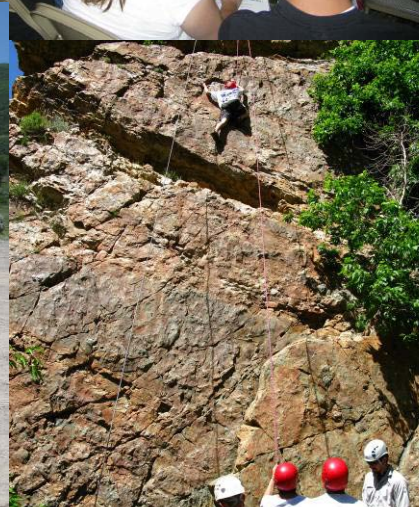




# University of Utah Office of Orientation Annual Report September 2008- August 2009

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## Highlights 2009

- 5,096 students participated in some form of Orientation for Fall 2009.
- For Fall 2009 2,930 first-year and transfer students attended 15 One-Day programs for an average of 195 students per program.
  - 1,537 first-year students attended 7 One-Day programs, averaging 220 students per program
  - 1,393 transfer students attended 8 One-Day programs, averaging 174 students per program.
- First-Year students were guaranteed college/departmental advising for all One-Day sessions.
- Departmental advising was offered at three of the transfer One-Day programs.
- 3,020 first-year and transfer students completed an evaluation during a one-day program using a combination of handheld PDA's and a web based survey, which enabled us to gather and analyze data on a daily basis.
- 743 first-year students completed an online evaluation at the conclusion of their overnight/outdoor orientation program.
- According to one-day surveys completed at Orientation, 14.39% of students registered for 6 to 11 credit hours, 71.89% of students registered for 12-15 credit hours, and 10.3% of students registered for 16-18 credit hours.
- 88.87% of students attending Orientation identified a specific area in which to major while 11.13% were undecided. 68.36% indicated that they intend to work less than 20 hours per week.
- 94.09% indicated that they know who to contact for information about their major, while 96.88% and 96.74% received useful information regarding general education and bachelor's degree requirements respectively.
- 94.8% of students attending Orientation indicated that they were satisfied with their overall orientation experience and 98.12% of participants agreed that staff members were helpful.
- Over 200 hours of service were provided to the community through students participating in Orientation.
- 861 parents participated in a comprehensive Orientation program designed to best fit their needs.
- The Outdoor Orientation had 49 participants. The program was successful due to collaborative efforts with Outdoor Recreation Programs.
- The Overnight Orientation programs had a record number of students participate with 915 students opting to participate in the day and a half program.

## Executive Summary

### **Overview of Programs**

The purpose of this report is to provide information about programs and services offered by the Office of Orientation from September 2008 through September 2009.

The Orientation Office was created as a department in July 1996 and began providing comprehensive programs in summer 1997. Orientation became mandatory for all University of Utah undergraduate students starting in fall 2005. The students required to complete an orientation must meet the following criteria: undergraduate, matriculated, first bachelor's degree, and domestic. Graduate students, international students, non-matriculated students and second bachelor's degree students are not required to complete a university orientation through our department; however, they are welcome to attend to gain information if they want.

The programs that have evolved for first-year students are: One-Day Orientation, which is an intensive, day long orientation; Overnight Orientation, which is a two-day comprehensive campus experience (only offered prior to fall semester); and Outdoor Orientation, which is a 3 ½ day experience combining time spent on campus with time engaging in wilderness activities in the Uinta Mountains (also offered only prior to fall semester). For the third year, we offered a different approach to using the outdoors in conjunction with orientation programming. Forty-nine students participated in this program, an increase of 11 students from the program in 2008 and an increase of 37 from the pilot program in 2007.

Two different types of Orientation programs are offered for transfer students. They can participate in a day long program, similar to the first-year program, or they can choose to attend an abbreviated version of this orientation, not including academic advising. We offer orientation programs leading up to each semester that include both first-year and transfer students that are conducted after the majority of programs have concluded. The orientation programs that take place just prior to the semester beginning do not include academic advising. Additionally, the On-line Orientation is available for transfer and first-year students if they are unable to come to campus for an orientation program. Other programs have been developed to promote engagement in the University and development of students. These programs include University Preview Day and PlazaFest. Each of the programs described above will be discussed comprehensively in the following pages.

At Orientation, students:

- Meet University faculty, staff, and departmental advisors
- Learn about student services, academic programs, and involvement opportunities
- Receive a Catalog and Undergraduate Bulletin and New Student Resource Guide
- Become familiar with and gain an understanding of General Education and University Graduation Requirements
- Learn about the on-line services available to students and the registration process
- Register for first semester classes

The commitment of the Office of Orientation is to provide a welcoming and enriching experience for entering students. Through programs provided, students are introduced to opportunities that encourage engagement in the academic, cultural and social components of the undergraduate experience. A complete copy of the mission and goals can be found in *Appendix A*.

### **One-Day Orientation**

The One-Day Orientation programs are a single day and are designed to provide a comprehensive introduction to the University of Utah. Programs are generally offered in two variations, one designed for incoming first-year students and the other specifically addressing the needs of transfer students.

Students participating in a One-Day session are provided a general overview and introduction to the University, including information about University General Education and Bachelor's Degree Requirements, as well as information about course registration. Students also spend time meeting with faculty/departmental advisors and become acquainted with the campus and services provided throughout the divisions of Student Affairs and Academic Affairs. Students leave orientation with a variety of materials, a comprehensive overview of the University, and a class schedule. The One-Day Orientation is offered for spring, summer, and fall semesters. A list of program dates and a copy of the schedules for spring and summer semesters are included in *Appendices B and C*.

Students participating in One-Day sessions for fall 2009 represent the largest segment of students engaging in any form of orientation programming. For fall 2009, 15 programs were offered: 8 transfer sessions and 7 first-year programs. Participation for fall semester was 2,930 first-year and transfer students. This represents an average of 195 students per session. The average for first-year programs was 220 and the average number of participants during the transfer programs was 174. Orientation dates for fall 2009 programs are included in *Appendix D*. Schedules for the First-Year One-Day program can be found in *Appendix E* and schedules for Transfer One-Day programs are found in *Appendix F*.

Academic advising was offered as a component of all First-Year One-Day programs. Transfer students were offered two different options to complete their orientation. To receive registration eligibility, transfer students are required to meet with an academic advisor within their respective department and attend a Transfer Orientation program. Three of the eight Transfer Orientation programs included meeting with an academic advisor in an effort to serve students who wanted to make a single trip to campus in their preparation. This is a significant change from past years when all transfer programs offered academic advising. The change was implemented based on feedback received on evaluations from previous transfer students. Many transfer students meet with an advisor as they are preparing to transition to the University and felt the time commitment and requirement to meet with an advisor during orientation was not the best use of their time. Beginning in fall 2004, transfer students are required to complete orientation and meet with an academic advisor before they are able to register for classes. Transfer students require more individualized attention from the academic advisors due to the fact that the advisors evaluate their coursework from their previous institution in order to determine how it fits into their major at the University of Utah. By offering some orientations with advising and others without, students get the information they desire in a format that is most suitable for them.

We also offer a number of late Orientation Programs that include information for both first-year and transfer students just prior to classes beginning each semester. These programs do not include academic advising. Transfer students at these programs must see an academic advisor on their own time prior to registering for classes, and first-year students are encouraged to see an advisor to check their course selection. The schedules for the late programs for fall 2009 are included in *Appendix G*.

### **Overnight Orientations**

Students interested in a more comprehensive introduction to the University may opt to participate in the Overnight Orientation program, which is designed to provide students the chance to explore the University and its many programs, resources, and involvement opportunities. The program is one and a half days in length and students are housed in the residence halls located in Fort Douglas. For fall 2009, 915 students participated in the eight Overnight programs. The overnight programs have continued to grow over the past seven years as the institution continues to support these programs and encourage incoming students to participate in these orientation programs.

Students spent the first day of the program learning about University requirements and becoming familiar with the major opportunities available to them at the University of Utah. The students also spent time in small groups, enabling them to start forming relationships and connections with other new students. Students were given an in-depth tour of campus and were encouraged to take an active role in learning their way around.

The second day began with information about learning communities at the University of Utah including the LEAP program, the Honors program, Educational Psychology 2600, and Undergraduate Studies 1010. They also learned about opportunities for getting involved on campus and spent time exploring some of the different areas of campus including the Marriott Library. Following lunch, the students received academic advising while meeting with representatives from the various Colleges and then registered for classes with the assistance of the Orientation staff. After they registered for their classes, the students completed a program evaluation, had their schedule reviewed by Orientation staff, and picked up an Orientation t-shirt at the checkout table.

Ideally, it would be beneficial if all incoming first-year students participated in the Overnight program as this is the most comprehensive of all the University's Orientation programs and provides students with ample time to connect with other students, faculty, and staff. For the sixth year, we offered an Overnight Orientation program that was geared specifically toward students who were interested in majoring in Science, Engineering, or Mines and Earth Sciences. We worked collaboratively with these Colleges to provide programming during this Orientation that would be interesting and beneficial to science-minded students.

For the fourth year, we offered an Overnight program for students majoring in the College of Fine Arts and a program for students who will be participating in the Honors College. We worked collaboratively with representatives from each of these areas to create programs that would incorporate pieces of specific interest and relevance to students in these areas. Like the Science Overnight, these programs were positively received by both the students and the University community.

For the third year, we offered an Overnight program for students interested in the Health Sciences (Pharmacy, Nursing, Medical Laboratory Science, the College of Health, and students interested in Pre-medicine), and students who were Undecided in their field of study. For fall 2007, we offered a program for students who plan to major in the College of Business. We expanded this program in 2008 to include students interested in majoring in the College of Education or the



College of Humanities. The program for fall 2009 included the College of Business and the College of Humanities. These additional programs were well received by the Colleges and attended well by incoming students.

We partnered with the Center for Ethnic Student Affairs (CESA) for the second year to include students participating in programs sponsored by their office in an Overnight program. CESA and the Utah Opportunities Scholars (UOS) required students working with them to participate in a general overnight program. Seventy four students participated in a General Overnight program and had a separate breakout session on the morning of the second day to learn about requirements specific to their program and they received advising from the CESA professional staff. CESA and UOS contributed to the funding of this program. They paid one third of the students cost, allowing the students to only pay \$25.00 to participate in the overnight program. The remaining funding came from Undergraduate Studies and the CESA office. This was a worthwhile endeavor and will be pursued again in 2010.

We did not offer an Overnight program for students who completed the On-line Orientation prior to coming to campus this year as we had for five years up until fall 2007. Out-of-state students and other students who were unable to attend a campus-based Orientation during June and July were typically invited to come to campus a day early and move into their residence hall room in August. For fall 2008 and 2009, instead of offering an overnight program, we offered a half day program on the Friday before classes began, after the residence halls opened. We had 29 students participate in this program.

The remaining two Overnight Orientation programs that were not discipline specific are referred to as General Overnight programs. These programs attract students representing all academic disciplines and areas of interest.

The Overnight schedules for each program are included in *Appendix H* and the cost for a student to participate in the Overnight program was \$50.00 for 2009.

### **Outdoor Orientation**

Historically, the Outback Orientation was offered for students who wanted to spend some time in an outdoor setting and complete their orientation. The first day was spent on campus familiarizing students with University Graduation Requirements and meeting with faculty advisors. Students then traveled to the Faculty Club Cabin located on the south fork of the Provo River in the Uinta Mountain Range. Students and staff spent the next two days participating in leadership

activities, experiential learning through a challenge course, hiking, and exploring the great outdoors. The value of community service was also emphasized as students spent time completing a service project. When students returned to campus on the third day, they wrapped up their orientation experience by registering for classes, taking an in-depth tour of campus, and spending a night in the residence halls.

For fall 2007, we piloted a new orientation program that involved the outdoors instead of the Outback Program. Based on the feedback we had received from students who attended the Outback Orientation in the past, we realized that students desired a more intensive outdoor experience. Taking this into consideration, we partnered with Outdoor Recreation to create an orientation program that would expose students to the multitude of outdoor activities available to them in close proximity to the campus.

