

2017-2018 Annual Report  
Office of Orientation & Transition  
The University of Utah



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## **Introduction**

The Office of Orientation & Transition Programs welcomes University of Utah students and their families and connects them to personalized support and meaningful opportunities by promoting academic excellence and successful transitions. The staff believes each student deserves to have a positive college experience and focuses on orientation, transition, and retention to promote student success. Key activities include communications, orientation and welcome programs, first-year and second-year programs and courses, transfer student programs, and parent and family programs. We aspire to create an environment where all students feel empowered by their unique talents and identities, find a sense of belonging and support, and have positive social and emotional experiences that lead to personal growth and academic excellence. We aim to inspire a shared vision of student success with students, their families, campus partners, and community leaders.

To achieve the mission and vision of the Office of Orientation & Transition staff rely on the core values of the office for meaningful decision making and strategic planning. The values include:

- Embrace and Drive Change
- Works as a Team to Build Community
- Pursue Growth and Learning
- Advocate for Social Justice

For the fiscal year of 2018, the Office of Orientation & Transition created and focused on six key activities that each have their own goals and desired outcomes. Although the goals are

specific to each activity and populations served, they work together to support each other and the overall aim to increase student success, retention, and graduation. The activities and their goals and outcomes include:

- Key Activity 1: Orientation programs and communications
  - Goal 1: Academic integration and preparation
    - Outcome 1: Introduction to general education and learning communities
    - Outcome 2: Introduction to specific college
    - Outcome 3: Meeting with Academic Advisor
    - Outcome 4: Basic skills in registering for classes
    - Outcome 5: Students leaving Orientation with a class schedule.
    - Outcome 6: Connection to needed academic support and enhancement
  - Goal 2: Campus and co-curricular integration and preparation
    - Outcome 1: Formal and informal education for campus navigation
    - Outcome 2: Introduction to population-specific programs
    - Outcome 3: Acquisition of knowledge and skills regarding on-campus and off-campus living
    - Outcome 4: Introduction to dining options
    - Outcome 5: Introduction to campus resources
  - Goal 3: Social integration and preparation
    - Outcome 1: Connection to a peer mentor
    - Outcome 2: Connection to peers
    - Outcome 3: Introduction to Welcome Week programming

- Outcome 4: Fostering a sense of belonging
- Goal 4: Identity development
  - Outcome 1: Identifying as a U student, not just a generic college student
  - Outcome 2: Identifying with a college/department/major
  - Outcome 3: Leadership
- Key Activity 2: Welcome programs and communications
  - Goal 1: Connections to campus resources
    - Outcome 1: Diversity of programs
    - Outcome 2: Number of programs
    - Outcome 3: Attendance at programs
  - Goal 2: Sense of belonging and community
    - Outcome 1: Population-specific programming
    - Outcome 2: Student assessment data shows increased sense of belonging and connection to community
  - Goal 3: Mark transition into new academic year as significant
    - Outcome 1: Increase in areas/departments interested in programming for Welcome Week
    - Outcome 2: Growth of attendance at signature programs
- Key Activity 3: First-Year student programs and communications
  - Goal 1: Sense of belonging and community
    - Outcome 1: Connection to peers
    - Outcome 2: Student assessment data shows increased sense of belonging and connection to community

- Goal 2: Connection to a peer mentor who is well-informed about campus resources and support
  - Outcome 1: Number of touch points with peer mentor
  - Outcome 2: Peer mentor awareness of common first-year issues and barriers, as well as community resources to move past them
- Goal 3: Campus and co-curricular integration and awareness
  - Outcome 1: Connection to programs, events, and resources of interest to first-year students
  - Outcome 2: Attendance at programs
- Key Activity 4: Transfer student programs and communications
  - Goal 1: Connections to campus resources that will support student success and timely degree completion
    - Outcome 1: Diversity of program topics
    - Outcome 2: Number of programs
    - Outcome 3: Attendance at programs
    - Outcome 4: Maximize open rate for electronic communications
  - Goal 2: Sense of belonging and community
    - Outcome 1: Connection to peers
    - Outcome 2: Student assessment data shows increased sense of belonging and connection to community
  - Goal 3: Recognition of transfer student community
    - Outcome 1: Growth of Crimson Transfer Honor Society membership
    - Outcome 2: Increase in population-specific programs

- Key Activity 5: Parent & Family programs and communications
  - Goal 1: Parent and family engagement in University programs that extend past students
    - Outcome 1: Attendance at programs
    - Outcome 2: Number of programs
    - Outcome 3: Quality of programs
  - Goal 2: Communication about University events, resources, and support to parents and families of students
    - Outcome 1: Maximize open rate for electronic communications
    - Outcome 2: Diversity of areas/departments interested in communicating with parents and families
- Key Activity 6: Staff Excellence
  - Goal 1: Highly qualified staff
    - Outcome 1: Recruitment and retention of high performing staff members
    - Outcome 2: Appropriate training relevant to staff member's specific role
  - Goal 2: Professional development opportunities
    - Outcome 1: Attendance at programs/conferences that are relevant to staff member's specific role
    - Outcome 2: Engagement/leadership in professional associations

### **Key Activity 1: Orientation Programs & Communications**

The 2018 fiscal year brought a few changes to fall, first-year orientation programs, which led to necessary updates to the parent and family orientation schedules as well. Transfer

orientation programs and spring and summer first-year orientation programs remained similar to the past year.

*First-Year Orientation*

The majority of key activity goals and outcomes are addressed through the First-Year Orientation schedule. Specific assessment data is also collected for some of the outcomes, which is discussed below based on the semester of matriculation.

