importance of attending College Day activities.
The commuter student experience is something we need to continue to focus on in order to increase commuter engagement.
Observations about participation

Students of Color:
• 40% first generation
• 22% are in ATS
• 28% are attending Orientation in August
• 75% had NO parents attend
• 87% completed WW event selection
• 90% took Strengths before WW
• 23% attended Multicultural Kick Off event
• 89% attended Convocation
• 86% attended College Day
• About 52% were still participating on the weekend for WW
• 97% participated in at least one WW event
Observations about participation

Access To Success:
• 60% first generation
• 6% are attending Orientation in August
• 72% had NO parents attend
• 87% completed WW event selection
• 87% took Strengths before WW
• 86% attended Convocation
• 84% attended College Day
• About 45% were still participating on the weekend for WW
• 98% participated in at least one WW event
Observations about participation

International Students:
• 20% first generation
• 94% are attending Orientation in August
• 94% had NO parents attend
• 80% completed WW event selection
• 87% took Strengths before WW
• 88% attended Convocation
• 80% attended College Day
• About 46% were still participating on the weekend for WW
• 98% participated in at least one WW event
Observations about participation

Students in University Honors Program:
• 12% first generation
• 6% are attending Orientation in August
• 33% had NO parents attend
• 96% completed WW event selection
• 97% took Strengths before WW
• 92% attended UHP breakfast
• 97% attended Convocation
• 93% attended College Day
• About 75% were still participating on the weekend for WW
• 99% participated in at least one WW event
Observations about participation

Students previously in PSEO Program:
• 32% first generation
• 5% are attending Orientation in August
• 80% had NO parents attend
• 86% completed WW event selection
• 77% took Strengths before WW
• 20% in UHP
• 83% attended Convocation
• 75% attended College Day
• About 45% were still participating on the weekend for WW
• 92% participated in at least one WW event
Observations about participation

Student Athletes:
- 21% first generation
- 9% are attending Orientation in August
- 49% had NO parents attend
- 94% completed WW event selection
- 91% took Strengths before WW
- 2% in UHP
- 22% in ATS
- 62% attended Convocation
- 84% attended College Day (10 were fall competing)
- About 27% were still participating on the weekend for WW
- 99% participated in at least one WW event
Observations about participation

Commuters:
• 45% first generation
• 24% are in ATS
• 15% are attending Orientation in August
• 78% had NO parents attend
• 81% completed WW event selection
• 77% took Strengths before WW
• 78% attended Convocation and College Day
• About 30% were still participating on the weekend for WW
• 92% participated in at least one WW event
Overall Assessment Results
Comparison between freshmen and transfer:
**Factors for choosing the U of M** (2011 Pre-OR)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Freshmen Responses</th>
<th>Transfer Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top ranked programs</td>
<td>59%</td>
<td>63%</td>
</tr>
<tr>
<td>Campus life</td>
<td>50%</td>
<td>26%</td>
</tr>
<tr>
<td>Wide variety of majors</td>
<td>45%</td>
<td>33%</td>
</tr>
<tr>
<td>Big school</td>
<td>44%</td>
<td>30%</td>
</tr>
<tr>
<td>Close to home</td>
<td>35%</td>
<td>46%</td>
</tr>
<tr>
<td>Major research institution</td>
<td>33%</td>
<td>39%</td>
</tr>
<tr>
<td>Cultural opportunities of the TC area</td>
<td>28%</td>
<td>28%</td>
</tr>
<tr>
<td>Excellent academic advising and career counseling</td>
<td>27%</td>
<td>29%</td>
</tr>
<tr>
<td>Outstanding professors</td>
<td>22%</td>
<td>32%</td>
</tr>
</tbody>
</table>
How do you plan to finance your education? (2011 Pre-OR)

- Parents
- Scholarship
- Work during school
- Loan/grant
- Self savings
- Other FA

- NHS
- NAS
Levels of Decidedness  
(2011 NHS Pre-OR)

- Level of decidedness:
  - 38% “I think I know what I want to major in, but it would not surprise me if I changed my mind”
  - 23% “I know exactly what I want to major in and do not plan to change my mind”
  - 12% “I have thought about what I would like to major in, but I know the University has many majors that I do not know much about and I want to explore a bit before I decide”
  - 11% “I am seriously considering a couple or a few different majors”
What is your primary anxiety or concern at this point in time?

• Top six for NHS & NAS:
  – Academic Coursework
  – Financial Concerns
  – Deciding on a major/career path
  – Making friends/meeting people
  – Finding a job on campus (especially in the spring)
  – Developing skills related to note-taking, studying, time-management, stress
  – Transfer of credit (NAS only)

**order varies depending on timing of survey – fall or spring**
FRESHMEN/TRANSFER: Comparison between pre-orientation, orientation surveys and six-week check-in survey