Twelve students participated in this program for fall 2007, 38 students for fall 2008 and 49 students participated in the program for fall 2009. In 2009, we offered two different dates for this program. Twenty six students participated in the first program and twenty three students attended the second program. The students spent three nights on campus and completed the orientation activities that students who attend an Overnight program complete. In addition to being introduced to University Graduation requirements, campus tours, academic advising, and involvement opportunities on campus, students were given the opportunity to participate in outdoor activities. On the second day of the program, students split into three groups and either went rock climbing, white water boating, or hiking with representatives from Outdoor Recreation. The students camped on the second night in one of the Cottonwood Canyons at a group campsite. On the third day of the program, the students were able to experience a different activity than they did the previous day. For the first program, on the evening of the third day, the students traveled downtown by light rail with Orientation staff where they attended a Bee's baseball game. For the second program, the students stayed on campus and participated in activities in the Student Union. Of the students participating in this program, 31 of them were from out of state. This particular program does an amazing job of connecting students to each other and the University. We will look to potentially increase the number of students who have the opportunity to select this program for 2010. Students paid \$200.00 for the entire program which covered the cost of their lodging for three nights, all of their meals, transportation and equipment used on the outdoor trips. Reference *Appendix I* for the complete schedule.

## **On-line Orientation**

Although the University encourages all entering students to participate in a campus-based session, it is understood that this is not feasible for some. Students not able to participate in one of the campus-based Orientation sessions are given the option of completing Orientation over the internet. Previously, for students who do not have access to the internet, they could elect to receive a mail packet. The mail packet included hard copies of all the needed schedules and brochures to register. Since 2003, not a single student has requested the mail packet, so this is no longer an option for incoming students.

The On-line Orientation was designed in June 2000 and was made to be an interactive program where students are given the essential general education information they would receive if they were participating in a campus session. The On-line Orientation introduces participants to the new student to-do list and to many services and resources available. Students are provided information about University Graduation Requirements, Bachelor's Degree Requirements, and step-by-step instructions on making course selections. The On-line Orientation was overhauled during the 2003-2004 academic year. We migrated to using the WebCT system provided by the University. This change in how the orientation is administered has enabled us to ensure the students are gaining some of the information necessary by requiring them to complete and pass quizzes on the information provided by the On-line Orientation. 546 students completed the On-line Orientation for fall 2009. A report outlining the participation in the on-line by status and location is included in *Appendix J*.

The Orientation Office and the institution continue to make a concerted effort to encourage entering students to take advantage of the opportunity to spend time on campus prior to enrolling in classes which resulted in an increase in the number of students participating in the Overnight Orientation and Outdoor Orientation. Additionally, the Orientation Office and the University continue to articulate the message to all new students that it is to their benefit to attend a campus based session and use the On-line Orientation as an alternative only in situations where attendance in person is not feasible. We continued with the same registration policy implemented for fall 2003 and allowed students completing the On-line Orientation to register for classes after the majority of the campus-based sessions had taken place. Therefore, an incentive of early registration was provided to students who attended orientation on campus.

## **Parent Programs**

Similar to entering students seeking answers to their questions as they begin their educational pursuits, students' parents and family members also hope to obtain information about the University of Utah. Five years ago, parent and family orientation programming was provided in conjunction with all Overnight sessions only. In 2005, efforts were continued to include a separate parent and family program track for all freshmen specific One-day sessions in addition to the Overnight Orientation programs and the Outback Orientation, as well as one program independent from student orientation. In 2009, we provided a parent and family program in conjunction with all Overnight and One-day sessions – as well as the Outdoor Orientations – and one independent program on the Friday before fall classes began.

In May 2001, a new part-time position was created in the Office of Orientation and New Student Programs to serve as the Parent and Family Programs Coordinator. This position became full-time in July 2005. The Parent and Family Programs Coordinator position in our office was dedicated to providing this specific population with meaningful programming and information, beginning with Parent and Family Orientation Programs. The Parent and Family Programs Coordinator position was vacated in December of 2001 and was left vacant until a replacement was hired in May 2003. In May 2007, the Programs Coordinator position was reclassified as an exempt position and as an Assistant Director. This position currently focuses primarily on parent services, including parent and family orientation.

Parent and Family Orientation Programs were held in the Olpin Student Union for one-day programs, the Warnock Engineering Building during overnight programs, and the Heritage Center for the independent program in August; with the goal of acquainting parents and family members with the living learning centers and opportunities available to students on both upper and lower campus. The programs included a welcome by a University Administrator, a session on how the University partners with families to support students, a brief explanation of FERPA, an overview of the University and academic requirements, a chance for parents and students to meet with specific departments, as well as breakout sessions on financial aid, health and wellness, University housing, campus safety, extracurricular involvement, and career planning. Participants were provided lunch from Chartwells in the Heritage Center or the Olpin Student Union depending on the program, and an optional tour of the residential living facilities and/or of campus was the final session of the program. The final piece of the parent program was an informal reception in which campus faculty

and administrators attended in an effort to address any final questions/concerns that parents had while waiting for their students to complete the registration process. The dates of Parent and Family Orientation in addition to a schedule are included in *Appendix K*.

A total of 861 parents and family members attended a Parent and Family Orientation Program, which is 258 more than 2008. With the addition of a full-time Assistant Director focused on Parent and Family Programs, we anticipate that these programs will continue to grow and expand. The Assistant Director position is dedicated to initiating and fostering relationships with parents and family members and to provide useful information.

### **University Preview Day**

Initiated in 1996 as a pre-Orientation activity, University Preview Day was designed to acquaint prospective-admitted students and their parents with the University. Though small in its first years, Preview Day has become a very visible program that allows students and their parents to connect with academic departments, student services, and student clubs and organizations. Students, staff, and alumni provide workshops on topics from career planning and involvement to faculty expectations in the classroom. The day is structured similar to a mini-conference, allowing students and parents to participate in a variety of activities.

On March 7, 2009, 322 students and 399 guests (including mostly parents and family members) participated in Preview Day. Preview Day had previously been held during the first weekend in May; however, in 2004, we began offering this program in March as opposed to May in an effort to encourage students who were deciding between the University of Utah and another institution to visit campus, gain information, and find answers to questions that would help them in their decision to attend the University. The feedback from this change in timing was positive. Therefore, Preview Day for 2010 will be held in March again. A copy of the University Preview Day Schedule is included in *Appendix L*.

Preview Day 2009 was successful as demonstrated by our evaluations. Students and family members were given evaluations during the check-in process as an incentive to return a completed form at the conclusion of Preview Day, raffle tickets were stapled to the evaluations and all participants who returned a completed form were eligible for door prizes. Out of 721 participants, 300 returned a completed evaluation.

The four primary statements on the evaluations were: 1) Preview Day was a valuable experience for me, 2) My questions were answered, 3) I learned about campus resources, and 4) The



Preview Day staff members were helpful. The responses for these statements were: Strongly Agree, Agree, Disagree, Strongly Disagree. Notable data include 98% of respondents strongly agreed or agreed to questions 2 and 3, while 99% strongly agreed or agreed to questions 1 and 4.

Each Preview Day workshop session was evaluated on a 1-5 scale: 1 representing poor and 5 representing excellent. Participants were asked to score only the sessions they attended. In general, programs received a rate between 3 (average) to 5 (excellent). The highest ranked sessions included: “Studying from Afar: Making Study Abroad or National Student Exchange Part of Your College Experience,” “Easing the Transition from High School to College,” “Get Into the Game: Join the Mighty Utah Student Section (MUSS),” “Student and Parent Panel: What to Expect During the First Year,” “Learning Communities: LEAP and Honors,” “Renovation Innovation: An inside Look at the Marriott Library” and “Creating the College Experience: Getting Involved Outside of the Classroom.”

Participants were asked to make comments regarding how Preview Day might be improved in the future. Whereas most people opted not to comment, those who did wrote comments such as:

- *Everything was great*
- *More sessions, time, and topics*
- *More information and representation from departmental, academic advisors*
- *Very informative*

After the last day for students to add classes for fall semester, we administered a report to determine the matriculation rate for the attendee’s. We are pleased to note a 10% increase from 2008. For Preview Day 2009, 72.36% of participants enrolled in fall classes compared to 62.43% of participants in 2008.

A copy of the University Preview Day Evaluation and the results are included in *Appendix M*.

### **Welcome Week and PlazaFest**

Initiated in Fall 1999, First Week/Welcome Week was designed as a series of programs and activities to welcome students the first week of school. The goal is to produce a welcoming environment that is supportive, exciting, and socially engaging for the students. In fall of 2009, two campus information centers were in place; one at the Library Plaza and the other at the top of Presidents Circle, in order to assist students with any questions they may have and assist students in finding their classes.

Initiatives were led by the Orientation Office for fall 2004 to bring campus departments and groups from across campus together to coordinate schedules and utilize the marketing efforts of the

individual groups. There are many different areas on campus that coordinate events during the first week of school and by joining efforts, we attempted to set the tone for the year and encouraged students to get involved early. The name was changed from First Week to Welcome Week in 2004. Events for 2009 were sponsored by the Union Programming Council, Residence Halls Association, Athletics, Greeks, the University Campus Store, the Hinckley Institute of Politics, Outdoor Recreation, University College, Target, Salt Lake Real, the Bennion Center, the Marriott Library and the Orientation Office. The Welcome Week schedule for 2009 went beyond the first week of school through Sept 3<sup>rd</sup>, the first home football game.

The culminating event of the Welcome Week is PlazaFest, which is a student involvement fair with campus organizations and departments staffing tables throughout the Union Plaza. This event has been held as a campus-wide activity for the past 14 years. Historically, this event was held on the Saturday before fall classes began; however, the event was moved to the Saturday after classes began when the University moved to the semester system. In fall of 2008, we made a significant, strategic change to offer PlazaFest on a class day. The purpose of moving the event to a class day was to attract the commuter student population and attempt to expand the list of organizations involved. We chose a Wednesday because this day was perceived to have the highest student traffic on campus, and the second week of classes was chosen because students have begun to settle into their classes and would be more eager to seek involvement opportunities. We had positive feedback from 2008 and continued to hold the event on a Wednesday the second week of classes in 2009.

A record number of 140 organizations – including student groups, clubs, campus departments, and our sponsors – participated in PlazaFest on Wednesday, September 2, 2009. During the fair, students had a chance to gather information, be entertained by local bands, eat food, and sign up for free giveaways from the Office of Orientation, the Alumni Association, the University Guest House, and local vendors in the Salt Lake City area. We extended the event to run for an additional hour, now lasting 4 hours, and it is estimated that approximately 6,000 participants attended PlazaFest 2009, based on the consistent traffic flow. Informal evaluations were sent to all departments, clubs, and organizations attending the event. Feedback received indicated that the majority approved of the length of time as well as the day of the week. A Welcome Week schedule and a PlazaFest play-by-play can be found in *Appendix N*.

Our office was responsible, until fall 2007, for placing signs on each of the buildings around campus in an effort to assist students in finding their classes. The signs consisted of the building codes used on campus maps as well as the formal name of the building. We were responsible for coordinating this process and the overhaul upkeep and cost of the signs. The carpenter's shop on campus stored the signs throughout the year and hung the signs on the buildings. The issue of campus signage was brought forward by this office to the University Student Commission during the 2006-2007 academic year. A subcommittee of this University group worked to secure funding to coordinate the production and installation of permanent signs on all buildings throughout campus. Therefore, this office is no longer responsible for placing signs on campus buildings because permanent university signs have been added to each building.

### Statistical Profile

#### **Program Participation**

We conduct orientation programs for incoming students nine months out of the year. The only months we do not offer orientation programs to students are September, October, and February. For spring semester 2009, we offered 3 Transfer Orientation programs, 1 First-Year Orientation program, and 5 combination programs. For summer semester 2009, we offered 1 program for transfer students, 1 for first-year students, and 5 combination programs. See *Appendix O* for a comparison of orientation participation numbers for spring and summer semesters.

In addition to the 8 transfer specific one-day orientations, 7 first-year one-day programs, 8 Overnight programs, 2 Outdoor, On-line, and 6 combination programs held in August we offered specific orientation programs to various populations of students for fall 2009. Various programs brought their cohort of students to orientation on specific days. These groups included: The Health Science LEAP program, Utah Opportunities Scholars, Upward Bound, Jump Start, and student athletes.

We worked with the Athletic department for fall 2009 to include the student athletes in the orientations that are offered to all incoming students. We invited student athletes to participate in orientation during one of two programs – either an overnight program or a one-day program. They participated in the regular program and then met with athletic academic advisors in the afternoon for advising and course registration. This partnership was initiated by the Athletics department for fall 2006 and worked well for 2009. Previously, from 1999 to 2005, we offered a specific orientation for Student Athletes who started in the fall semester. The change in programming was in an effort to

stay in compliance with NCAA rules and regulations concerning the treatment of student athletes. We will continue to offer this type of program in the future.