**Matriculating Spring 2018**

For spring 2018 matriculating first-year students, Orientation programs consisted of one-day, on-campus programs. These programs remained similar in format to the previous year. An attendance comparison for spring 2017 and spring 2018 follows:

	<b>Spring 2017</b>	<b>Spring 2018</b>
<b>Traditional First-Year Orientation</b>	110	<b>127</b>
<b>Online Modules, followed by Last Chance First-Year Orientation</b>	37	<b>34</b>
<b>Total</b>	147	<b>161</b>

For spring-matriculating first-year students, **75.21%** of assessment respondents indicated they registered for 12-18 credit hours as compared to the **92.86%** a year ago. This shows that Outcomes 3, 4, and 5 for Goal 1: Academic integration and preparation (Outcome 3 Meeting



with Academic Advisor, Outcome 4: Basic skills in registering for classes, Outcome 5: Students leaving Orientation with a class schedule) were met. Other assessment areas of interest included:

- **77.19%** of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to student support resources and campus life”, which shows achievement of Goal 1: Academic integration and preparation, Outcome 1: Introduction to general education and learning communities. This was an increase from last year’s rate of **69.23%**.
- **85.09%** of respondents rating their academic advising experience “Excellent” or “Good”. This was a slight increase from last year’s rating of **71.43%**

### **Matriculating Summer 2018**

For summer 2018 matriculating first-year students, meaningful assessment data included summer-matriculating first-year students who registered for 12-18 hours decreasing from **25.00%** of assessment respondents in the previous year to **0.00%** of respondents in the current year. The **100%** that registered for 0-11 credit hours indicated the following reasons for less than full-time student status:

- 20% Class times desired not available
- 60% Intentionally going to the U as a part-time student
- 20% The Courses I want are not available

It is evident that the main reason for taking fewer than 12 credit hours is due to intentionally being a part-time student for the summer semester, which does not necessarily indicate they will not be full-time in the following fall semester.

Other assessment areas of interest included:

- **100%** of respondents strongly agreeing or agreeing that “As a result of attending New Student Orientation, I feel a stronger sense of belonging to the University of Utah community” shows achievement of Goal 3: Social integration and preparation, Outcome 4: Fostering a sense of belonging
- **100%** of respondents were neutral that “During Orientation, I feel that I received a broad introduction to student support resources and campus life” which the previous year’s **87.50% with respondents strongly agreeing of agreeing.**
- **100%** of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to the academic expectations and resources at the University of Utah” shows achievement of Goal 1: Academic integration and preparation, Outcome 1: Introduction to general education and learning communities. This was the same as last year.

An attendance comparison for summer 2017 and summer 2018 follows:

	<b>Summer 2017</b>	<b>Summer 2018</b>
<b>Traditional First-Year Orientation</b>	61	<b>46</b>
<b>Online Modules, followed by Last Chance First-Year Orientation</b>	65	<b>17</b>
<b>Total</b>	126	<b>63</b>

## Matriculating Fall 2017

For fall-matriculating, first-year students, **95.16%** of assessment respondents indicated they registered for 12-18 credit hours, showing that Outcomes 3, 4, and 5 for Goal 1: Academic integration and preparation (Outcome 3 Meeting with Academic Advisor, Outcome 4: Basic skills in registering for classes, Outcome 5: Students leaving Orientation with a class schedule) were met. This was a decrease from **96.86%** in the previous year. The **4.40%** that registered for 0-11 credit hours indicated the following reasons for less than full-time student status:

- 33.18% Still deciding on course schedule
- 30.16% Intentionally going to the U as a part-time student
- 16.67% Courses desired not available
- 15.08% Class times desired not available
- 11.90% Financial issues
- 11.90% Waiting on AP/transfer credit
- 6.35% Not enough academic advising information
- 2.38% Unsure whether they will attend the University of Utah

Other assessment areas of interest included increases or maintaining the previous year's percentages in the following areas:

- 98.74% of respondents strongly agreeing or somewhat agreeing that “My OL made me feel comfortable during NSO.”

- 98.60% of respondents strong agreeing or somewhat agreeing that “During New Student Orientation, I learned about different resources on campus that could help me if I am having academic concerns.”
- 98.52% of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to student support resources to keep me physically and mentally fit.”
- 98.09% of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to the academic expectations at the University of Utah” shows achievement of Goal 1: Academic integration and preparation, Outcome 1: Introduction to general education and learning communities
- 97.55% of respondents strongly agreeing or somewhat agreeing that “During New Student Orientation, I received a broad introduction to campus life.”
- 95.94% of respondents strongly agreeing or somewhat agreeing that “I know where to go for advice about academic expectations & requirements.”
- 95.87% of respondents strongly agreeing or somewhat agreeing that “I know how to register for classes.”
- 95.08% of respondents strongly agreeing or somewhat agreeing that “My OL helped me connect with other students.”
- 93.70% of respondents strongly agreeing or agreeing that “I feel more prepared to being my journey at the University of Utah.”

- 93.43% of respondents indicating they feel a sense of belonging among the University of Utah campus community shows achievement of Goal 3: Social integration and preparation, Outcome 4: Fostering a sense of belonging
- 84.04% of respondents rating their overall orientation experience as “Excellent” or “Good”.

The one significant area where dissatisfaction decreased was the following:

- 84.45% of respondents rating their academic advising experience “Excellent” or “Good”. This was an increase from 78.08% in the previous year.

An attendance comparison for fall 2017 and fall 2018 follows:

	<b>Fall 2017</b>	<b>Fall 2018</b>
<b>Traditional First-Year Orientation</b>	3,931	<b>4,207</b>
<b>Online Modules</b>	376	<b>173</b>
<b>Total</b>	4,307	<b>4,380</b>

*Transfer Orientation*

Similar to First-Year Orientation, almost all key activity goals and outcomes are addressed through the Transfer Orientation schedule. Specific assessment data is also collected for some of the outcomes, which is discussed below based on the semester of matriculation.

