BACKGROUND

The University Advisement Center’s (UAC) First-Year Experience (FYE) programs, the Dominguez Hills Transfer Learning Community (DH TLC) and Dominguez Hills First-Year Experience (DH FYE), help orient first-year students to their new campus as they transition to CSUDH. FYE accomplishes this by creating programs designed to challenge and support students across the first year. This is executed by educating them about Academic Advisement, connecting them to challenge and support students across the first year. This is executed by ensuring that first-year students establish a sense of connection and academic goals. Best practices in the field indicate the importance of orienting first-year students to their new campus as they transition to student success and persistence throughout their educational journey.

PURPOSE

• The purpose of this Meet ‘N’ Greet is to orient FYE participants to their respective FYE programs, and to introduce them to their Transfer Peer Coach or Peer Coach (TPC) and their advisors; their incoming cohort peers; and other campus community support staff.
• Meet-and-greets offer a conducive setting for building rapport with students.
• Industry experts agree that having quality, day–one experiences can set the tone for the rest of the semester (Reed Gillespie, 2013).
• Meet-and-greets serve to build relationships between student and staff, which can improve student retention, lead to improved graduation rates, and a decrease in tuition revenue (Reed Gillespie, 2013).
• Event is aligned with California State University, Dominguez Hills (CSUDH) Strategic Plan and overall FYE program goals: retention, increase of three-year transfer and increase of freshman graduation rates.
• Meet-and-greets enhance students’ emotional needs providing an opportunity to gauge their emotional state before semester begins.

FYE PROGRAM PARTICIPANTS

After attending the Meet ‘N’ Greet, students will:
1. Be able to identify their Transfer/Peer Coach (TPC) and provided with an opportunity to start forming a relationship with them.
2. Understand the benefits of having a TPC and how they can utilize the support they provide.
3. Be able to identify the UAC and understand the different kinds of support they provide as a resource.
4. Be provided with opportunities to establish and build connections with their FYE peers/cohort.
5. Complete a series of selected activities within cohort groups that aid in helping to build connections among each other, with UAC (staff and TPCs) and faculty, while also encouraging persistence, enthusiasm, motivation, hope, and success through a symbolic activity.

FYE TPMs

Through the Meet ‘N’ Greet, TPCs will:
1. Be able to build experience and knowledge in executing FYE program events.
2. Have developed experience collaborating with FYE peers, working together to build team cohesion and teamwork that will carry out throughout the 2017–2018 Academic Year.
3. Face and overcome challenges in their role as TPCs, and doing so with an audience.
4. Provide FYE coordinators with an opportunity to observe TPCs abilities, maturity, character, and problem solving skills while in action.

LEARNING OUTCOMES

Will you be attending the “Meet and Greet: FIESTA”?

<table>
<thead>
<tr>
<th>Will you be attending “Meet and Greet: FIESTA”?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Results (111 responses)</td>
<td>70%</td>
<td>30%</td>
</tr>
</tbody>
</table>

How many guest will be joining you?

<table>
<thead>
<tr>
<th>How many guest will be joining you?</th>
<th>1–7</th>
<th>8–32</th>
<th>33–59</th>
<th>60–89</th>
<th>90+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Results (385 responses)</td>
<td>77%</td>
<td>14%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Which program are you part of?

<table>
<thead>
<tr>
<th>Which program are you part of?</th>
<th>Dominguez Hills Transfer Learning Community (DH TLC)</th>
<th>Dominguez Hills First-Year Experience (DH FYE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Results (316 responses)</td>
<td>42%</td>
<td>58%</td>
</tr>
</tbody>
</table>

EVENTS

EVENT EXECUTION

• FYE coordinators facilitated an open forum for Transfer Peer Coaches (TPCs) and Peer Coaches (PCs) to contribute to event development, including event theme, activities, logistics, and procedures.
• TPCs and PCs are assigned collaborative tasks developing communication and marketing materials (event flyer, email introduction, RSVP forms, etc.), budget comparisons, and creating mini proposals, giving purpose to proposed activities for FYE participants.
• FYE coordinators track programing action items (purchases, shipping, venue reservations, etc.)

MARKETING

• Email communication was sent from respective FYE programs’ accounts to students three weeks in advance of event on August 1, 2017.
• Email communication included formal invitation with flyer and registration information and was distributed to 1,420 total students (728 DH FYE and 692 DH TLC participants, respectively).
• Following initial marketing blast, FYE program participants received additional personal communication (emails, text, and phone calls) encouraging them to RSVP to their assigned TPCs.
• FYE participants who did not RSVP were contacted by Academic Advisement peers for advisement prior to the event, was also told about the event and encouraged to RSVP.
• Email invitation was developed and marketed to 84 faculty/staff members, requesting them to RSVP/essay email response.

RESULTS

Who is your designated Peer Coach?

<table>
<thead>
<tr>
<th>Who is your designated Peer Coach?</th>
<th>150 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designated Peer Coach (TPC)</td>
<td>31.1%</td>
</tr>
<tr>
<td>Other TPCs</td>
<td>45.3%</td>
</tr>
<tr>
<td>No TPC</td>
<td>23.6%</td>
</tr>
</tbody>
</table>

EVENTS

EVENT EXECUTION

• Outlines weather-related challenges with setup and activities.
• Professional/ Formal documents need to be finalized sooner so:
  o materials can be procured earlier;
  o negative impact of vendor time constraints can be limited;
  o adverse budget effects can be reduced.
• Event flow and organization:
  o Short staff for the event’s capacity and needs
  o Needed a dress rehearsal to develop more effective contingency plans, assessment of timing, event agenda, and setup
• DH faculty and staff need to raise event profile to get more participation
• Tracking attendance:
  o Technological challenges, limited staff, and faulty check-in devices negatively impacted accounting for all attendees

RECOMMENDATIONS

Aside from addressing items listed under “Challenges,” we would like to start marketing the event no less than 30 days in advance (unless students become members of DH TLC later). Additional recommendations are still to be determined as we await assessment feedback from participants.