We previously offered orientation sessions specific for international students. Over the past couple of years, the International Center oriented their students due to the complex nature of issues international students have. As of fall 2006, these students were oriented to the University of Utah by the International Center; however we provide orientation leaders in the afternoon to assist the international students in registering for classes at the conclusion of the International Orientation. During spring 2009, we were brought into conversations regarding the International Orientation Schedule and played a larger role than in years past. Beginning spring semester 2010, we will be further examining International Orientation and partnering with the International Center to evaluate and revamp the orientation program undergraduate international degree seeking students receive.

For the tenth year in 2009, a special Orientation program was presented to the Access students. This is a group of women students who are majoring in a science related field. We work with the College of Science to coordinate this particular program. Twenty eight students participated in this program for fall 2009.

The Orientation Office conducts a special Orientation for students participating in the National Student Exchange program. In fall 2008, 3 students attended the NSE orientation, while 13 new NSE students and 3 continuing NSE students attended in the spring of 2009. The University Information presentation was given at each of these programs; including information on UCard, transportation, Athletics, museums, theatres and campus resources. We provided similar information sessions about the University for graduate teaching assistants during a training provided by the Center for Teaching and Learning Excellence for fall 2009. Approximately 30 students attended this presentation. For a complete table of orientation program participation, reference *Appendix P*.

### **Orientation Participation Fall 2009 as defined by Institutional Research**

Although numbers vary significantly, it is worth including a report prepared by the Office of Budget Planning and Institutional Research that defines the number of matriculated students for Fall 2009. There are discrepancies with the PeopleSoft program and our inability to generate reports for students that attend multiple programs.

<b>ADMISSION STATUS - Fall 2009</b>	<b>#</b>	<b>%</b>
New Baccalaureate	2,688	55.3%
Accelerated Baccalaureate	330	6.8%
Transfer Baccalaureate	1965	40.4%
Nontraditional	74	1.5%
Second Baccalaureate	134	2.8%
<b>TOTAL</b>	<b>5,191</b>	

- New Baccalaureate is defined as 0 to 12 hours at the time of admission and/or graduated from high school this calendar year.
- Accelerated Baccalaureate is defined as first term enrollment with class beyond freshmen
- Transfer Baccalaureate is 13 or more transfer hours and graduated before this calendar year.
- Nontraditional is defined as a Utah resident, out of high school 7 years or more and no transfer hours.
- Second Baccalaureate is defined as a student that has completed one degree and is working on a 2<sup>nd</sup> bachelor's degree.

#### **Attended Not Enrolled Fall 2009 Explanation**

At the beginning of every semester, after orientation is over and the census date has passed, we look at the number of students who attended an orientation and did not enroll in classes for that semester. We conduct an online assessment to gather input from students regarding difficulties they may have faced that prevented them from enrolling. The survey, conducted by Student Voice, was emailed to each participants personal email account. The survey was active for 3 weeks for the students to access and 2 reminder emails were sent out by Student Voice.

Students attended an orientation but did not enroll in classes for several reasons for fall semester 2009. Some of these reasons include, "I will be attending a different institution."; "I will not be attending due to financial reasons."; "I will not attend until spring or summer of 2010."; and "I am unable to attend due to personal reasons (family, health issues, etc.)." The greatest number of responses given includes not attending for financial reasons or attending a different institution. 20.42% of participants responded to the Student Voice survey compared to 19.9% of participants responding in fall 2008. A detailed report can be found in *Appendix Q*. We complete this project for spring and summer terms as well. The data from both of those semesters mirror the results of fall semester.



## Evaluations and Assessment Projects

Evaluations used for fall 2009 orientations were designed to provide immediate and accurate reporting. Information was collected from students either online while they were registering for classes or by a hand held personal digital assistants (PDA's) when they checked out from the program. The students answered questions on the survey and we were then able to download the information on a daily basis. This format allowed us to make changes and adjustments to the orientation programs on a daily basis and provide a better service for incoming students. We conducted 2 different types of surveys; one with general questions for participants that attended a One Day program and another with more specific questions related to those unique programs. The results of the evaluations for Overnight, Outdoor, and One-Day programs are included in *Appendix R*. In addition to the specific questions, students were given the opportunity to respond to open ended questions which are included in *Appendix R*. Reference *Appendix S* for results and Parent and Family Program evaluation information.

In addition to conducting satisfaction surveys at all orientation programs, our office has undertaken a variety of assessment projects. During the 2008-2009 academic year, we participated in a national benchmarking study. This study included a series of questions sent to all students who completed orientation for fall 2008. The results from this survey were then compared to five peer institutions who also participated in the study. The results from this study provide interesting information concerning the demographics of our students and their attitudes/expectations to work while in school as compared to our peers. The data regarding our orientation program indicated that we are doing things comparable to our peers. Complete benchmarking results can be found in *Appendix T*.

Additionally, for fall semester 2009, we undertook several research projects and initiatives to reach out to students prior to the beginning of classes. We ran the attended orientation but not enrolled in classes report the beginning of August to discern how many students had not enrolled in classes after completing an orientation. There were 278 students that were not registered for classes at that point. Upon calling the students, we learned that 18.71% of them would not be registering for fall classes due to reasons such as attending a different institution, financial difficulty, or deferring to another semester. 17.99% of the students indicated that they had either recently registered for classes or would be registering for fall classes soon, and we were unable to contact the remaining 63.3% of the students. The last initiative we undertook was contacting all students who signed up

for an orientation program but did not attend their scheduled program. We called each of these 175 students on August 3, 2009 in order to encourage them to attend one of our August programs. We found that 25.14% would not be attending a program due to reasons such as attending a different institution, deferring their admittance, and personal or financial reasons. 10.86% indicated that they would be attending a program and planned to register for fall classes; we were unable to contact the remaining 63%.

During first-year orientation programs for fall 2008, we administered the Student Readiness Inventory (SRI). The SRI is an assessment tool that was designed by ACT to predict a student's commitment and readiness for higher education. The University of Utah decided to administer this assessment to incoming students in an effort to gather information about what the incoming class of first-year students look like with regards to their commitment to college, academic preparation and services they may need in their transition. It is important to note that administering the SRI was not an orientation initiative but rather a forum for which to administer the test. Beginning fall 2009 the University decided to pilot the SRI with smaller, more focused groups of students as opposed to everyone at Orientation. Our office will no longer be administering the SRI.

## **Information about the Office of Orientation and Leadership Development**

### **What makes the Office of Orientation and Leadership Development Unique?**

We are in our 13<sup>th</sup> year of program planning on the University of Utah campus. We have accomplished a great deal while developing a unique organizational culture and role on campus. Our uniqueness is best illustrated in (1) our dual role in Academic and Student Affairs, (2) a rotating student staff, (3) student education and training, and (4) our constant strive for excellent customer service.

### **Academic and Student Affairs**

One of the most interesting things about the Office of Orientation and Leadership Development at the University of Utah is that it straddles both Academic and Student Affairs. After having served under both divisions, the Director currently reports dually to the Senior Associate Vice President for Academic Affairs and the Associate Vice President for Student Development in various aspects of our mission. However, even when reporting within a sole division, our daily contact ranges from academic deans and advisors to counseling, financial aid, and the registrars

office. Our success depends heavily on the collaboration of multiple programs, departments, and agencies.

### **Student Staff Rotation**

Another unique aspect of our office is the rotating staff. During the academic year our staff includes four full-time professionals and four part-time students who work specifically on orientation projects, two part time office assistants and one part time student who works specifically on our website and technology. In preparation for summer, we hire approximately 25 additional students to serve as Orientation Leaders. In addition, a number of these students are called upon during the academic year to assist in the facilitation of our smaller mid-year programs. This rotating staff has a number of unique implications in terms of space, payroll, and information distribution that may not be an issue in other departments across campus.

### **Orientation Leader Education and Training**

While the primary goal of the Office of Orientation and Leadership Development is geared towards new students, another piece of our mission is to develop strong university and community leaders through the unique orientation leader training and education program. An Orientation Leader is called on to play a number of roles, including but not limited to academic advisor, university ambassador, tour guide, counselor, and student leader. Leaders are also highly accountable for the information they provide. They are often a student's first contact with the University and are expected to relay the same information traditionally provided by a professional advisor. To prepare Orientation Leaders, they are required to register for and complete a three semester-hour, upper-division leadership course entitled UGS 3960: Leadership Development in Higher Education. The syllabus for UGS 3960 can be found in *Appendix U*. In addition, leaders participate in a two-week intensive advisor-training workshop just prior to the programs beginning. The schedule for this training is included in *Appendix V*.

### **Customer Service Excellence**

We see ourselves, in the Office of Orientation, as a primary player in the retention of new University students. Because of that, we value excellent customer service beyond all else. Though this may not make us unique in relation to other agencies and departments on campus, we do make note of the praise we receive in regards to our willingness to advise, assist, and refer. The Orientation staff gives the office phone number to thousands of students throughout the year and as a result, our office is often the first place new students call when they have questions or concerns.

Any one of our staff is willing to set everything aside to address a problem and we strive for a one-stop system. If a referral is needed, the Orientation staff does everything possible to ensure it is accurate.

## Professional Endeavors

### **Orientation and Leadership Development**

Our team represents a wide range of students from across campus. We have a full-time professional staff of four, four students who serve in the role of Program Coordinators throughout the year, and a student staff of approximately 25 Orientation Leaders. There are Orientation Leaders who have just completed their first year of college, others who have transferred to the University of Utah from another institution, and still others who have recently graduated from the University. They have lived on campus, at home with parents and other family members, off campus with friends, in other countries, and in fraternity and sorority houses. Their majors range from Engineering and Communication, to Accounting and Pharmacy, to involvement in LEAP and Honors. They have played intramural sports, served in student government, and provided many hours of community service.

The Orientation Team professional staff had turnover during the 2008-2009 academic year with the replacement of Johnathan Luster leaving in April 2009 with Mark Pontious filling this position in July 2009 as the Assistant Director primarily focused on Parent Programming.

An overview of the exempt staff, non-exempt, and student Program Coordinators as well as demographic information about the Orientation Team follows:

#### Exempt Staff

##### **Gwen M. Fears – July 2002-present**

Director

EdD – University of Utah, Educational Leadership and Policy (December 2009)

MS – Colorado State University, Student Affairs in Higher Education

BA – Colorado State University, Technical Journalism

##### **Michelle L. Jones – June 2005-present**

Assistant Director

M.S.Ed – Purdue University, College Student Affairs

BA – Purdue University, Communication

##### **Johnathan Luster – May 2007-April 2009**

Assistant Director

MS – Miami University, College Student Personnel

BA – University of Tennessee, Communication Studies

**Mark Pontious – July 2009-present**

Assistant Director

MS – Florida State University, Higher Education Administration

BS – Bowling Green State University, Education

Non-Exempt Staff**Sharon Holladay – May 2007-present**

Projects Coordinator

BS – University of Utah, Psychology

Graduate Assistant**Trisha Jensen – July 2008-present**

Graduate Assistant

M.Ed. – University of Utah, Educational Leadership &amp; Policy – In Progress

BA – Seattle University, Psychology

Student Program Coordinators**Sarah Mills – History, Senior****Laurie Moncur – Biology, Senior****Kylie West – Exercise Physiology, Sophomore****Andrew Wilson – Nursing, Sophomore**Orientation Leader Stats

<u>Year in School</u>		<u>Utah resident</u>	<u>Non-resident</u>
Freshman	10	20	5
Sophomore	9		
Junior	4		
Senior	2		
Non Traditional Student	1		

<u>Females</u>	<u>Males</u>	<u>Ethnic Diversity</u>
17	8	8

High Schools RepresentedUtah High Schools

West (2)                      Taylorsville  
 Judge Memorial           Granger  
 Jordan                        Olympus  
 Layton (2)  
 Brighton (2)  
 Hillcrest  
 East  
 Northridge (2)

High Schools out of state

Independent School, KS  
 Branford, CT  
 McNair, Stockton, CA  
 Eaton Rapids, MI  
 Auckland, New Zealand



American Fork  
Snow Canyon  
Park City  
Christian Heritage  
Intermountain Christian

### Majors Represented

Pre-Art Graphic Design	Music Composition	Undecided
Political Science	Pre-Nursing (2)	Pre-Occupational Therapy
Exercise Sports Science	History (2)	Musical Theatre
Business	Architecture (2)	Mass Communication (2)
Biomedical Engineering (2)	Parks, Rec., Tourism	Biology (2)
Ballet	Pre-Pharmacy	Sociology
Exercise Physiology	Materials Science Engineering	

### Transfer Institutions

Snow College; Salt Lake Community College

### **State and National Presentations /Conferences Attended**

Michelle Jones and Sharon Holladay represented the Orientation team at the NODA annual conference held in Boston, Massachusetts in October 2008. Because of the distance to the regional conference in New Mexico, the University of Utah was not represented at this conference. Michelle Jones attended the University of Utah's third annual Academic Advising Conference in September 2008.