### Matriculating Spring 2018

For spring 2018 matriculating transfer students, Orientation programs consisted of one-day, on-campus programs. These programs remained similar in format to the previous year. An attendance comparison for spring 2017 and spring 2018 follows:

	Spring 2017	Spring 2018
<b>Transfer Orientation</b>	805	<b>773</b>
<b>Online Modules, followed by Last Chance Transfer Orientation</b>	60	<b>106</b>
<b>Total</b>	865	<b>879</b>

For spring-matriculating transfer students **70.21%** of assessment respondents indicated they registered for 12-18 credit hours, showing that Outcomes 3, 4, and 5 for Goal 1: Academic integration and preparation (Outcome 3 Meeting with Academic Advisor, Outcome 4: Basic skills in registering for classes, Outcome 5: Students leaving Orientation with a class schedule) were met. The **28.72%** that registered for 0-11 credit hours indicated the following reasons for less than full-time student status:

- 15.96% Intentionally going to the U as a part-time student
- 5.40% Financial issues
- 3.19% Courses desired not available
- 2.13% Still deciding on course schedule

- 2.13% Class times desired not available
- 1.06% Unsure if attending the University of Utah
- 0.00% Waiting on transfer credit
- 0.00% Not enough academic advising information
- 0.00% Chose to leave New Student Orientation program early

The **12.77%** of respondents that indicated another reason for registering for fewer than 12 credit hours shared that the following themes: working full-time, concurrent enrollment at another college/university, not wanting to be overwhelmed, health issues, only needing the courses they registered for, overlapping class times for the courses needed. Other assessment areas of interest included:

- **86.17%** of respondents rating their academic advising experience “Excellent” or “Good”, decreasing from **88.23%** in the previous year.
- **76.60%** of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to the academic expectations and resources at the University of Utah” shows achievement of Goal 1: Academic integration and preparation, Outcome 1: Introduction to general education and learning communities. This percentage increased from **77.31%** in the previous year.
- **73.40%** of respondents strongly agreeing or agreeing that “I felt welcome to and part of the University of Utah community during Orientation” shows achievement of Goal 3: Social integration and preparation, Outcome 4:

Fostering a sense of belonging. This percentage decreased from **79.39%** in the previous year.

- **72.34%** of respondents strongly agreeing or agreeing that “During Orientation, I feel that I received a broad introduction to student support resources and campus life”, decreasing from **83.19%** in the previous year.

### **Matriculating Summer 2018**

For summer-matriculating transfer students, 72.73% of assessment respondents indicated they registered for 12-18 credit hours, showing that Outcome 5: Students leaving Orientation with a class schedule increased significantly from 32.50% the previous year. The 24.79% who indicated they registered for 0-11 hours shared the following reasons:

- 36.76% Intended to enroll part-time
- 11.76% Courses desired unavailable
- 11.76% Class times desired unavailable
- 11.76% Financial concerns
- 5.88% Still deciding on course schedule
- 2.94% Not enough academic advising information
- 1.47% Unsure if attending the University of Utah
- 1.46% Chose to leave New Student Orientation early

The 16.18% of respondents that indicated another reason for registering for fewer than 12 credit hours shared that the following themes: working full-time, health, a hold on their account, and wanting to ease into their experience at the U. It is evident that the main reason for taking fewer



than 12 credit hours is due to intentionally being a part-time student for the summer semester, which does not necessarily indicate they will not be full-time in the following fall semester.

Additionally, assessment data shows that 97.6% of assessment respondents attended at least one optional, pre-orientation session, which is an increase from the previous year’s 85.37%. Of those that attended, 82.23% stated they found the session(s) very helpful or somewhat helpful, which is an increase from the previous year’s 77.14%.

An attendance comparison for summer 2017 and summer 2018 follows:

	<b>Summer 2017</b>	<b>Summer 2018</b>
<b>Transfer Orientation</b>	271	<b>231</b>
<b>Online Modules, followed by Last Chance Transfer Orientation</b>	70	<b>24</b>
<b>Total</b>	341	<b>255</b>

For fall-matriculating transfer students, 70.27% of assessment respondents indicated they registered for 12-18 credit hours, showing that Outcomes 3, 4, and 5 for Goal 1: Academic integration and preparation (Outcome 3 Meeting with Academic Advisor, Outcome 4: Basic skills in registering for classes, Outcome 5: Students leaving Orientation with a class schedule) were met. This was an increase from 68.61% in the previous year. The 2.03% that registered for more than 18 credit hours indicated they wanted to complete their degree quickly or were double

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majoring, and the 27.70% that registered for 0-11 credit hours indicated the following reasons for less than full-time student status:

- 36.76% Intentionally going to the U as a part-time student
- 11.76% Courses desired not available
- 11.76% Class times desired not available
- 11.76% Financial issues
- 5.88% Still deciding on course schedule
- 2.94% Not enough academic advising information
- 1.47% Unsure if attending the University of Utah
- 1.47% Left New Student Orientation early

The 27.50% of respondents that indicated another reason of working full-time for registering for fewer than 12 credits.

An attendance comparison for fall 2017 and fall 2018 follows:

	<b>Fall 2017</b>	<b>Fall 2018</b>
<b>Transfer Orientation</b>	1,745	<b>1,544</b>
<b>Online Modules</b>	206	<b>118</b>
<b>Total</b>	1,951	<b>1,662</b>

*Parent & Family Orientation*

Parent & Family Orientation occurs with fall-matriculating, First-Year Orientation programs. In fiscal year 2018, there were sixteen Parent & Family Orientations. Total participants for Parent & Family Orientation 2018 was 1,757 which increased from the previous year's 1,522. Strongly positive assessment data indicated that:

- 98.92% strongly agree or agree that “ I am ready to support my student during their time at the University of Utah.”
- 97.85% strongly agree or agree that “The University of Utah is a place where my student will receive appropriate levels of challenge and support to encourage personal and intellectual development.”
- 96.42% strongly agree or agree that “I feel knowledgeable about the range of support services and academic and co-curricular opportunities available to my student at the university.”
- 91.04% strongly agree or agree that “I feel more knowledgeable about the ways I can be engaged as a parent or family member.”
- 90.33% strongly agree or agree that “The university values my role as a parent/family member and sees me as a partner in supporting my student's success.”
- 89.97% strongly agree or agree that “As a result of attending Parent & Family Orientation, I better understand the importance of . . . - My student being challenged academically and personally during college.”
- 88.17% strongly agree or agree that “As a result of attending Parent & Family Orientation, I better understand the importance of . . . - Fostering autonomy in my student, while still serving as a resource and support.”

