



COMPASS: The First-Year Connection

Program Overview:

COMPASS, a program born from the Impact 2025 Strategic Plan, is a co-curricular experience for incoming first-year and transfer students designed to support navigation of campus resources, development of academic and social skills, and transition to collegiate life. The program consists of 30 weeks of content designed to support students in their academic and social experience, thus increasing the persistence and retention of all our first time, first year and transfer undergraduate students. There are five pilots in development: **GENESIS**, an integrated living experience that will combine select students from the Excelling Leaders Institute (ELI) and Journey to Empowerment Through Transition (JETT) on a residence hall floor. COMPASS will provide co-curricular content delivered via a Campus Life & Inclusive Excellence staff educator, Peer Mentor, and Resident Assistant. The **First-Generation** pilot, a cohort of 25-30 first generation students, enrolled in our First-Generation Transition Program, will receive weekly COMPASS co-curricular content with a Peer Mentor and CLIE Staff Educator. The **Opt-In** pilot will be available for first-year students who are interested in participating in COMPASS as a co-curricular experience for a 30-week commitment. The **COMPASS for Transfer Students** will engage transfer students in curriculum designed for students transferring to the university for the first time in Fall 2017. Finally, the **First-Year Seminar** pilot will consist of COMPASS as a lab component to 10 sections of the First-Year Seminar that will meet for one hour each week during the fall quarter.

Students enrolled in the COMPASS program will complete a weekly reflection journal, allowing for reflexivity in their course work as well as their experience outside of the classroom. The weekly reflection journal will be turned into the CLIE staff educator and peer mentor, who will use the reflections to help identify needed sessions or additional resources for each student.

All students in the COMPASS program, from each of the four pilots, will complete a pre-assessment and a post-assessment. Prior to their first community meeting during week one of classes, students in the COMPASS and FSEM pilot will be sent the online pre-assessment, which will include questions regarding:

- understanding of resource access and availability
- anticipated use of services
- articulation of purpose and meaning as a member of the greater University community
- advocacy for self and others
- understanding of personal and social identities
- engagement in dialogue around individual and community values

Students will receive a post-assessment with similar questions following the conclusion of the fall quarter.

COMPASS will be a joint program working with Discoveries Orientation and the Center for Multicultural Excellence, with staff educators coming from departments within the Division of Campus Life & Inclusive Excellence. Peer mentors will be selected from a pool of Orientation Leaders, ELI members, and JETT participants. The anticipated population of students affected by the COMPASS and FSEM pilot would be 180 first time, first year undergraduate students, with the other three pilots totaling 100 first time, first year undergraduate students. The goal of the COMPASS program is to pilot for 280 students during the 2017-2018 academic year. Following evaluation and feedback, COMPASS will grow by 20% first time, first year undergraduate students served each year until all students are participating in the COMPASS program.

Learning Outcomes & Program Objectives:



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Discoveries Orientation, and subsequently COMPASS, will promote the academic engagement of incoming students through holistic support in their personal and professional development by:

- Creating a welcoming environment that builds a sense of belonging among incoming students and the larger DU and Denver community
- Sharing knowledge around roles and community resources to navigate their time at the University
- Cultivating passion by challenging them to explore and be confident in exploring their interests and identities
- Engaging collaboratively with the DU and Denver community

As a result of this program, students will be able to:

- Articulate their purpose and meaning as a member of the greater University community
- Advocate for self and others
- Recognize their personal and social identities
- Engage in dialogue around individual and community values

Discoveries Orientation and COMPASS will focus on three main areas throughout a student's first-year experience: identity, community, and agency. They will answer the questions *Who am I? Where do I fit? How do I act?* in the diverse community that is the University of Denver.

Scope and Sequence:

Fall Quarter

Learning Outcomes:

- Creating a welcoming environment that builds a sense of belonging among incoming students and the larger DU and Denver community
 - Students will be able to articulate their personal identity
 - *What is my identity?*
 - Students will be able to define and articulate the importance of Inclusive Excellence
 - *What is Inclusive Excellence?*
 - Students will be able to understand how to utilize their strengths and mitigate their weaknesses
 - *What are my strengths?*
- Sharing knowledge around roles and community resources to navigate their time at the University

Winter Quarter

Learning Outcomes:

- Cultivating passion by challenging them to explore and be confident in exploring their interests and identities
 - Students will be able to articulate their purpose and passions
 - *What is my purpose?*
 - Students will be able to navigate challenging situations with confidence
 - *How do I navigate a challenging situation?*
- Sharing knowledge around roles and community resources to navigate their time at the University

Spring Quarter

Learning Outcomes:

- Sharing knowledge around roles and community resources to navigate their time at the University
- Cultivating passion by challenging them to explore and be confident in exploring their interests and identities



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- Engaging collaboratively with the DU and Denver community

Workshops:

Each week students will engage in a topic from different areas across Campus Life and Inclusive Excellence

FALL QUARTER

StrengthsFinder must be completed at the beginning of this quarter

Students will engage in 6 workshops during the fall quarter designed to support them with the transition to their first year of college. Workshops will include time management, healthy living, career pathing, etc.

All students must complete a 1-hour coaching session with StrengthsFinder Coaches before the completion of fall quarter.

Winter Quarter

Meyers-Briggs Type Indicator Assessment must be completed during this quarter

Students will engage in 6 additional workshops designed to cover topics designed to carry forward the information and resources provided during the fall quarter. Students will be expected to participate in all workshops during this quarter and complete the additional coaching sessions and assessments to complement this quarter.

All students must complete a 1-hour coaching session with StrengthsFinder Coaches before the completion of winter quarter.

Spring Quarter

This quarter has an option of two approaches, a quarter of dialogue delivered in five consecutive weeks or delivered every other week or a quarter without dialogues integrated into the curriculum. To be determined by the cohort leaders.

Implicit Bias Survey must be completed during this quarter

All students must complete a 1-hour coaching session with StrengthsFinder Coaches before the completion of spring quarter.