### **Leadership Positions, Campus and Community Service**

A number of our staff have been extensively involved in a number of volunteer capacities and leadership roles which link to their professional development, these include:

- Michelle Jones – Region III representative on the NODA Board of Directors; term 2006-2009
- As a part of our staff training, we volunteered at Red Butte Gardens in June 2009.

We represent the Orientation Office at a number of different campus events from the National Merit Scholars dinner to the LGBTQ resource day to the Presidential Scholars Dinner. We make a concerted effort to support other events occurring throughout campus and to find a variety of different venues to provide information about orientation to prospective students and parents. In addition to these activities, our staff serves on a variety of campus committee's:

**Gwen Fears**

Transfer Task Force  
Student Commission  
Retention Task Force  
Late Admission Petition  
Program  
Student Affairs Directors  
Planning Team

**Michelle Jones**

Wellness Network  
SA Sustainability Committee  
Enrollment Management  
LEAP Advisory Board  
UAAC Representative  
University College liaison  
Student Systems Action Coalition

**Johnathan Luster**

Advising Conference Committee  
SA Sustainability Committee  
Homecoming Committee

**Committees from our Office that involve others:**

Preview Day Committee  
PlazaFest Planning Committee  
LeaderShape Planning Committee

Our department also values the meaning of community service and strives to encourage community service work both on and off campus. Community service is included as part of the Orientation Leader class and is encouraged throughout the year as a good teambuilding activity. Our team for fall 2009 worked with Red Butte Gardens and found it to be a very rewarding experience to give back to the community in some small form.

## **Appendix A: Mission & Goals**

# **Mission**

## **Office of Orientation and New Student Programs**

The Office of Orientation and New Student Programs is committed to providing a welcoming and enriching experience for entering students. Through our programs students are introduced to opportunities that encourage engagement in the academic, cultural, and social components of the undergraduate experience in an effort to ease their transition to the University of Utah.

## **Goals**

1. To introduce entering undergraduate students to the opportunities and responsibilities of academic and intellectual life.
  - ☐ Provide opportunities for interaction with faculty, staff and other students.
  - ☐ Inform students about academic policies, requirements and curricula.
  - ☐ Introduce students to the philosophy of general education.
  - ☐ Ensure that students have an understanding of advising, its importance and where to obtain advising.
  - ☐ Familiarize students with services provided by University College.
  - ☐ Acquaint students with available academic and support services that will assist them in their intellectual pursuits.
  - ☐ Demonstrate how to navigate the University website and familiarize them with course selection and registration procedures.
  - ☐ Provide an overview of the University mission, and assist them in understanding their rights and responsibilities as University students.
  - ☐ Role model academic qualities and expectations at the University level.
2. Introduce students to the University community and provide information about the wealth of University resources and services.
  - ☐ Acquaint students with the variety of curricular and co-curricular opportunities available in which they may become involved.
  - ☐ Provide students with information about the physical surroundings of the campus.
  - ☐ Discuss with students the options for cultural, social, athletic and academic enrichment, activities and resources.
  - ☐ Introduce students to Student Affairs agencies and other service related organizations.
  - ☐ Inform students of cohort programs and others designed specifically for entering students (LEAP, Honors, Ed Psych 2600, etc.).
  - ☐ Acquaint students with the University Library and its services.
  - ☐ Provide information on auxiliary services (Bookstore, Commuter Services, Ucard, Residence Halls).

3. To raise student awareness surrounding issues of health and wellness.
  - ❑ Provide information about campus safety and security.
  - ❑ Provide information on alcohol and drug policies.
  - ❑ Inform students about the variety of accessible services including; Campus Recreation, Student Health, the Office of Equal Opportunity, Campus Wellness Connection and Counseling.
  - ❑ Discuss with students the importance of balance between work, school and recreation in order to maintain physical and mental well-being.
4. Commit to promoting diversity and enabling all individuals to progress and succeed in their academic endeavors.
  - ❑ Introduce students to campus resources and refer when appropriate.
  - ❑ Offer various types of orientation programming to meet the diverse needs of students.
  - ❑ Strive to create a safe and comfortable environment for all students, faculty and staff.
  - ❑ Strive to reflect the diversity of our campus and community within our staff.
  - ❑ Provide opportunities for our staff to gain multicultural competence.
  - ❑ Maintain positive relationships with University offices that are designed to support campus diversity.
  - ❑ Welcome and respect students and staff from all backgrounds including ethnicity, color, age, marital status, sex, religion, national origin, ancestry, sexual/affectional orientation, ability/disability, veteran status, or socio-economic status.
5. To welcome and familiarize parents, families and support members with the University and the college student experience.
  - ❑ Assist parents and others in understanding the academic and personal adjustments University students undergo.
  - ❑ Introduce families to opportunities, possibilities and purposes of higher education.
  - ❑ Provide opportunities for interaction with faculty, administration, other parents, and students.
  - ❑ Provide information on University policies, procedures, expectations and resources.
  - ❑ Assist parents, families and others in understanding the physical surroundings of the University.
  - ❑ Introduce Parent and Family members to the information about the University found on-line and over the web.

## Appendix B: Spring 2009 Dates and Program Schedule

### One-Day Programs – *Reserve Saltair, Corridor*

Transfer – Comprehensive	Thursday, November 6, 2008	1:30-7 p.m.
*Transfer	Wednesday, November 12, 2008	3:30-7 p.m.
Transfer – Comprehensive	Wednesday, November 19, 2008	8:30a.m.-1 p.m.
Freshmen	Monday, November 24, 2008	1:30-7 p.m.

### Combination Programs – *Reserve Saltair, Pano East, Corridor*

Saturday, December 6	8:30a.m.-12 p.m.
Thursday, December 18	8:30 a.m.-12 p.m.
Wednesday, January 7	8:30 a.m.-12 p.m.

### Final Combination Programs – *Reserve Collegiate*

Monday, January 12	1:30-5 p.m.
Tuesday, January 13	8:30am-12pm

\*Reserve Pano East

### On-line Orientation – Reservation access: Monday, October 20th

#### Pre Online

Freshman in-state  
Freshman out-of-state  
Transfer in-state  
Transfer out-of-state

### Post Online – Registration access: Friday, December 5<sup>th</sup>

Freshman in-state  
Freshman out-of-state  
Transfer in-state  
Transfer out-of-state



# Orientation—Spring 2009 – Freshmen Student Program

November 24, 2008

- 1:30p.m.      Checking In and Checking It Out**  
*Check-in and check out the University Information Fair. Find information regarding housing, child-care, tutoring, or involvement opportunities. This is a great time to begin to acquaint yourself with what is available at the University of Utah.*  
SALTAIR ROOM, UNION
- 1:50p.m.      A University Welcome**  
SALTAIR ROOM, UNION
- 2:05p.m.      Discussing the Details**  
*During this session, students will be led through the catalog, undergraduate bulletin, and academic calendar. Additionally, we will discuss information students need to know as they pursue a Bachelor's Degree.*  
*General Education Requirements*  
*Bachelor's Degree Requirements*  
*Selecting and Declaring a Major*  
SALTAIR ROOM, UNION
- 3:20p.m.      Registration Information**  
*Students will be introduced to the services available on the web and the on-line registration system. The Orientation Team will be available to answer specific questions.*  
SALTAIR ROOM, UNION
- 4:00p.m.      Grasping the Specifics: College and Departmental Advising**  
*In preparation for class registration, receive information and advising about your undergraduate college. Undecided students will meet with an advisor from University College.*
- 5:00p.m.      Choose from the following options:**

## ***Check your Schedule – SALTAIR ROOM, UNION***

*If you're still not sure about the courses you have selected, the Orientation Staff will be available to answer your questions before heading to register or wrapping up orientation for the day.*

### **Exploring Pre-health Options – SALTAIR ROOM, UNION**

*Learn what is required to prepare for medical, dental, or veterinary school. The premed advisor will go over requirements and answer your questions.*

### **Register for Classes – LEAVE FROM SALTAIR ROOM, UNION**

*Registration will take place in a computer lab (Marriott Library Multimedia Center & OSH 277 beginning at 4pm). Orientation leaders will be on hand to help you through the process.*

### **Check-out – ORIENTATION OFFICE, 280 UNION**

*Once you are registered for classes or you are done with orientation, be sure to stop by the Orientation Office. We'll give you a parking validation after you have completed a program evaluation. This is also a great time to stop by the UCard Office (open 'til 6 pm) in the Union Lobby to get your picture taken.*

## Appendix C: Summer 2009 Dates and Program Schedule

### *Reserve Saltair, Corridor*

**Transfer – Comp.** Thursday, March 26, 2009 8:30am – 1:00pm  
ADVISING at 11am

**Freshmen** Friday, March 27, 2009 8:30am – 1:00pm  
ADVISING at 11am

### *Reserve Saltair, Corridor, Pano East*

#### **Combination** (*freshmen and transfers*)

Wednesday, April 8, 2009 8:30am – 12pm

Thursday, April 30, 2009 3:30 – 7pm

\*Monday, May 11, 2009 8:30am – 12pm  
(only Pano East)

### *Reserve Collegiate*

#### **Final Combination Orientation**

Monday, May 18, 2009 1:30-5pm

Tuesday, May 19, 2009 8:30am-12pm

### **Pre Online – Reservation access: Monday, March 16<sup>th</sup>**

Fresh in-state

Fresh out-of-state

Trans in-state

Trans out-of-state

Second Bachelors

### **Post Online – Registration access: Monday, April 27<sup>th</sup>**

Fresh in-state

Fresh out-of-state

Trans in-state

Trans out-of-state

Second Bachelors

# University of Utah Orientation

## First-Year Program ~ Summer 2009

March 27, 2009

- 8:30a.m.**      **Checking In and Checking It Out – SALTAIR ROOM, UNION**  
*Check-in and check out the University Information Fair. Find information regarding housing, child-care, tutoring, or involvement opportunities. This is a great time to begin to acquaint yourself with what is available at the University of Utah.*
- 8:45a.m.**      **A University Welcome – SALTAIR ROOM, UNION**
- 9:00a.m.**      **Discussing the Details – SALTAIR ROOM, UNION**  
*During this session, students will be led through the catalog, undergraduate bulletin, and academic calendar. Additionally, we will discuss information students need to know as they pursue a Bachelor's Degree.*  
University Graduation Requirements  
Degree Audit Report
- 10:30a.m.**      **Campus Tour on your way to advising**
- 11:00a.m.**      **Grasping the Specifics: College and Departmental Advising**  
*In preparation for class registration, receive information and advising about your undergraduate college. Undecided students will meet with an advisor from University College.*
- 12:00p.m.**      **Exploring Pre-health Options – SALTAIR ROOM, UNION**  
*Learn what is required to prepare for medical, dental, or veterinary school. The premed advisor will go over requirements and answer your questions.*

### ***Check your Schedule – SALTAIR ROOM, UNION***

*If you're still not sure about the courses you have selected, or have a question about how your credit has transferred, the Orientation Staff will be available to answer your questions before heading to register or wrapping up orientation for the day.*

### **Register for Classes – LEAVE FROM SALTAIR ROOM, UNION**

*Registration will take place in a computer lab (**Marriott Library rooms 1110 & 1120**). Orientation leaders will be on hand to help you through the process.*

### **Check-out – ORIENTATION OFFICE, 280 UNION**

*Once you are registered for classes or you are done with orientation, be sure to stop by the Orientation Office. We'll give you a parking validation after you have completed a program evaluation.*

## **Appendix D: Fall 2009 Dates**

### **Orientation Dates – Fall 2009**

#### **Intensive Training**

Wednesday, May 27-Friday, May 29  
Monday, June 1-Friday, June 5  
Monday, June 8-Wednesday, June 10

#### **Dress Rehearsal**

Thursday, June 11

#### **Transfer Programs**

Friday, April 17 – 8:30a.m.-12p.m.  
Thursday, April 23 –comprehensive with advising – 1:30-7p.m.  
Tuesday, May 12 - 5–8:30p.m.  
Wednesday, May 27 – comprehensive with advising - 8:30a.m.-1p.m.  
Saturday, June 6 – 10a.m.-1:30p.m. (Union opens @ 10)  
Wednesday, June 17 – comprehensive with advising - 8:30a.m.-1p.m.  
Monday, July 6 – 5-8:30p.m.  
Wednesday, July 22 – 8:30a.m.-12p.m.