- 78.13% strongly agree or agree that “As a result of attending Parent & Family Orientation, I better understand the importance of . . . - Assisting my student in reflecting on and learning from unsuccessful experiences during college.”
- 73.83% strongly agree or agree that “As a result of attending Parent & Family Orientation, I better understand the importance of . . . - Encouraging my student to recognize and examine their own personal identity in relation to the diversity of others in the university community.”

### **Key Activity 2: Welcome Programs & Communications**

In the past **seven years**, the Office of Orientation & Transition increased its vision for welcoming new students and welcoming back continuing students to campus. This includes the expansion of Swoop Camp programs and Welcome Week.

#### *Swoop Camp Programs*

Swoop Camps are extended orientation programs designed to further ease the transition of new students to the University of Utah. The primary goals within Swoop Camp is to get students excited about the U, help them form connections with their peers, provide intentional leadership development, share Utah history and traditions, and provide resources for student involvement and success. In 2017, Swoop Camp offered three choices to incoming first-year students, *Swoop Camp Adventure*, *Swoop Camp Spirit* and *Swoop Camp Backcountry*.

***Adventure*** was a 4-day, 3-night experience that allowed students to build community while taking advantage of their mutual love for the outdoors. ***Spirit*** was a 3-day, 2-night traditions camp that focused on U pride, building community, and leadership. ***Backcountry*** was a 4-day, 3-night backpacking excursion, forging strong relationships, developing leaders and an

appreciation for the outdoors. In 2018, Swoop Camp Crimson was launched and filled past capacity before August, showing a need for increasing opportunities for transfer students.

**84** incoming first-year students attended three sections of Swoop Camp Adventure in June, July, and August of 2018. During each camp session, students participated in three trip activities: Utah canyon hiking, whitewater rafting, and rock climbing. Each small group rotated these activities to insure all participants participated in all three day trips. At night, students would participate in international small group activities back at camp with their Swoop Camp Captain and Swoop Staff in order to engage more fully in the extended orientation approach. Each night student leaders from various campus partners would join the adventure camps and hold a large group forum to tell their story of transition to the U, offer advice and assistance to approach their first year, and offer a question and answer portion. For the third year, June and July 2017 Adventure camps were scheduled in conjunction with New Student Orientation sessions to help out-of-state students make the most of their orientation and time in Utah. This idea posed very successful, as the majority of Swoop Camp Adventure participants attended the adjacent New Student Orientation with a many in-state students who attended a different new student orientation session. Before the three sections of Swoop Camp Adventure began, students were welcomed into a social media platform (Facebook & Instagram) where they could connect with peers before camp began, pose any questions that were not answered through communication efforts, and meet fellow participants. Additionally, Swoop Camp Captains called each participant before camp to welcome them to the U and get them excited about camp.

Falling under the Welcome programs and communications key activity, *Swoop Camp Adventure* focused on Goal 2: Sense of belonging and community. By providing outdoor

programming, *Adventure* supported Outcome 1: Population-specific programming by encouraging specific populations to envision themselves as part of the *Swoop Camp* community. The populations included out-of-state students (71% of participants) who were unfamiliar with Utah recreation and wanted a first-point of engagement, as well as outdoor enthusiasts from both in-state and out-of-state. Additionally, to support Outcome 2: Student assessment data shows increased sense of belonging and connection to community, the *Swoop Camp Adventure* participant assessment demonstrated the following:

- 100% strongly agreed or agreed that:
  - “As a result of attending Swoop Camp, I feel connected to the University of Utah community.”
  - “As a result of attending Swoop Camp, I had the opportunity to meet other new and continuing students.”
  - “As a result of attending Swoop Camp, I was introduced to Utah outdoor recreational options.”
  - “As a result of attending Swoop Camp, I feel like my trip leaders were knowledgeable and supportive resources.”
- Regarding open-ended feedback, *Adventure* participant said
  - “I loved most the leaders, it was cool how some of them treated us as equals rather than a bunch of kids.”
  - “All the leaders were great and I felt welcomed.”
  - “Honestly the best first experience!!”
  - “It was a sweet experience and I am very happy I chose to come to swoop camp.”

- “it was way better than I imagined.”

**34** incoming first-year students attended *Swoop Camp Spirit* in August 2018. Swoop Camp Spirit took place immediately before the start of the fall semester, and focuses on Utah history and traditions, the transition from high school to college, leadership and involvement opportunities, and building community. Students traveled to a local retreat facility north of Salt Lake City, and spent their days participating in a variety of intentional teambuilding activities, workshops, and small group discussions lead by Swoop Camp Captains. These activities were provided to insure that every participant was able to feel connected, be involved and start to find their love for the University of Utah. Additionally, Swoop Camp Spirit offered **4 scholarships** to students with extenuating family circumstances.

Falling under the Welcome programs and communications key activity, *Swoop Camp Spirit* focused on Goal 2: Sense of belonging and community. By focusing on leadership and University programming, *Spirit* supported Outcome 1: Population-specific programming by encouraging specific populations to envision themselves as part of the *Swoop Camp* community. The populations included out-of-state students (**62%** of participants). Additionally, to support Outcome 2: Student assessment data shows increased sense of belonging and connection to community, the *Swoop Camp Spirit* participant assessment demonstrated the following:

- 100% strongly agreed or agreed that:
  - “I feel like my Swoop Camp Captains were knowledgeable and supportive resources.”
  - “As a result of attending Swoop Camp, I had the opportunity to meet other new and continuing students.”

