

Multicultural Student Reception

Key Findings:

- 86.96% of respondents felt that meeting with the campus representatives and the workshops were the most beneficial aspect of the program.
- The student panel was identified as the least helpful aspect of the visit.
- About 95% of the respondents agreed or strongly agreed that they understood the admissions, financial aid, and scholarship opportunities and process at the university.
- 96% of the respondents agreed or strongly agreed that they had the names and contact information for at least two people that they can contact if they have questions.
- 94.44% of the respondents indicated that their visit influenced their decision to attend the university. 73.68% said they were coming and 21.05% remained unsure about where they were going to go to college.
- For those who indicated they were planning to attend the university, 47% said they were going to live on campus, 13% said no, and 40% were unsure.

Actions Taken:

- If we continue this program this upcoming year, we will have the same format and workshops as last year.
- We will reconsider having a student panel this year or at least try to have a different group of students on the panel.

Office objective(s) associated with this assessment

- Educate future undergraduate students about the opportunities available through higher education and at the University of Utah. Specific target groups include in-state and out-of-state freshmen and transfer students, ethnically diverse students, underrepresented students, academically talented students, non-traditional students, and international students.
- Provide specific programs that inform and cultivate relationships with key constituencies who influence the college decision-making process including but not limited to high school and college counselors, teachers, families, and alumni.
- Develop collaborative initiatives with colleges, departments, faculty, alumni, and members of the larger community to enhance the overall recruitment efforts of the University.