#### **Freshmen Extended Programs**

Overnight #1 – Monday, June 15 – Tuesday, June 16 – General  
Overnight #2 – Thursday, June 18 – Friday, June 19 – Science, Engineering, & Mines  
Overnight #3 – Monday, June 22 – Tuesday, June 23 – Undecided  
Overnight #4 – Thursday, June 25 – Friday, June 26 – Business, Humanities  
Overnight #5 – Friday, June 26 – Saturday, June 27 – Fine Arts  
Friday, June 26 – Saturday, June 27 – CESA/UOS Scholars  
Overnight #6 – Monday, June 29 – Tuesday, June 30 – Health Science  
Overnight #7 – Tuesday, July 7 – Wednesday, July 8 – General 2  
Overnight #8 – Thursday, July 9 – Friday, July 10 – Honors  
Outdoor Orientation #1 – Monday, June 22 – Thursday, June 25  
Outdoor Orientation #2 – Tuesday, July 7- Friday, July 10

#### **First-Year One Day Programs – all start times are at 9:00 a.m.**

Monday, July 13  
Tuesday, July 14  
Thursday, July 16  
Friday, July 17  
Saturday, July 18  
Monday, July 20  
Tuesday, July 21

#### **Combination Orientation – Freshmen and Transfer Students**

Monday, August 3 – 1:30-5 p.m.  
Friday, August 7 – 8:30 a.m.-noon  
Wednesday, August 12 – 1:30-5 p.m.

Wednesday, August 19 – 8:30a.m.-noon  
Monday, August 24 – 1:30-5 p.m.  
Tuesday, August 25 – 8:30 am- 12pm

**PlazaFest**

Wednesday, Sept. 2

**Specialty Orientation Dates:**

Athlete Orientation –

Access Orientation – Wednesday, June 17<sup>th</sup> 12:30-2:30pm

CESA Students /Utah Opportunities Scholars – Friday, June 26 – Saturday, June 27

Online on campus – Friday, August 21 9am-2pm

School of Medicine Orientation –

International Orientation –

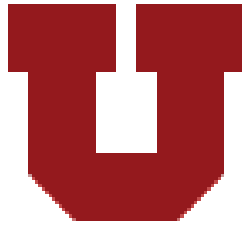
**On-line Orientation – Registration Access:**

Freshmen in-state – July 22<sup>nd</sup>

Freshmen out-of-state – July 16<sup>th</sup>

Transfer in-state – June 30<sup>th</sup>

Transfer out-of-state – June 10<sup>th</sup>



**UNIVERSITY OF UTAH**  
**FIRST YEAR ONE-DAY  
ORIENTATION PROGRAM**

**WELCOME TO THE UNIVERSITY OF UTAH!**

THE UNIVERSITY OF UTAH ORIENTATION TEAM WOULD LIKE TO TAKE THIS OPPORTUNITY TO WELCOME YOU TO THE U AND TO ORIENTATION. OUR TEAM HAS BEEN TRAINING SINCE JANUARY IN PREPARATION FOR THIS SUMMER SERIES OF ORIENTATIONS. IT IS OUR HOPE THAT WE CAN PROVIDE YOU WITH THE BASIC TOOLS AND RESOURCES TO ASSIST IN YOUR TRANSITION TO THE UNIVERSITY OF UTAH. WE ARE EXCITED TO MEET YOU!

OUR TEAM REPRESENTS A WIDE RANGE OF STUDENTS FROM ACROSS CAMPUS. THERE ARE ORIENTATION LEADERS WHO HAVE JUST COMPLETED THEIR FIRST YEAR OF COLLEGE, OTHERS WHO HAVE TRANSFERRED TO THE U FROM ANOTHER INSTITUTION, AND THOSE WHO HAVE ATTENDED THE U THEIR ENTIRE ACADEMIC CAREER. WE HAVE LIVED ON CAMPUS, AT HOME, OFF CAMPUS WITH FRIENDS, AND IN FRATERNITY AND SORORITY HOUSES. WE HAVE STUDIED ENGINEERING, COMMUNICATION, ECONOMICS AND BIOLOGY, AS WELL AS PARTICIPATED IN LEAP AND HONORS. WE HAVE PLAYED INTRAMURAL SPORTS, SERVED IN STUDENT GOVERNMENT, AND PROVIDED HOURS OF COMMUNITY SERVICE. NOW, WE ARE HERE TO HELP YOU.

PLEASE ASK US QUESTIONS YOU HAVE ABOUT LIFE AT THE U. IF WE DON'T KNOW THE ANSWERS, WE'LL HELP YOU FIND SOMEONE WHO DOES. AND REMEMBER, EVEN THOUGH YOUR ORIENTATION SESSION MAY END TODAY, YOU CAN CONTACT OUR OFFICE AT ANY TIME TO RECEIVE HELP IN THE FUTURE.

GOOD LUCK!

**FALL 2009**

# ORIENTATION SCHEDULE

- 8:45 A.M.**      **CHECKING IN AND CHECKING IT OUT**  
*CORRIDOR AND EAST BALLROOM, UNION*
- 9:25 A.M.**      **SAYING HELLO: A UNIVERSITY WELCOME**  
*MAIN BALLROOM, UNION*
- GET A GLIMPSE OF LIFE AT THE U AND MEET THE ORIENTATION STAFF.
- 10:00 A.M.**      **DISCUSSING THE DETAILS**  
*VARIOUS ROOMS, UNION*
- GET AN INTRODUCTION TO THE ENTERING STUDENT TO-DO LIST, UNIVERSITY GRADUATION REQUIREMENTS, GENERAL EDUCATION, AND BACHELORS DEGREE REQUIREMENTS.
- 11:15 A.M.**      **EXPLORING CAMPUS**
- LEARN YOUR WAY AROUND THE UNIVERSITY OF UTAH ON A CAMPUS TOUR.
- 12:00 P.M.**      **EXPLORING ACADEMIC DEPARTMENTS**
- CHOOSE FROM ONE OF THE FOLLOWING COLLEGE PRESENTATIONS. THIS IS AN OPPORTUNITY FOR YOU TO LEARN MORE ABOUT MAJORS AND COURSES OF STUDY OFFERED AT THE UNIVERSITY BEFORE YOU RECEIVE ACADEMIC ADVISING THIS AFTERNOON. MOST OF THE ACADEMIC DEPARTMENTS ARE REPRESENTED AT THIS TIME.
- ACADEMIC PROGRAMS IN HEALTH, MEDICAL LABORATORY SCIENCE, NURSING, PHARMACY—*CRIMSON VIEW, UNION*
  - ACADEMIC PROGRAMS IN ENGINEERING, SCIENCE, MINES AND EARTH SCIENCE  
*WEST BALLROOM, UNION*
  - ACADEMIC PROGRAMS IN BUSINESS, SOCIAL AND BEHAVIORAL SCIENCE, HUMANITIES  
*PANORAMA EAST, UNION*
  - ACADEMIC PROGRAMS IN EDUCATION, FINE ARTS, HUMANITIES—*PARLOR A, UNION*
  - ACADEMIC PROGRAMS IN ARCHITECTURE + URBAN PLANNING—*PARLOR B, UNION*
- 12:45 P.M.**      **LUNCH**  
**INFORMATION FAIR**  
*UNION PATIO*
- SELECT YOUR LUNCH, SIT DOWN WITH ORIENTATION LEADERS AND REVIEW THE INFORMATION YOU RECEIVED DURING THE MORNING. EXPLORE THE INFO FAIR, WHERE CAMPUS SERVICES AND STUDENT ORGANIZATIONS WILL BE AVAILABLE TO SPEAK WITH YOU ABOUT RESOURCES AND HOW TO GET INVOLVED ON CAMPUS.
- EXPLORING PRE-HEALTH** (CONCURRENT WITH LUNCH — BEGINS AT 12:55P.M.)  
*ROOM 161, UNION*
- IF YOU ARE INTERESTED IN LEARNING WHAT IS REQUIRED TO PREPARE FOR MEDICAL, DENTAL, OR VETERINARY SCHOOL, GRAB A LUNCH AND ATTEND THIS INFORMATION SESSION. THE PREMED ADVISOR WILL GO OVER REQUIREMENTS AND ANSWER YOUR QUESTIONS.
- EXPLORING PRE-LAW** (CONCURRENT WITH LUNCH — BEGINS AT 12:55P.M.)  
*DEN, UNION*
- IF YOU ARE INTERESTED IN ATTENDING LAW SCHOOL AFTER YOU EARN YOUR BACHELORS DEGREE, GRAB A LUNCH AND ATTEND THIS INFORMATION SESSION. THE PRELAW ADVISOR WILL DISCUSS HOW TO BECOME A COMPETITIVE APPLICANT, AND HOW TO PREPARE YOURSELF FOR THE RIGORS OF LAW SCHOOL.
- 1:30P.M.**      **TRANSITION PROGRAMS AT THE U**  
*UNION MAIN BALLROOM*
- LEARN HOW COLLEGE IS DIFFERENT FROM HIGH SCHOOL, TIPS FOR A SMOOTH TRANSITION, AND INFORMATION ABOUT CLASSES THAT CAN HELP YOU SUCCEED.

# ORIENTATION SCHEDULE

## 1:35P.M. LEARNING COMMUNITIES AT THE U

RECEIVE INFORMATION FROM THE LEAP PROGRAM AND THE HONORS PROGRAM ABOUT HOW ONE OR BOTH OF THESE LEARNING COMMUNITIES CAN CONTRIBUTE TO YOUR DEGREE PROGRAM AT THE U.

## 1:45 P.M. BREAK OUT SESSIONS—CHOOSE FROM ONE OF THE FOLLOWING:

- **LEAP**—REPRESENTATIVES FROM THE LEAP PROGRAM WILL BE AVAILABLE TO ANSWER QUESTIONS YOU MAY HAVE REGARDING THE PROGRAM AND CLASSES.  
*CRIMSON VIEW, UNION*
- **HONORS**—REPRESENTATIVES FROM THE HONORS COLLEGE WILL BE AVAILABLE TO ANSWER QUESTIONS YOU MAY HAVE AND PROVIDE YOU WITH INFORMATION YOU WILL NEED WHEN REGISTERING FOR HONORS COURSES.  
*PANORAMA EAST, UNION*
- **TIPS ON TRANSITIONING**—GAIN FURTHER INFORMATION ABOUT THE COURSES EDPS 2600 AND UGS 1010.  
*PARLOR A, UNION*
- **SUPPORT SERVICES FOR NON-TRADITIONAL STUDENTS**—IF YOU ARE RETURNING TO COLLEGE AFTER BEING OUT OF SCHOOL FOR SOME TIME AND YOU ARE CURIOUS ABOUT SUPPORT SERVICES AVAILABLE TO YOU, PLEASE PLAN TO ATTEND THIS SESSION.  
*PARLOR B, UNION*

## 2:15 P.M. RETURN TO THE MAIN BALLROOM AND BREAK OUT FOR ADVISING

## 2:30 P.M. GRASPING THE SPECIFICS: COLLEGE & DEPARTMENTAL ADVISING

*ADVISING LOCATIONS VARY BY DEPARTMENT*

IN ORDER TO PREPARE FOR CLASS REGISTRATION, YOU WILL RECEIVE INFO ABOUT YOUR MAJOR AND ADVISING WITHIN YOUR UNDERGRADUATE COLLEGE. *UNDECIDED STUDENTS WILL MEET WITH AN ADVISOR FROM UNIVERSITY COLLEGE.*

## 3:15 P.M. REGISTRATION AND THE NEXT STEP

*REGISTRATION LOCATIONS VARY BY DEPARTMENT*

ARE YOU READY TO REGISTER? YOU'VE FOUND ALL THE INFORMATION YOU NEED FROM YOUR ACADEMIC DISCIPLINE AND OTHER AREAS ON CAMPUS. NOW, IT'S TIME TO HEAD TO A UNIVERSITY COMPUTER LAB AND REGISTER FOR FALL SEMESTER COURSES. YOU WILL LEAVE FROM YOUR DEPARTMENTAL ADVISING SESSION AND ORIENTATION LEADERS WILL BE AVAILABLE TO HELP YOU THROUGH THIS PROCESS. WHEN YOU HAVE FINISHED REGISTERING FOR CLASSES, PLEASE TAKE A FEW MINUTES TO COMPLETE THE ONLINE EVALUATION.