- “As a result of attending Swoop Camp, I was introduced to Utah leadership and involvement opportunities.”
- “As a result of attending Swoop Camp, I feel connected to the University of Utah community.”
- “As a result of attending Swoop Camp, I was introduced to campus resources that can help me have a successful first year of college.”
- Regarding open-ended feedback, *Spirit* participants said:
  - “Getting to establish strong bonds with so many incoming and returning students. It really gave me a sense of belonging.”
  - “I loved just getting to talk to people who had already completed their first year and talking to new students and making lasting relationships.”
  - “Meeting and connecting with new people going to the U so im not alone going into college.”
  - “My favorite part of swoop camp was that I got to talk to a lot of people that I didn't know that we will stay as friends. Also the fact that it is welcoming environment where I feel safe to express myself.”
  - “To be honest, I loved every moment of swoop camp but if I had to pick one thing it would be the fact that met so many new friends who made me feel welcome including captains”
  - “I appreciate all my captain did for me and I can't wait to see all that my fellow swoopers accomplish.”



- “I loved every second of it. No bad experiences on my end. Thank you guys for making it such a great time.”
- “It made me feel so much more sure that the U is the right school for me.”
- “This is one of the best decisions I have ever made. Thank you so much.”

For incoming Fall 2018 first-year students, *Swoop Camp Backcountry* quickly filled to capacity. *Backcountry* hosted new student participants in a remote setting to enjoy the wonders of the Uinta Mountains, while forging strong relationships with a small group of other new students and experienced leaders. Students depended heavily on each other each day to creating lasting experience and understand the outdoors. Students viewed some of the tallest peaks, swam in clear lakes, and create unique experiences from their new backyard.

Falling under the Welcome programs and communications key activity, *Swoop Camp Spirit* focused on Goal 2: Sense of belonging and community. By focusing on leadership and University programming, *Spirit* supported Outcome 1: Population-specific programming by encouraging specific populations to envision themselves as part of the *Swoop Camp* community. The populations included out-of-state students (39% of participants). Additionally, to support Outcome 2: Student assessment data shows increased sense of belonging and connection to community, the *Swoop Camp Backcountry* participant assessment demonstrated the following:

- 100% strongly agreed or agreed that:
  - “I feel like my Swoop Camp Coordinator was knowledgeable and supportive resources.”
  - “As a result of attending Swoop Camp Backcountry, I had the opportunity to meet other new and continuing students.”

- “As a result of attending Swoop Camp Backcountry, I was introduced to Utah leadership and involvement opportunities.”
- “As a result of attending Swoop Camp Backcountry, I feel connected to the University of Utah community.”
- “As a result of attending Swoop Camp Backcountry, I was introduced to campus resources that can help me have a successful first year of college.”
- Regarding open-ended feedback, *Backcountry* participants said:
  - “It is an amazing program.”
  - “Friendships I made.”
  - “Backpack for the first time in a supportive community.”
  - “I wanted to meet new people with similar interests.”

While formal assessment data for all Swoop Camp programs demonstrates the strengths of Adventure, Spirit and Backcountry in meeting key activity goal-related outcomes, it does not tell the full story. Additional qualitative data like handwritten thank you notes from participants to site leaders, persons in charge of accommodations, and departments who provided funding for Swoop Camp Scholarships. Additionally, words of praise about their Captains to professional staff, continued connections between participants and Captains through all forms of communications, and increased participation in the Office of Orientation & Transition programming throughout the year, lead us to believe that student leaders are one of the program’s greatest assets.

#### *Welcome Week Programs*

Welcome Week continued to grow in the 2018 fiscal year. Taking place for nine days in August 2018, Welcome Week programs as a whole increased, as well as programs that are

specifically planned and managed by the Office of Orientation & Transition. The Office of Orientation & Transition, 2018 Block U picture grew to **1,680** participants compared to **1,570** participants in 2016.

Falling under the Welcome programs and communications key activity, *Welcome Week* focused on Goal 1: Connections to campus resources and Goal 3: Mark transition into new academic year as significant. For Goal 1, the success of Outcome 1: Diversity of programs and Outcome 2: Number of programs was intertwined. In addition to having **87** individual programs and **50** different areas and organizations to show the diverse range of programs offered at the U's Welcome Week. For Goal 3: Mark transition into new academic year as significant, having the same individual groups programming during from 2017 to 2018 demonstrates Outcome 1: Increase in areas/departments interested in programming for Welcome Week. Within Goal 1, Outcome 3: Attendance at programs also seemed successful with campus partners expressing satisfaction for numbers attending their events and with an increase overall at signature events as seen in Goal 3, Outcome 2: Growth of attendance at signature programs as demonstrated by the New Student Welcome attendance increase and the First-Year Class Picture attendance increase.

### **Key Activity 3: First-Year Student Programs & Communications**

In the past few years, the Office of Orientation & Transition has increased programming around the first-year experience. Programs and communications for the 2017-2018 academic year included:

- Campus Life Mentor Program
- Picture Your First Year
- First-Year Class E-Newsletter

*Campus Life Mentor Program*

The Campus Life Mentor (CLM) program is designed to engage new students with the University of Utah, and provide an immediate connection to the surrounding campus community during their first year. This is done by pairing new students to a trained upper-class mentor who provides guidance, resources, advice, and support as new students navigate their first year on campus.

For the 2017-2018 academic year, the Office of Orientation & Transition increased the number of upper-class mentors to **50 from the 40** in the previous years. This change was due to increased number of previous mentees that wanted to become mentors, the commitment from the mentees to engage and attend CLM events, as well as the intention of smaller mentor groups for better relationship management. Through direct recruitment during summer orientation sessions, mentors and welcome week, **200** first-year students indicated they were interested in participating in the CLM program. The CLM program offered one large-scale event each month and a study session each month. Students were also invited to participate in monthly small group events organized by their assigned Mentor. All events provided by the Office of Orientation & Transition were based around the CLM Core Values; Community, Commitment, Communication and Compassion. Additionally, Mentors were expected to have at least two points of contact with their students each month. This was mostly accomplished through phone calls, emails, texts, and the CLM Facebook group. It was also highly encouraged for Mentors to meet with their Mentees one-on-one throughout the academic year beyond the monthly small group activities. During the academic year, each Mentor was expected to meet with their supervisor twice to insure they were being supported throughout the program.