<table>
<thead>
<tr>
<th>Main anxiety or concern</th>
<th>NHS Pre-Orientation Survey responses (Very confident &amp; confident)</th>
<th>NAS Pre-Orientation Survey 931 responses (Very confident &amp; confident)</th>
<th>NHS Six-Week Check-In Survey 301 responses (Very successful &amp; successful)</th>
<th>NAS Six-Week Check-In Survey 301 responses (Very successful &amp; successful)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic coursework</td>
<td>51% (#1)</td>
<td>59% (#1)</td>
<td>68% (#1)</td>
<td>78% (#1)</td>
</tr>
<tr>
<td>Financial concerns</td>
<td>34% (#2)</td>
<td>43% (#2)</td>
<td>36% (#2)</td>
<td>42% (#2)</td>
</tr>
<tr>
<td>Making friends and meeting people</td>
<td>25% (#3)</td>
<td>22%</td>
<td>35% (#3)</td>
<td>36% (#3)</td>
</tr>
<tr>
<td>Deciding on a major</td>
<td>23%</td>
<td>11%</td>
<td>31%</td>
<td>17%</td>
</tr>
<tr>
<td>Finding a job</td>
<td>18%</td>
<td><strong>24%</strong> (#3)</td>
<td>22%</td>
<td>15%</td>
</tr>
<tr>
<td>Health</td>
<td>12%</td>
<td>10%</td>
<td>28%</td>
<td>17%</td>
</tr>
</tbody>
</table>
Time Commitments: Class

- NHS Attending classes/discussions
- NHS Preparing for class (studying, homework, rehearsing)
- NAS Attending classes/discussions
- NAS Preparing for class (studying, homework, rehearsing)
Time Commitments: Socializing with friends

![Bar graph showing time commitments for socializing with friends]

- NHS in person
- NAS in person
- NHS Electronically (i.e. facebook)
- NAS Electronically (i.e. facebook)
NHS Adjusting to college…

Understanding what professors expect
Developing effective study skills
Adjust to academic demands of college
Getting to know your professors
NAS Adjusting to college...

- Understanding what professors expect academically
- Developing effective study skills
- Adjusting to academic demands of college
- Getting to know your professors

**Graph:**
- NAS 2011 Pre-OR (Confidence)
- NAS 2011 Fall Check-In (Success)
NHS Adjusting to college…

Managing your time effectively  Developing close friendships with other students  Feel like you're a part of the University community

Pre-OR (Confidence)  Fall Check-In (Success)
NAS Adjusting to college…

Managing your time effectively
Developing close friendships with other students
Feel like you're a part of the University community

Pre-OR (Confidence)
Fall Check-In (Success)
Disconnect between expectations and reality. Very confident before entering. Not necessarily not meeting their expectations. We need to help students be realistic with expectations.
<table>
<thead>
<tr>
<th>Which of the following devices do you use?</th>
<th>Freshmen in Spring of 2011</th>
<th>Freshmen</th>
<th>Transfer 931 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cell Phone (no internet access)</td>
<td>54%</td>
<td>25%</td>
<td>42%</td>
</tr>
<tr>
<td>Android capable phone</td>
<td>13%</td>
<td>8%</td>
<td>19%</td>
</tr>
<tr>
<td>iPhone</td>
<td>11%</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>Blackberry</td>
<td>9%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Other smart phone</td>
<td>9%</td>
<td>3%</td>
<td>8%</td>
</tr>
<tr>
<td>iPod Touch</td>
<td>35%</td>
<td>14%</td>
<td>19%</td>
</tr>
<tr>
<td>Netbook</td>
<td>7%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>iPad or tablet</td>
<td>7%</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Other type of device with internet or mobile applications</td>
<td>3%</td>
<td>11%</td>
<td>20%</td>
</tr>
<tr>
<td>None</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
</tr>
</tbody>
</table>
Creating a mobile web strategy and social media plan. Also need to use technology to personalize student experience even more.
Comparison between freshmen and transfer: What resources would you have liked to see available in the first few days/weeks of classes?

<table>
<thead>
<tr>
<th>Resource</th>
<th>Freshmen Responses</th>
<th>Transfer Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>More opportunities to socialize</td>
<td>46%</td>
<td>38%</td>
</tr>
<tr>
<td>More information on campus libraries</td>
<td>40%</td>
<td>30%</td>
</tr>
<tr>
<td>Finding a job on campus</td>
<td>36%</td>
<td>36%</td>
</tr>
<tr>
<td>Academic and personal skills training (time management, stress management, studying, note-taking, writing papers)</td>
<td>36%</td>
<td>27%</td>
</tr>
<tr>
<td>More interactions with faculty</td>
<td>34%</td>
<td>36%</td>
</tr>
<tr>
<td>More interactions with academic advisers</td>
<td>28%</td>
<td>44%</td>
</tr>
<tr>
<td>Information on majors</td>
<td>25%</td>
<td>29%</td>
</tr>
</tbody>
</table>
Please rate your satisfaction on each of the aspects of campus life: (Satisfied and Very Satisfied)

<table>
<thead>
<tr>
<th></th>
<th>Freshmen (NHS)</th>
<th>Transfer (IUT &amp; NAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>190 Responses</td>
<td>619 Responses</td>
</tr>
<tr>
<td>Fall Check-In</td>
<td></td>
<td>Fall Check-In</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Freshmen (%)</th>
<th>Transfer (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall college experience</td>
<td>84%</td>
<td>81%</td>
</tr>
<tr>
<td>Overall quality of instruction</td>
<td>79%</td>
<td>77%</td>
</tr>
<tr>
<td>Overall sense of community among students</td>
<td>77%</td>
<td>57%</td>
</tr>
<tr>
<td>Opportunities for community service</td>
<td>53%</td>
<td>52%</td>
</tr>
<tr>
<td>Amount of contact with faculty</td>
<td>49%</td>
<td>57%</td>
</tr>
</tbody>
</table>
Consistent patterns of responses for 4 years. We will continue to dig deeper into cohort data analysis.
Questions or discussion?