## 4:00 P.M. TOUR OF RESIDENTIAL LIVING

*MEET IN THE UNION LOBBY*

TAKE A TOUR OF FORT DOUGLAS WHILE GETTING ADDITIONAL INFORMATION ABOUT LIVING ON CAMPUS. MEET IN THE UNION LOBBY AT THIS TIME TO TAKE THE SHUTTLE TO FORT DOUGLAS.

## ORIENTATION CHECK-OUT

*ORIENTATION OFFICE, 280 UNION*

ONCE YOU HAVE COMPLETED REGISTRATION, STOP BY OUR CHECK-OUT STATION. PICK-UP A T-SHIRT AND PARKING VALIDATION. THIS IS A GREAT OPPORTUNITY TO ASK ANY REMAINING QUESTIONS AS YOU WRAP UP ORIENTATION. ALSO, STOP BY THE UCARD OFFICE NEAR THE UNION LOBBY TO GET YOUR PICTURE TAKEN.

WE LOOK FORWARD TO SEEING YOU AT

**PLAZAFEST 2009!**

**WEDNESDAY, SEPTEMBER 2**

**10:00 A.M.—2:00 P.M.**

**UNION PLAZA**



THANKS TO THE SPONSORS OF  
ORIENTATION 2009



"Linking you with the U"



OFFICE OF ORIENTATION AND LEADERSHIP DEVELOPMENT

280 OLPIN UNION

200 S. CENTRAL CAMPUS DRIVE

SALT LAKE CITY, UTAH 84112

PHONE: 801.581.7069

[WWW.SA.UTAH.EDU/ORIENTATION](http://WWW.SA.UTAH.EDU/ORIENTATION)

## **Orientation – Fall 2009**

### **One-Day Transfer Student Program with advising**

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- 8:30a.m.      Checking In and Checking It Out**  
*Check-in and check out the Student Affairs Fair. Find information regarding housing, child-care, tutoring, or involvement opportunities. This is a great time to begin to acquaint yourself with what is available at the University of Utah.*  
MAIN CORRIDOR, UNION
- 9:00a.m.      Saying Hello: A University Welcome**  
*Be sure to introduce yourself to the other individuals around you.*  
CRIMSON VIEW & PANORAMA EAST, UNION
- 9:15a.m.      Entering Student Information**  
*During this session, students will be led through the catalog, undergraduate bulletin, and academic calendar as well as other information that new students at the University of Utah need to be familiar with.*
- 9:30a.m.      Discussing the Details**  
*When you were accepted to the University of Utah, you received a Summary of Transfer Credit. You will receive a better understanding about what that Summary tells you, and how it and the Degree Audit Report help you track your path to graduation. We will discuss University Graduation Requirements including General Education and Bachelor's Degree requirements. After a formal presentation, you will have a few minutes for Q&A.*
- 10:30a.m.      Travel to Academic Advising Locations**
- 11:00a.m.      College Review/The Specifics and Departmental Advising**  
*Aside from being a student within a certain department, when you declare a major, you are also placed into an individual college. In preparation for class registration, receive information and advising about your undergraduate college including how previous major courses may be accepted in your department. Undecided students will meet with an advisor from University College.*
- 12:00p.m.      RETURN TO CRIMSON VIEW & PANORAMA EAST, UNION**  
**Making it Happen**  
**Questions – CRIMSON VIEW & PANORAMA EAST, UNION**  
*If you're still not sure about the courses you have selected, or have a question about how your credit has transferred, stop here before registering or wrapping up orientation for the day.*  
**Exploring Pre-health Options – PARLOR B, UNION**  
*Learn what is required to prepare for medical, dental, or veterinary school. The premed advisor will go over requirements and answer your questions.*  
**Register for Classes – MARRIOTT LIBRARY ROOM 1008 & 1110**  
*Registration will take place in a computer lab. Orientation leaders will be on hand to help you through the process.*  
**Check-out – ORIENTATION OFFICE, 280 UNION**  
*Once you are registered for classes, stop by the Orientation Office in Room 280 of the Union. We will give you a parking validation after you have completed a program evaluation. Also remember to stop by the UCard office to get your picture taken for your ID card.*

***Thanks to the sponsors of Orientation 2009:***

*Wells Fargo, University Credit Union, UPS, Mountain America Credit Union, Coca Cola, Costco, Papa John's Pizza, Chartwells, Utah Alumni Association, and the University Guest House.*

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## Orientation – Fall 2009– One-Day Transfer Student Program

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**8:30a.m.      Checking In and Checking It Out**

*Check-in and check out the Student Affairs Fair. Find information regarding housing, child-care, tutoring, or involvement opportunities. This is a great time to begin to acquaint yourself with what is available at the University of Utah.*

PANORAMA EAST/CRIMSON VIEW, UNION

**9:00a.m.      Saying Hello: A University Welcome**

*Be sure to introduce yourself to the other individuals around you.*

**9:05a.m.      Entering Student Information**

*During this session, students will be led through the catalog, undergraduate bulletin, and academic calendar as well as other information that new students at the University of Utah need to know.*

**9:25a.m.      Discussing the Details**

*When you were accepted to the University of Utah, you received a Summary of Transfer Credit. You will receive a better understanding about what that Summary tells you, and how it and the Degree Audit Report help you track your path to graduation. We will discuss University Graduation Requirements including General Education and Bachelor's Degree requirements. After a formal presentation, you will have a few minutes for Q&A.*

**11:00a.m.      Registration**

**Questions – PANORAMA EAST/CRIMSON VIEW, UNION**

*If you're still not sure about the courses you have selected, or have a question about how your credit has transferred, stop here before heading to register or wrapping up orientation for the day.*

**Register for Classes – MARRIOTT LIBRARY COMPUTER LABS 1110**

*If you have completed the requirement of speaking with an advisor in your undergraduate major, you will have access to begin registering for classes. Orientation leaders will be on hand to help you through the process and provide some tips and insight in the registration process.*

*If you have not spoken with an advisor yet, check the Undergraduate Bulletin for a listing of contact phone numbers. Once you have spoken with an advisor, contact the Orientation office for registration eligibility.*

**Campus Tour – LEAVE FROM SALTAIR ROOM, UNION**

*Check out the campus and begin to navigate your way around the U of U.*

**Check-Out – ORIENTATION OFFICE, 280 UNION**

*Once you are registered for classes or you are done with orientation, be sure to stop by the Orientation Office. We will give you a parking validation after you have completed a quick program evaluation. Be sure to stop by the Ucard office to get your picture taken for your student ID card.*

***Thanks to the sponsors of Orientation 2009:***

*Wells Fargo, University Credit Union, UPS, Mountain America Credit Union, Coca Cola, Costco, Papa John's Pizza, Chartwells, Utah Alumni Association and the University Guest House.*

## Appendix G: Late Orientation Program Schedule – Fall 2009

### Orientation – Fall 2009 – Combination Orientation Program

- 8:30a.m.      Checking In and Checking It Out**  
*Check-in and check out the University Information Fair. Find information regarding housing, child-care, tutoring, or involvement opportunities. This is a great time to begin to acquaint yourself with what is available at the University of Utah.*  
PANORAMA EAST/CRIMSON VIEW, UNION
- 8:50a.m.      A University Welcome**  
PANORAMA EAST/CRIMSON VIEW, UNION
- 9:00a.m.      Entering Student Information**  
*During this session, students will be led through the catalog, undergraduate bulletin, and academic calendar as well as other information that new students at the University of Utah need to know.*  
PANORAMA EAST/CRIMSON VIEW, UNION
- 9:25a.m.      Discussing the Details**  
*We will discuss information that freshmen and transfer students need to know as you pursue a Bachelor's Degree.*  
University Graduation Requirements  
General Education and Bachelor's Degree Requirements  
Discussion of how the University has accepted your transfer credit  
Degree Audit Report and Summary of Transfer Credit  
PANORAMA EAST/CRIMSON VIEW, UNION
- 10:45a.m.      Choose from the following options:**
- Check your Schedule – PANORAMA EAST/CRIMSON VIEW, UNION**  
*If you're still not sure about the courses you have selected, or have a question about how your credit has transferred, Orientation Staff will be available to answer your questions before heading to register or wrapping up orientation for the day.*
- Register for Classes – MARRIOTT LIBRARY COMPUTER LABS (1008, 1735, 1745)**  
*Transfer students – if you met with an academic advisor prior to orientation you will be cleared to register for classes. For transfer students who have not met with an academic advisor, once you have completed this requirement you will be cleared to register.*  
*Transfer students who have met with an advisor and all Freshmen – Orientation leaders will be available to assist as you register for Fall Semester classes in a University Computer Lab.*
- Campus Tour – PANORAMA EAST/CRIMSON VIEW, UNION**  
*Check out the campus and begin to navigate your way around the U of U.*
- Check-out – ORIENTATION OFFICE, 280 UNION**  
*Once you are registered for classes or you are done with orientation, be sure to stop by the Orientation Office for a parking validation. This is also a great time to stop by the UCard Office in the Union Lobby to get your picture taken.*

# General Overnight Orientation

Day One – Monday, June 15, 2009

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- 1:00-1:30pm**      **Check-in at the Peterson Heritage Center**
- 1:30pm**            **Welcome to the University of UTAH!**  
A welcome to the University of Utah and an overview of the overnight program.  
*Heritage Center 1AB*
- 2:00pm**            **Embarking in Life at the U**  
Find out why the U is the place to be! Discover the value of a university education, our academic mission and a look at what students can do to enhance their success and take full advantage of the learning environment.  
*Heritage Center 1AB*
- 2:30pm**            **How Much Does a Polar Bear Weigh?**  
Get to know the students you will be spending the next two days with icebreakers and fun activities.  
*Heritage Center - Outside*
- 3:00pm**            **Exploring Personal Goals and Values**  
What do you want out of college? A discussion of why it is important to know your values and goals, and exercises to help you get the most out of your college experience.  
*Heritage Center 1AB*
- 4:00pm**            **Exploring Academic Options**  
Choose from one of the following college presentations to attend. This is an opportunity for you to learn more about majors and courses of study offered at the University before you receive academic advising.
- Academic Programs in Engineering, Science, Mines and Earth Science (Sem 2)
  - Academic Programs in Business, Social and Behavioral Science, Humanities (1B)
  - Academic Programs in Education, Fine Arts, Humanities (Sem 1)
  - Academic Programs in Health, Pharmacy, Nursing, Med Lab Science (1A)
- 5:00pm**            **Dinner at the Heritage Center**
- 6:00pm**            **There is More to College than Classes; Getting Involved on Campus**  
Student involvement is an important part of the college experience. Students will learn when and how to get involved in campus organizations and activities to enhance their experience at the University of Utah.  
*Heritage Center 1AB*
- 6:30pm**            **Discussing the Details**  
Get an introduction to what makes the University of Utah work which includes:  
University Graduation Requirements  
General Education and Bachelor's Degree Requirements  
*Heritage Center*
- 8:00pm**            **Evening Activities at the Union**

Appendix H: Overnight Schedules  
**Day Two – Tuesday, June 16, 2009**

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<b>8:00-8:25am</b>	<b>Breakfast at Peterson Heritage Center</b> Check out of your Residence Hall Room in the Heritage Center.
<b>8:30am</b>	<b>Campus Breakout Sessions</b> <ul style="list-style-type: none"><li>• Housing (Sem 2) – An introduction to on-campus living, and the opportunities available to students in the Residence Halls at the U.</li><li>• Wellness (Sem 1) – An interactive guide to navigating health &amp; wellness resources on campus.</li><li>• Study Abroad (1B) – Learn how Study Abroad and National Student Exchange will benefit your college experience and help you fulfill graduation requirements. You'll see where in the world you can study while having the time of your life.</li><li>• UROP/Internships/Career (1A) – An introduction to opportunities that will further students' knowledge and experience in their field of study through research and internships.</li></ul>
<b>9:30am</b>	<b>Learning Communities and Opportunities at the U</b> <p>The LEAP program, Honors program and the courses Undergraduate Studies 1010 and Education Psychology 2600 all provide students at the U an opportunity to learn in a smaller, interactive environment. Receive general information on these programs and learn why they might make sense for you. Then, choose one of these opportunities to gain additional information.</p> <p><i>EDPS/UGS 1010 – Heritage Center 1AB</i> <i>LEAP – Leap House</i> <i>Honors – Honors Center</i></p>
<b>10:30am</b>	<b>Campus Tour</b> Begin to learn your way around campus with a guided tour.
<b>11:30am</b>	<b>Tour of the Marriott Library</b> Take a tour of the newly renovated Marriott Library. See the first of its kind ARC system, the largest library in Utah and our Special Collections
<b>12:30pm</b>	<b>Lunch</b> <p>Take time to relax, visit with your peers and stop by the campus organizations and department tables to find more information about opportunities that exist and how to get involved on campus.</p> <p><i>Union Patio</i></p> <p><b>Exploring Pre-Health Options (12:45pm)</b> If you are interested in preparing for medical, dental, or veterinary school, attend this information session. The pre-med advisor will go over requirements and answer your questions.</p> <p><i>Union 161</i></p> <p><b>Exploring Pre-Law Options (12:45pm)</b> If you are interested in attending law school after you earn your bachelor's degree, grab lunch and attend this information session. The pre-law advisor will discuss how to become a competitive applicant and how to prepare yourself for the rigors of law school.</p> <p><i>Union Den</i></p>
<b>1:30pm</b>	<b>Academic Advising</b> Go to your specific department and talk to the advisor about your intended major and your future courses at the U. <i>Various Locations Across Campus</i>

## Appendix H: Overnight Schedules

### **Making it Happen**

This is the time to get one-on-one assistance from an Orientation Leader or to get started on registering for fall classes. Please fill out the online evaluation when you are done creating a schedule.