For 2017-2018, the CLM program saw **77** students who participated in 1-2 large-scale CLM events, **13** of students who participated in 3-4 events, and **7** students who participated in 5 or more events. These strong attendance numbers related to Goal 3: Campus and co-curricular integration and awareness, Outcome 2: Attendance at programs. All **200** students had multiple conversations or in-person meetings with their mentor, whether or not they attended a large-scale event. The large-scale events, small-group events, and two or more points of non-event contact between mentors and their individual mentees focused on achieving Goal 2: Connection to a peer mentor who is well-informed about campus resources and support, specifically Outcome 1: Number of touch points with peer mentor. Because all small-group events were on-campus programs and most large-scale events partnered with other campus groups, Goal 3: Campus and co-curricular integration and awareness, Outcome 1: Connection to programs, events, and resources of interest to first-year students succeeded in creating connections not just with the Campus Life Mentor program, but also overall campus programs and student life.

A mid-year survey distributed at the end of the fall 2017 semester was completed by participating students and showed the following results:

- 79.17% of respondents indicating “Strongly Agree” or “Agree” that my Campus Life Mentor understands what I have gone through during my transition to the University of Utah my first semester. This was an increase from 68% in the previous year.
- 87.50% of respondents indicating “Strongly Agree” or “Agree” that my Campus Life Mentor connects me with appropriate resources (offices, clubs, organizations, people, etc.) on campus based on my needs. This was an increase from 67% in the previous year.

These results relate to Goal 1: Sense of belonging and community, Outcome 2: Student assessment data shows increased sense of belonging and connection to community and Goal 2: Connection to a peer mentor who is well-informed about campus resources and support, Outcome 2: Peer mentor awareness of common first-year issues and barriers, as well as community resources to move past them, although there is potential for growth in raising the rate of impact.

Some open-ended responses from this survey are also shows the success of Goal 1: Sense of belonging and community, Outcome 1: Connection to peers and Goal 2: Connection to a peer mentor who is well-informed about campus resources and support, Outcome 2: Peer mentor awareness of common first-year issues and barriers. Although these are only a few excerpts from the open-ended data collection, they represent the theme of feedback Mentors and the Office of Orientation & Transition received both in formal assessment and informal conversations throughout the academic year.

- “My mentor made sure to check up on me and was really friendly bout what programs there is and giving me other options as well.”
- “Made a really good effort to get in touch and talk to me without being overbearing. Was fun to hang out with.”
- “I was supported through various text messages asking about my well-being.”
- “Helped me get into a lab... Extremely rare for undergraduates especially freshman.”
- “Building a relationship with my mentor helped me to break out of my comfort zone.”
- “My mentor was always there to answer my questions and offer helpful advice.”
- “They helped me to explore the majors and find methods for deciding on a major.”

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- “We had intelligent and stimulating conversations whenever we met and it was much appreciated.”
- “She took me to Starbucks and checked in with me on how my semester was going.”
- “She was there for me when I needed someone to talk too.”

GPA data for CLM students by group type is as follows:

	Fall 2017 GPA	Spring 2018 GPA
First-Years Did NOT Participate in CLM	<b>3.15</b>	<b>3.06</b>
General First-Year CLM Group	<b>3.14</b>	<b>3.14</b>

There were also great developments through the perspective of the mentors. Assessment data shows that they felt they had an impact on new students’ academic and social integration and included comments like:

- “I would like to know when the application comes out for next year's mentors. Other than that I think it is a great program!”
- “I think this is a great program and it helped me get a feel for how college will be and what to expect.”
- “I love CLM and am extremely happy to have joined!”
- “The kickoff was very helpful for me because I made many friends at that event.”
- “Small groups because they allowed more one on one interactions.”

Although this is only a small amount of assessment data collected, these comments represent the themes found throughout the mentor assessment and indicate success regarding Goal 1: Sense of belonging and community, Outcome 1: Connection to peers, Goal 2: Connection to a peer mentor who is well-informed about campus resources and support, Outcome 2: Peer mentor awareness of common first-year issues and barriers, as well as

community resources to move past them, and Goal 3: Campus and co-curricular integration and awareness, Outcome 1: Connection to programs, events, and resources of interest to first-year students. Mentors also felt like they grew as people, leaders, and U students through their work as a Campus Life Mentor. Some comments demonstrating reoccurring themes like leadership development, increased connection to campus, and increased knowledge of campus resources, increased confidence, better skills with communication and time management, and meaningful peer relationships with mentees and other mentors include:

- “I have loved being a mentor and meeting all of the amazing people in the program and have learned so much from being an example to some of my mentees and being able to be a stable source of support for.”
- “I have learned exactly how engaging a peer mentor has to be to do a good job. Leadership does take effort and communication.”
- “I have learned how important peer mentoring can be if you completely submerge yourself into the program and attend all of the events you can as well as get involved.”
- “I have learned to work and implement events with other individuals and to learn from others. It's easy to get caught up on how you yourself can grow, but with this program, I have learned and asked myself every day, how can I make someone else's experience better? How can I help them? It's amazing how this has changed my experience.”
- “I learned that being a peer mentor is a difficult but rewarding experience. Often it is hard to straddle the line between friend and leader but I think I've started to get the hang of it.”



- “Many things- team work, communication, problem solving, learning how to teach people, and understanding differences among people. It's not always easy to be a mentor.”
- “I've learned that it can be a very fun and fulfilling experience if you let it! You not only learn a lot from your mentees, but your fellow mentors as well.”
- “I've learned a lot more about University resources through the CLM program.”
- “I have learned how to effectively mentor other students.”
- “I have learned how to be more communicative.”

