

NEW STUDENT EXPERIENCE RETREAT

OFFICE OF NEW STUDENT & FAMILY PROGRAMS 2014 STUDENT LEARNING ASSESSMENT PROJECT

WHAT IS THE RETREAT?

The New Student Experience Retreat was created and implemented for the first time spring 2014. The retreat aims to bring together student leaders of pre-fall quarter, new student programs in order to provide common language, curriculum, and an understanding of the first-year student transition. A total of 362 leaders participated in the seven-hour retreat on either April 26, 2014 or May 3, 2014. Approximately 35% of attendees responded to the first assessment strategy-the online survey.

RETREAT GOAL

The goal of the New Student Experience Retreat is to, ultimately, prepare students for their leadership position working with new students. The focus is building an awareness of other programs reaching new students prior to the fall quarter while gaining an understanding of the intentionality that should be enacted within the leadership role. This goal serves as a base for the more extensive training that takes place for each program.

LEARNING OUTCOMES

Students who participate in the New Student Experience Retreat will [or will be able to]...

Identify University resources directly related to students in transition

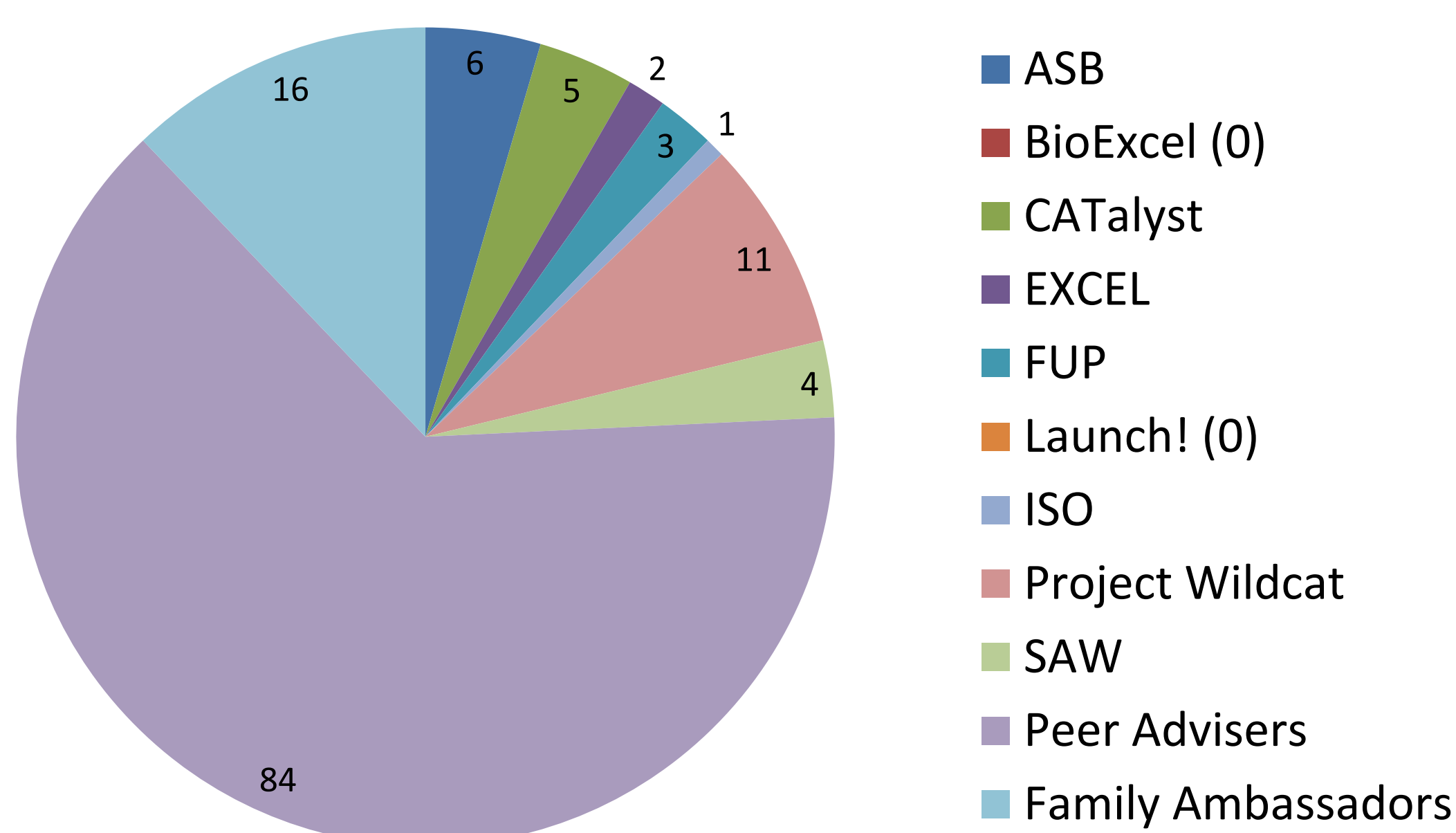
Articulate how their program assists in the development of students in transition

Describe transitional issues of first-year students

Demonstrate practices for facilitating challenging conversations/topics with first-year students

Employ skills that demonstrate an active bystander of the community

Breakdown of Respondents (Total of 128)



TEACHING STRATEGIES

Student leaders rotated around a series of topic-based sessions throughout the day. Sessions were either led by University staff, peers, or both. The topics of the sessions were chosen once the learning outcomes and goals were identified. Topics included:

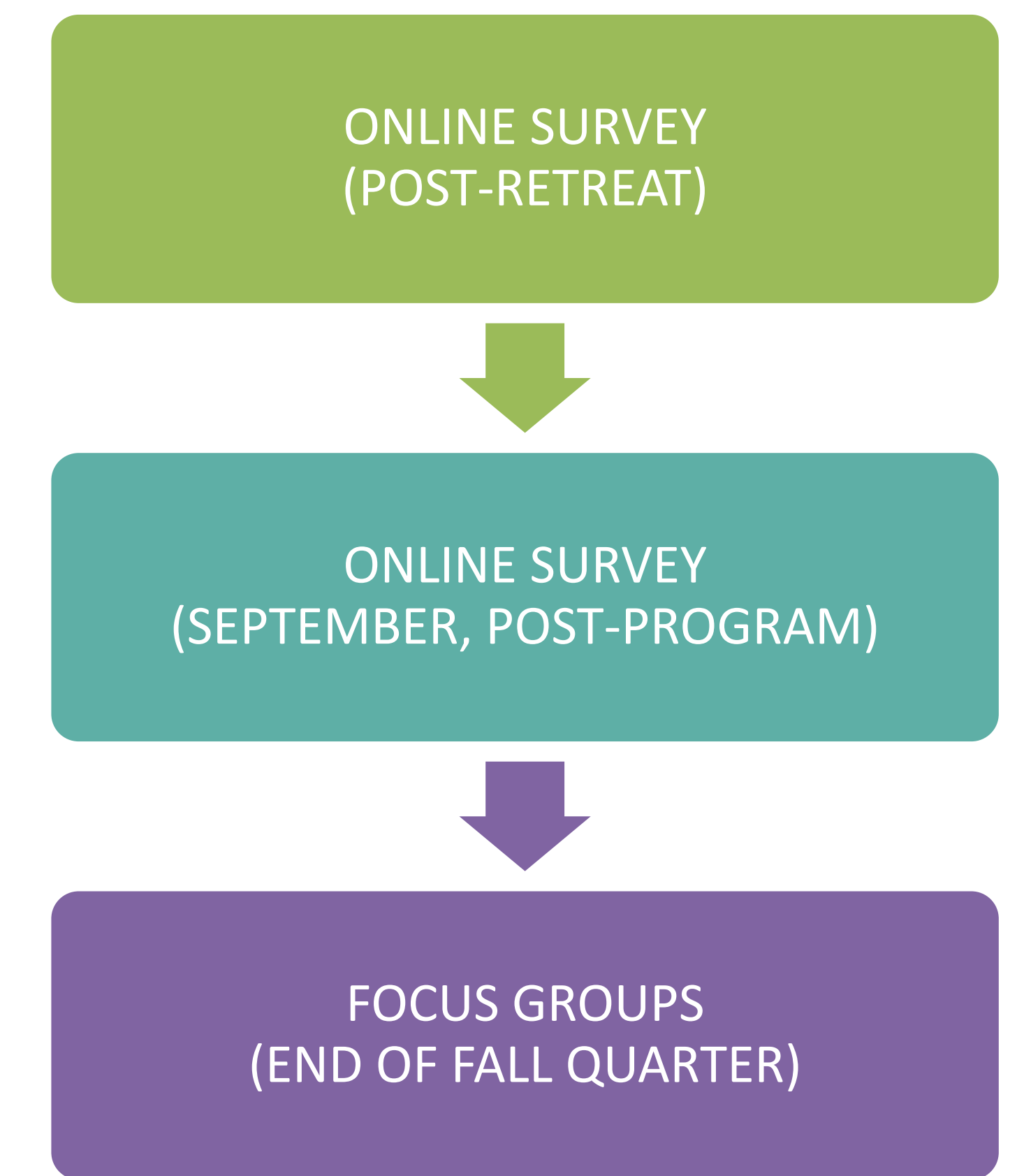
- Program Shouts (summary of each program)
- Mindset of the First-Year Student
- Facilitating Small Group Discussion
- Step UP! Bystander Intervention Training
- Looking at the First Year Holistically
- Program-Specific Breakouts (debriefing the day)

IMPORTANCE OF TRANSITION

Qualitative responses asking students the importance of their program in the overall transition of first-year students, using the retreats framework:

- "It helped me take on the mindset of a first-year/transfer student. I am so accustomed to NU life that I needed to be reminded of how important being a PA is and how many worries go across a new student's mind."
- "The discussions from the retreat helped me to get into the mindset of first year students so that I can use my perspective to approach them in such a way where they feel comfortable from the start. Peer Advisers are the first point of contact for a lot of students and should be used as a resource for connecting students to tools and opportunities around campus even beyond Wildcat Welcome."
- "Overall, I learned that for each individual first-year student, it is important that I work to make sure that I can get them not only acclimated to the university, but also get them excited to create their own experiences at NU. Finally it is important to also work through the entire first year to make sure that a new student has the chance to fully transition to a college student."

ASSESSMENT STRATEGY



NEXT STEPS

In planning for the 2015 retreat, a few changes will be made to increase the learning that occurs:

- Increase participation of student leaders in planning of retreat content
- Evaluate the method of delivery for small group facilitation
- Revisit the retreat format to remove possible barriers to learning
- Conclude the remainder of assessment

MAJOR FINDINGS (QUANTITATIVE)