*Marriott Library*

### **Check-Out**

After completing your schedule, get your UCard picture taken at the Union and stop by 280 Union to pickup your t-shirt. If you have family members attending the Parent and Family Orientation program, you will meet up with them when you check-out of the program. Travel back to the Heritage Center to pick up your overnight bag.

*280 Union*

## **Science, Engineering and Mines and Earth Science Day One – Thursday, June 18**

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**1:00-1:30pm**    **Check-in at the Peterson Heritage Center**

**1:30pm**            **Welcome to the University of UTAH!**

Receive a welcome to the University of Utah and an overview of the overnight program.

*Heritage Center 2AB*

**2:00pm**            **Embarking in Life at the U**

Find out why the U is the place to be! Discover the value of a university education, our academic mission and hear what students can do to enhance their success and take full advantage of the learning environment.

*Heritage Center 2AB*

**2:30pm**            **How Much Does a Polar Bear Weigh?**

Get to know the students you will be spending the next two days with by participating in icebreakers and fun activities.

*Heritage Center - outside*

**3:00pm**            **Tour of Red Butte Garden**

Faculty from The College of Mines and Earth Science and The College of Science will introduce you to Red Butte Garden, and show you geologic and biological wonders found in northern Utah.

**Introduction: 3:00-3:05**

**Rotation 1: 3:10-3:30**

**Rotation 2: 3:40-4:00**

**Rotation 3: 4:10-4:30**

**Rotation 4: 4:40-5:00**

**5:00pm**            **Dinner at the Heritage Center**

Enjoy dinner at the Heritage Center.

**6:00pm**            **There is More to College than Classes; Getting Involved on Campus**

Student involvement is an important part of the college experience. Students will learn when and how to get involved in campus organizations and activities to enhance their experience at the University of Utah.

*Heritage Center 2AB*

**6:30pm**            **Discussing the Details**

## Appendix H: Overnight Schedules

Get an introduction to what makes the University of Utah work which includes:

University Graduation Requirements

General Education and Bachelor's Degree Requirements

*Heritage Center 2AB*

**8:00pm**

### **Building Trebuchets**

From ages past, humans have used engineering to change the world. Tonight we'll change your world as we build trebuchets and compete for bragging rights.

*Officers Circle Field*

## Day Two – Friday, June 19<sup>th</sup>

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**8:00-8:30am Breakfast at Peterson Heritage Center**

**8:45am**

### **Navigate Your Way Around the U**

Begin to learn your way around campus with a guided tour.

**10:15am**

### **Transition Programs at the U**

Learn about two courses offered at the U that can assist in your overall transition: Strategies for College Success–EDPS 2600 and A Successful Start at the U–UGS 1010.

*1230 Warnock*

**10:25am**

### **Learning Communities at the U**

Receive information from the LEAP program and the Honors College and how one or both of these learning communities can contribute to your degree program.

*1230 Warnock*

**10:45am**

### **Departmental Visits**

Spend time in the Colleges exploring labs and learning about opportunities awaiting you as a student at the University of Utah. Lab tours, demonstrations and good fun await you.

Choose from *The College of Science*

*The College of Mines and Earth Sciences*

*The College of Engineering*

*Various Locations*

**12:30pm**

### **Lunch**

Take time to relax, visit with your peers and stop by the campus organizations and department tables to find more information about opportunities that exist and how to get involved on campus.

*Union Patio*

### **Exploring Pre-Health Options (12:45pm)**

If you are interested in learning what is required to prepare for medical, dental, or veterinary school, attend this information session. The premed advisor will go over requirements and answer your questions.

*Building 44*



## Appendix H: Overnight Schedules

- 1:30pm Academic Advising**  
Go to your specific department and talk to the advisor about your intended major and your future courses at the U.  
*Various Locations Across Campus*
- 2:30pm Making it Happen**  
This is the time to get one-on-one assistance from an Orientation Leader or to get started on registering for fall classes. Please fill out the online evaluation when you are done creating a schedule.  
*Marriott Library*
- 2:30pm Check-out**  
After completing your schedule, get your UCard picture taken at the Union and stop by the Orientation Office at 280 Union to pick up your t-shirt. Meet up with family members in the Union.  
*280 Union*

**Travel back to the Heritage Center to pick up your overnight bag.**

# **Business Overnight Orientation**

## **Day One – THURSDAY, June 25, 2009**

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- 1:00 – 1:30pm Check-in at the Peterson Heritage Center**
- 1:30pm Welcome to the University of UTAH!**  
A welcome to the University of Utah and an overview of the overnight program.  
*Heritage Center 1AB*
- 2:00pm Embarking in Life at the U**  
Find out why the U is the place to be! Discover the value of a University education, the academic mission, and a look at what students can do to enhance their success and take full advantage of the learning environment.  
*Heritage Center 1AB*
- 2:30pm How Much Does a Polar Bear Weigh?**  
Enough to break the ice! Get to know the students you will be spending the next two days through interactive activities.  
*Grassy area outside Heritage Center*
- 3:00pm Faculty Panel**  
So you're thinking about business...good for you! Here's your chance to meet faculty from each department and learn how they ended up where they are today. You'll hear why they love accounting, finance, information systems, marketing, and management. You will also learn about some of the professions you'd be prepared for within each major.  
*Heritage Center 1AB*
- 4:00pm Tour the Entrepreneur Center**  
The David Eccles School of Business offers an Entrepreneurship major which has its very own building in Fort Douglas. During this tour, you will learn about the Pierre Lassonde Entrepreneur Center and the many programs, providing hands-on experience designed to prepare students who would like to start their own business or help others develop their business concepts.  
*Pierre Lassonde Entrepreneur Center, Fort Douglas*

## Appendix H: Overnight Schedules

<b>5:00pm</b>	<b>Dinner at the Heritage Center</b>
<b>6:00pm</b>	<b>Getting Involved</b> Listen to a representative from the Dean of Students Office and find out about different ways to get involved. <i>Heritage Center 1AB</i>
<b>6:30pm</b>	<b>Discussing the Details</b> Get an introduction to what makes the University of Utah work which includes: University Graduation Requirements & General Education <i>Heritage Center 1AB, Seminar Room 1</i>
<b>7:45pm</b>	<b>Walk to Lower Campus</b>
<b>8:00pm</b>	<b>Evening Activities at the Union</b>
<b>9:30pm</b>	<b>Head Back the Residence Halls</b>

## Day Two – FRIDAY, June 26

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<b>8:00am</b>	<b>Breakfast at Peterson Heritage Center</b> If you have family members attending the Parent and Family Orientation program, they will join you for breakfast.
<b>8:30am</b>	<b>Campus Tour</b> Begin to learn your way around campus with a guided tour
<b>9:30am</b>	<b>Transition Programs at the U</b> Learn about two courses offered at the U that can assist in your overall transition: Strategies for College Success-EDPS 2600 & Undergraduate Studies-UGS 1010. <i>CRCC 215</i>
<b>9:40am</b>	<b>Learning Communities at the U</b> Receive information from the LEAP program and the Honors College on how one or both of these learning communities can contribute to your degree program at the U. <i>CRCC 215</i>
<b>10:00am</b>	<b>Student Programs – Business</b> You've heard about how to get involved in some of the campus organizations. This is your chance to learn about student organizations related to business. Learn about ASAP and honors in business. Representatives from the American Marketing Association, Beta Alpha Psi, and other organizations will talk about activities and benefits associated with their organizations. <i>CRCC 215</i>
<b>10:45am</b>	<b>A Taste of Business Thought</b> Every pre-business student is required to take a course called Foundations of ht (BUS 1050). This is not your typical introduction to business courses. Instead, students learn how the world of business has been operating throughout the centuries. Today, you will experiences a taste of this fascinating course. <i>CRCC 215</i>
<b>12:30pm</b>	<b>Lunch on the Union Patio</b> Take the opportunity to relax and visit with your peers
	<b>Exploring Pre-Health Options (12:45pm)</b> If you are interested in learning what is required to prepare for medical, dental, or veterinary school, attend this information session. The premed advisor will go over requirements and answer your questions.

Appendix H: Overnight Schedules  
*Building 44*

**Exploring Pre-Law Options (12:45pm)**

If you are interested in attending law school after you earn your bachelor's degree, grab lunch and attend this information session. The prelaw advisor will discuss how to become a competitive applicant, and how to prepare yourself for the rigors of law school.  
*Hinckley Caucus Room, Orson Spencer Hall*

**1:30pm**

**Academic Advising**

Go to your specific department and talk to the advisor about your intended major and your future courses at the U.  
*BU C, Room 420*

**3:00pm**

**Class Registration**

This is the time to get one-on-one advising from an Orientation Leader or to get started on registering for Fall classes. Please fill out the online evaluation when you are done creating a schedule.  
*BU C, Room 420*

**3:30pm**

**Check-out**

After completing your schedule, get your UCard picture taken at the Union and stop by the 280 Union to pick up your t-shirt. Travel back to the Heritage Center to pick up your overnight bag. If you have family members attending the Parent and Family Orientation program, you will also meet them at the Heritage Center.  
*280 Union*

## Humanities Overnight Orientation Day One – Thursday, June 25

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**1:00-1:30pm**

**Check-in at the Peterson Heritage Center**

**1:30pm**

**Welcome to the University of UTAH!**

A welcome to the University of Utah and an overview of the overnight program.  
*Heritage Center 1AB*

**2:00pm**

**Embarking in Life at the U**

Find out why the U is the place to be! Discover the value of a university education, our academic mission and a look at what students can do to enhance their success and take full advantage of the learning environment.  
*Heritage Center 1AB*

**2:30pm**

**How Much Does a Polar Bear Weigh?**

Get to know the students you will be spending the next two days with, through icebreakers and fun activities.  
*Heritage Center - Outside*

**3:15 pm**

**Introduction to the College of Humanities**

Why study Humanities? Learn more about the value of a Humanities degree and find out about majors, minors, and opportunities in the College of Humanities.  
*LNCO 2100*

**3:30pm**

**Advisor/Alumni Panel – What can you do with a Humanities Degree?**

In this session, you will find answers to this question, as well as hear expert advice about why our students and alumni have chosen degrees in the Humanities and how they relate them and their college experiences to various careers.  
*LNCO 2100*

**4:30pm**

**Tour of the College of Humanities**

## Appendix H: Overnight Schedules

The College of Humanities is the second largest undergraduate college on campus. On this tour, we will visit the departments and programs in the College of Humanities

<b>5:00pm</b>	<b>Dinner at the Heritage Center</b>
<b>6:00 pm</b>	<b>There is More to College than Classes; Getting Involved on Campus</b> Student involvement is an important part of the college experience. Students will learn when and how to get involved in campus organizations and activities to enhance their experience at the University of Utah. <i>Heritage Center 1AB</i>
<b>6:30pm</b>	<b>Discussing the Details</b> Get an introduction to what makes the University of Utah work which includes: University Graduation Requirements General Education and Bachelor's Degree Requirements <i>Heritage Center 1AB, Seminar 1</i>
<b>8:00pm</b>	<b>Evening Activities at the Union</b>