In spring 2018, 25 Mentors and 3 returning 2017-2018 mentors were hired to work with the CLM program for the 2018-2019 year. All 28 mentors attended a spring retreat and participated in the 2018 Peer Mentor Institute. During the CLM retreat, mentors were educated on the CLM program and the importance of why it exists. Additionally, mentors completed the first phase of our Diversity and Inclusion Training, planned S.M.A.R.T. goals for the academic year, and analyzed the CLM Core Values. During the final week of school, mentors were asked to fill out information forms to identify themselves and their interests. This information was then placed in a database where first year students who sign up for the CLM program are able to choose their mentor based on similar areas of interest, in order to create a connection with their mentees from the start.

Mentors will complete additional trainings in August before the academic year and the beginning of spring semester. These trainings encompassed continued conversations around diversity, social justice, leadership, effective communication, work/life/balance, sense of belonging, safe spaces, etc. These trainings and development opportunities provided students with a stronger sense of character as a Campus Life Mentor.

*Picture Your First Year Program*

In its sixth year, Picture Your First Year (PYFY) has continued to provide a creative outlet for first year students to track their individual transition through photography during the 2017-2018 academic year. PYFY is a semester long program where first-year students take pictures around a weekly theme and meet together as peers each week, and with an upper-class mentor for fourteen weeks during the fall semester. Fall 2017, the Office of Orientation & Transition piloted PYFY as a credit/no credit course. During this time, participants share their thematic photos, as well as stories about what they are experiencing during their transition. Themes on the syllabus include: first weeks, who I am, support, we are Utah, home at the U, confidence and anxiety, my U, core values, refresh and energize, my own theme, growth, finding my niche, leadership and service, finding my passions, classes, my second year, my future, and advice for new students. Additionally, students were asked to write reflection papers and a final paper at the end of the semester. At each weekly small group meeting, participants connect with the other new students, find support from their mentor, and learn about programs and resources that could help them overcome barriers or concerns that they share through their pictures and stories. An end of semester survey distributed at the end of the fall 2017 semester was completed by participating students and showed the following results. Regarding open-ended feedback, *Picture Your First Year* participants said:

- “I really like the friendships and relationships that came from such a close knit group. We always had fun learning from each other's experiences and growing together in our first months here at the U.”
- “I loved having a built in support system.”
- “I enjoyed sharing my photos with the rest of the class.”

The **22** participants who joined and completed the program in the 2017 fiscal year had an average GPA of **2.90** (a decrease from last year’s average of 3.15) at the end of their first year compared to the average GPA of 3.15 at the end of the first year for students who were not a part of the PYFY program. Additionally, all **22** participants returned to the U in their second year, enrolled as full-time students. Many of the PYFY participants have asked for this program to continue through their second year and have found leadership opportunities on campus and through our office. These ten participants who attended all fourteen PYFY meetings in their first semester met Goal 2: Connection to a peer mentor who is well-informed about campus resources and support, Outcome 1: Number of touch points with peer mentor. Additionally, to support Outcome 2: Student assessment data shows increased sense of belonging and connection to community, the Picture Your First Year participant assessment demonstrated the following:

- 100% of respondents indicating “Strongly Agree” or “Agree” that: The Picture Your First Year experience has provided me support to clearly articulate a vision and goals for my first year at the University of Utah,
- “The Picture Your First Year experience instructor educated me about resources on campus to help with my transition to the University of Utah.”
- “I would recommend Picture Your First Year to an incoming student.”

*First-Year Class E-Newsletter*

In the 2017-2018 academic year, eight monthly e-newsletters were sent to the first-year class. The content of the eight e-newsletters included collaboration for articles from the following areas:

- University College
- Student Success Advocates
- ASUU Tutoring
- Math Tutoring Center
- Writing Center
- Supplemental Instruction
- Leadership Development
- Center for Student Wellness
- University Counseling Center
- Campus Recreation Services
- Center for Ethnic Student Affairs
- Center for Disability & Access
- Veterans Support Center
- Women's Resource Center
- LGBT Resource Center
- Learning Enhancement Program
- Office of Admissions
- Greek Life

- ASUU
- Bennion Center
- Office of Equity and Diversity
- Financial Aid
- Scholarships
- Housing and Residential Education
- Office of the Registrar
- Women’s Leadership Summit
- Undergraduate Research
- Learning Abroad
- National Student Exchange
- Career & Professional Development

The open rate, the diversity in the range of articles, and the monthly calendar of events from the University Calendar and campus partners allowed for the success of Goal 3: Campus and co-curricular integration and awareness, Outcome 1: Connection to programs, events, and resources of interest to first-year students.

#### **Key Activity 4: Transfer Student Programs & Communications**

It its fifth year on the University of Utah campus, Transfer student programs and communications excelled in meeting Goal 1: Connections to campus resources that will support student success and timely degree completion. Transfer Workshop Series programs included 18 events in the 2017-18 fiscal year. These programs helped Outcome 2: Number of programs and

Outcome 1: Diversity of program topics be the most successful outcomes for the 2017-18 academic year for Transfer student programs and communications.

Perhaps because of this diversity of programs, Outcome 3: Attendance at programs was successful. 432 (up from 338 in the previous year) unique transfer students attended a Transfer Workshop Series program, with 142 attending one program, 108 attending two programs, and 17 attending three or more programs. In addition to Transfer Workshop Series, 102 transfer students participated in the fall and spring Transfer Swag Swaps, yielding 32 clothing items that were collected and donated to charity. For transfer students who may not have been able to attend an in-person program, Outcome 4: Maximize open rate for electronic communications was critical for connecting them to campus resources. The *Transfer Newsletter* disseminates information applicable to transfer students eight times during the academic year. The newsletters contained articles on topics such as opportunities and resources on campus, Crimson Transfer Honor Society, upcoming Transfer Workshops, and a highlight of a campus office or staff member dedicated to transfer student success. The list-serve for the newsletter included 4,266 transfer students who opted in, with an average open rate of 37.2%, which is an increase of almost 12% from the previous year (25.52%).

Another important area of growth was within Goal 3: Recognition of transfer student community, as Crimson Transfer Honor Society (CTHS) raised and distributed over \$2,500 to transfer students. In the 2017 fiscal year, Outcome 1: Growth of Crimson Transfer Honor Society membership increased membership from 287 to 313 members. Outcome 2: Increase in population-specific programs was also important and led to transfer programs that specifically targeted students of color, low-income students, students interested in research, students

interested in service, students interested in leadership, students interested in graduate school, and students interested in learning abroad.

### *Crimson Mentor Program*

The Crimson Mentor (CM) program is designed to engage new transfer students with the University of Utah, and provide an immediate connection to the surrounding campus community during their first year. This is done by pairing new transfer students to a trained upper-class transfer student mentor who provides guidance, resources, advice, and support as transfer students navigate their first year on campus.

For the 2017-2018 academic year, 277 transfer students took part in the pilot program that ran through Fall 2017. Through direct recruitment during summer orientation sessions, mentors and welcome week, 277 transfers students indicated they were interested in participating in the CM program. The CM program offered a small group event each month, a study session each month, and opportunities to connect one-on-one with their Crimson Mentor. Students were also invited to participate in monthly small group events organized by their assigned Crimson Mentor. Additionally, Mentors were expected to have at least two points of contact with their students each month. This was mostly accomplished through phone calls, emails, and texts. It was also highly encouraged for Crimson Mentors to meet with their Mentees one-on-one throughout the academic year beyond the monthly small group activities. During the academic year, each Mentor was expected to meet with their supervisor to insure they were being supported throughout the program.

For Fall 2017, the CM program promoted Transfer Workshops, Crimson Transfer Honor Society, and small group monthly events. The variety of programs offered to mentees are

numbers related to Goal 3: Campus and co-curricular integration and awareness, Outcome 2: Attendance at programs.

There were also great developments through the perspective of the mentors. Assessment data shows that they felt they had an impact on new transfer students' academic and social integration and included comments like:

- “Allowed me to know when events were going on”
- “Even though I never had the opportunity to meet my mentor, it was nice to have someone regularly check in”
- “It was so nice to already know someone at the school. We would meet up just to chat about how the week was going. It was nice to have someone to ask about places on campus or general questions. It was like having an established friend ready for you right at the start of school.”

These results relate to Goal 1: Sense of belonging and community, Outcome 2: Student assessment data shows increased sense of belonging and connection to community and Goal 2: Connection to a peer mentor who is well-informed about campus resources and support, Outcome 2: Peer mentor awareness of common first-year issues and barriers, as well as community resources to move past them, although there is potential for growth in raising the rate of impact.

Some open-ended responses from this survey are also shows the success of Goal 1: Sense of belonging and community, Outcome 1: Connection to peers and Goal 2: Connection to a peer mentor who is well-informed about campus resources and support, Outcome 2: Peer mentor awareness of common first-year issues and barriers. Although these are only a few excerpts from



the open-ended data collection, they represent the theme of feedback Mentors and the Office of Orientation and Transition received both informal assessment and informal conversations throughout the academic year.

**Key Activity 5: Parent & Family Programs & Communications**

Goal 1: Parent and family engagement in University programs that extend past students was clearly met in 2018 fiscal year. Outcome 2: Number of programs and Outcome 3: Quality of Programs was important, as successful programs continued (Parent Welcome BBQ, Parent & Family Weekend in the fall, and Moms & Dads Nights). Outcome 3: Quality of Programs was shown through assessment data from attendees to Parent & Family programs:

- 91.43% of respondents strongly agreed or agreed that Parent & Family Weekend provided meaningful opportunities to spend time with their student(s).
- 91.43% of respondents strongly agreed or agreed that they:
  - were satisfied overall by Parent & Family Weekend
  - agreed that they would consider returning to campus for future parent and family events.
- Outcome 1: Attendance at programs also demonstrated growth for each type of program from the 2016--2017 academic year to the 2017-2018 academic year.

Program Name	Fiscal Year 2017	Fiscal Year 2018
Parent Welcome BBQ	858 participants	949 participants

Parent & Family Weekend	490 participants	600 participants
Moms & Dads Nights	134 participants	60 participants

**Key Activity 6: Staff Excellence**

The 201-201 academic year showcased many professional accomplishments made by the Office of Orientation & Transition staff members. In addition to serving on and chairing campus-wide or division-wide committees, the staff also took on many national leadership positions and attended and presented at numerous conferences. To support this key activity’s Goal 1: Highly qualified staff, each year Outcome 1: Recruitment and retention of high performing staff members remains visibly important as Graduate Assistants (GAs) enter or continue with the Office of Orientation & Transition team. Goal 2: Professional development opportunities includes Outcome 1: Attendance at programs/conferences that are relevant to staff member’s specific role and Outcome 2: Engagement/leadership in professional associations. In accordance with Goal 2, a list of professional contributions to the field is listed below according to individual staff member:

- Nomani Satuala, Director
  - Appointed as the Utah First Year Experience Conference Host
  - Served as a NASPA Undergraduate Fellows Program mentor
- Erin Sine, Assistant Director
  - Graduated with a Master’s Degree in Educational, Leadership, & Policy
  - Appointed as the Region III NODA Co-Chair

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- Awarded with the 2017 NASPA Outstanding New Professional Award
- Kimiko Miyashima, Graduate Assistant
  - Graduated with a Master’s Degree in Educational, Leadership, & Policy
  - Awarded with the Pursuit of Inclusion Award from Student Affairs
- Tammy Nguyen, Graduate Assistant
  - Presented at the NODA Region III Conference
  - Presented at Peer Mentor Institute Program
  - Presented at the National NODA Annual Conference
- Cody Clements, Graduate Assistant
  - Presented at the NODA Region III Conference
- Deepika Shah KC, Graduate Assistant
  - Presented at the NODA Region III Conference