## Day Two – Friday, June 26

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<b>8:00-8:25am</b>	<b>Breakfast at Peterson Heritage Center</b> Check out of your Residence Hall Room in the Heritage Center.
<b>8:30am</b>	<b>Campus Tour</b> Begin to learn your way around campus with a guided tour.
<b>9:30am</b>	<b>Transition Programs at the U</b> Learn about two courses offered at the U that can assist in your overall transition: Strategies for College Success – EDPS 2600 and Undergraduate Studies – UGS 1010. <i>CRCC 215</i>
<b>9:40am</b>	<b>Learning Communities at the U</b> Receive information from the LEAP program and the Honors College on how one or both of these learning communities can contribute to your degree program at the U. <i>CRCC 215</i>
<b>10:00 am</b>	<b>An Introduction to studying in the College of Humanities.</b> During this session, you will have an opportunity to attend sample classes like those that you may take when you study in the College of Humanities. You will meet some of the faculty who teach these classes, see what happens in college classrooms, and be able to ask questions about expectations in the college classroom.
<b>10:00am</b>	<b>India and U, Ben Cohen, Professor of History and Asian Studies</b> CTIB 201
<b>10:30am</b>	<b>Introduction to the Study of Philosophy, Matt Haber, Professor of Philosophy</b> CTIB 201
<b>11:00am</b>	<b>Prompting Your Creativity, Christine Marshall, Creative Writing Program</b> LNCO 2120
<b>11:30 pm</b>	<b>Student Perspective</b> Now that you have met advisors and faculty, learn from students what they think is important to know about studying in the College of Humanities. Current and recent students who have been involved in departmental, college, and university wide events, study abroad, and the community will tell you all about their experiences, teach you how you can also get involved, and answer your questions. <i>LNCO 2100 .</i>
<b>12:30pm</b>	<b>Lunch</b> Take time to relax, visit with your peers and stop by the campus organizations and department tables to find more information about opportunities that exist and how to get involved on campus. <i>Union Patio</i>

## Appendix H: Overnight Schedules

### **Exploring Pre-Health Options (12:45pm)**

If you are interested in preparing for medical, dental, or veterinary school, attend this information session. The pre-med advisor will go over requirements and answer your questions

### **Exploring Pre-Law Options (12:45pm)**

If you are interested in attending law school after you earn your bachelor's degree, attend this information session. The pre-law advisor will discuss how to become a competitive applicant and how to prepare yourself for the rigors of law school.

**1:30pm**

### **Academic Advising**

Go to your specific department and talk to the advisor about your intended major and your future courses at the U.

*LNCO 2100*

### **Making it Happen**

This is the time to get one-on-one assistance from an Orientation Leader or to get started on registering for fall classes. Please fill out the online evaluation when you are done creating a schedule.

*LNCO Labs*

### **Check-Out**

After completing your schedule, get your UCard picture taken at the Union and stop by 280 Union to pickup your t-shirt. If you have family members attending the Parent and Family Orientation program, you will meet up with them at this time. Travel back to the Heritage Center to pick up your overnight bag.

*280 Union*

# **CESA/UOS Scholar Overnight Orientation**

## **Day One –Friday, June 26**

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**1:00-1:30pm**    **Check-in at the Peterson Heritage Center**

**1:30pm**    **Welcome to the University of UTAH!**

Receive a welcome to the University of Utah and an overview of the overnight program.

*Heritage Center 1AB*

**2:00pm**    **Embarking in Life at the U**

Find out why the U is the place to be! Discover the value of a University education, our academic mission and hear what students can do to enhance their success and take full advantage of the learning environment.

*Heritage Center 1AB*

## Appendix H: Overnight Schedules

<b>2:30pm</b>	<b>The World Awaits U!</b> Get to know the students you will be spending the next two days with by participating in icebreakers and fun activities. <i>Heritage Center - outside</i>
<b>3:00pm</b>	<b>Activities with CESA</b> Spend time interacting with and getting to know your specific advisor from the Center for Ethnic Student Affairs. <i>Heritage Center 1AB</i>
<b>4:00pm</b>	<b>Exploring Academic Options</b> Choose from one of the following college presentations to attend. This is an opportunity for you to learn more about majors and courses of study offered at the University before you receive academic advising. <ul style="list-style-type: none"><li>• Academic Programs in Engineering, Science, Mines &amp; Earth Science (Sem 1)</li><li>• Academic Programs in Business, Social and Behavioral Science, Humanities (1B)</li><li>• Academic Programs in Education, Fine Arts, Humanities (Seminar 2)</li><li>• Academic Programs in Health, Pharmacy, Nursing (1A)</li><li>• Academic Programs in Architecture + Planning (HRE Conference Room)</li></ul>
<b>5:00pm</b>	<b>Dinner at the Heritage Center</b>
<b>6:00pm</b>	<b>There's More to College Than Classes; Getting Involved on Campus</b> Student involvement is an important part of the college experience. Students will learn when and how to get involved in campus organizations and activities to enhance their experience at the University of Utah. <i>Heritage Center 1AB</i>
<b>6:30pm</b>	<b>Discussing the Details</b> Get an introduction to what makes the University of Utah work which includes: <ul style="list-style-type: none"><li>University Graduation Requirements</li><li>General Education and Bachelor's Degree Requirements</li></ul> <i>Heritage Center</i>
<b>8:00pm</b>	<b>Evening Activities at the Union</b>

## Day Two – Saturday, June 27

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<b>8:00-8:25am</b>	<b>Breakfast at Peterson Heritage Center</b> Check out of your Residence Hall Room in the Heritage Center.
<b>8:30am</b>	<b>Navigate Your Way Around Campus</b> Begin to learn your way around campus with a guided tour.
<b>9:30am</b>	<b>Transition Programs at the U</b> Learn about two courses offered at the U that can assist in your overall transition: Strategies for College Success – EDPS 2600 and Undergraduate Studies – UGS 1010. <i>Utah Museum of Fine Arts Auditorium</i>
<b>9:40am</b>	<b>Learning Communities at the U</b>

## Appendix H: Overnight Schedules

Receive information from the LEAP program and the Honors program and how one or both of these learning communities can contribute your degree program at the U.

*Utah Museum of Fine Arts Auditorium*

- 10:00am**      **Activities with CESA**  
Engage with other students that you will be interacting with throughout your college career.  
*Union Free Speech Area*
- 11:15am**      **Information Session by CESA**  
Students and parents will be given additional information regarding all that the Center for Ethnic Student Affairs has to offer.  
*Panorama East, Union*
- 12:30pm**      **Lunch**  
Take time to relax, visit with your peers and stop by the campus organizations and departments to find more information about how to get involved on campus and opportunities that exist.  
*Union Patio*
- 1:30pm**      **Academic Advising**  
Meet with your CESA advisor about your courses for Fall Semester 2009.
- Making it Happen**  
This is the time to get one-on-one advising from an Orientation Leader or to get started on Registering for fall classes. Please fill out the online evaluation when you are done creating a schedule.  
*Marriott Library*
- Check-Out**  
After completing your schedule, get your UCard picture taken at the Union and stop by the Orientation Office at 280 Union to pickup your t-shirt. Meet up with family members in the Union.  
*280 Union*

Travel back to the Heritage Center to pick up your overnight bag.

# Fine Arts Overnight Orientation

## Day One –Friday, June 26

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- 1:00pm**      **Check-in at the Peterson Heritage Center**
- 1:30pm**      **Welcome to the University of UTAH!**  
A welcome to the University of Utah and an overview of the overnight program.  
*Heritage Center 1AB*

## Appendix H: Overnight Schedules

- 2:00pm Embarking in Life at the U**  
Find out why the U is the place to be! Discover the value of a University education, our academic mission, and a look at what students can do to enhance their success and take full advantage of the learning environment.  
*Heritage Center 1AB*
- 2:30pm Getting to Know U and the College of Fine Arts!**  
Get to know the arts programs at the U - as well as the students you will be spending the next two days with - during activities led by Brent Schneider, Associate Dean, College of Fine Arts.  
We will begin at the *Libby Gardner Hall* in the School of Music where Teresa Clawson will give us some more insight into the School of Music and a performance and then move to *Kingsbury Hall* to tour the facility and hear from John Caywood, COO.
- 5:00pm Dinner at the Heritage Center**
- 6:00pm There is more to College than Classes; Getting Involved**  
Student involvement is an important part of the college experience. Students will learn when and how to get involved in campus organizations and activities to enhance their experience at the University of Utah.  
*Heritage Center 1AB*
- 6:30pm Discussing the Details**  
Get an introduction to what makes the University of Utah work which includes:  
University Graduation Requirements  
General Education and Bachelor's Degree Requirements  
*Heritage Center 1AB*
- 8:00pm Student Panel**  
Ask questions of recent grads and advanced undergrads, to get "the word" on what it's like to be a Fine Art major at the U.  
*Heritage Center 1AB*

## Day Two – Saturday, June 27

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- 8:00-8:25am Breakfast at Peterson Heritage Center**  
Check out of your Residence Hall Room in the lobby of the Heritage Center, store your luggage, then eat breakfast upstairs.
- 8:30am Navigate Your Way Around Campus**  
Begin to learn your way around campus with a guided tour.
- 9:30am Transition Programs at the U**  
Learn about two courses offered at the U that can assist in your overall transition: Strategies for College Success – EDPS 2600 and A Successful Start at the U – UGS 1010.  
*Utah Museum of Fine Arts Auditorium*
- 9:40am Learning Communities at the U**  
Receive information from the LEAP program and the Honors College and how one or both of these learning communities can contribute your degree program at the U.  
*Utah Museum of Fine Arts Auditorium*



## Appendix H: Overnight Schedules

### 10:00am **Collaboration and the Arts**

Artists quite often push the boundaries of convention to create a statement of their own particular vision. Interdisciplinary and collaborative work has become an integral part of the new artistic frontier. We will look at the Utah Museum of Fine Arts in an entirely new way and then explore art-making possibilities through ongoing advances in digital technologies.

*Utah Museum of Fine Arts Auditorium*

### 12:30pm **Lunch**

Take time to relax, visit with your peers and stop by the campus organizations and department tables to find more information about opportunities that exist and how to get involved on campus.

*Union Patio*

### 1:30pm **Academic Advising**

Go to your specific department and talk to the advisor about your intended major and your future courses at the U.

*Various Locations In Union*

### **Making it Happen**

This is the time to get one-on-one assistance from an Orientation Leader or to get started on registering for fall classes. Please fill out the online evaluation when you are done creating a schedule.

*Marriott Library*

### **Check-Out**

After completing your schedule, get your UCard picture taken at the Union and stop by 280 Union to pickup your t-shirt. If you have family members attending the Parent and Family Orientation program, you will meet up with them when you check-out of the program. Travel back to the Heritage Center to pick up your overnight bag.

*280 Union*

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Wells Fargo, University of Utah Credit Union, UPS,  
Dapa John's, Chartwells, University Guest House,  
Utah Alumni Association, Mountain America  
Credit Union, Coca-Cola, and Costco.**

# Health Sciences Overnight Orientation Day One – Monday, June 29

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1:00-1:30pm **Check-in at the Peterson Heritage Center**

1:30pm **Welcome to the University of UTAH!**

Receive a welcome to the University of Utah and an overview of the overnight program.  
*Heritage Center 1AB*

## Appendix H: Overnight Schedules

<b>2:00pm</b>	<b>Embarking in Life at the U</b> Find out why the U is the place to be! Discover the value of a university education, our academic mission and a look at what students can do to enhance their success and take full advantage of the learning environment. <i>Heritage Center 1AB</i>
<b>2:30pm</b>	<b>How Much Does a Polar Bear Weigh?</b> Enough to break the ice! Get to know the students you will be spending the next two days with, through icebreakers and fun activities. <i>Heritage Center - Outside</i>
<b>3:00pm</b>	<b>What Interests U?</b> Listen to a description of five different academic programs and decide which two you would like to spend more time getting to know tomorrow during a fun activity! <i>Heritage Center 1AB</i>
<b>4:00pm</b>	<b>Tour of Health Sciences Building</b> Check out some of the amazing facilities for Health Science students by taking a tour of the Health Science building and the Eccles Health Science Library.
<b>5:00pm</b>	<b>Dinner at the Heritage Center</b>
<b>6:00pm</b>	<b>There is More to College than Classes; Getting Involved on Campus</b> Student involvement is an important part of the college experience. Students will learn when and how to get involved in campus organizations and activities to enhance their experience at the University of Utah. <i>Heritage Center 1AB</i>
<b>6:30pm</b>	<b>Discussing the Details</b> Get an introduction to what makes the University of Utah work including: University Graduation Requirements General Education and Bachelor's Degree Requirements <i>Heritage Center</i>
<b>8:00pm</b>	<b>What I Wish I Would Have Known as a Freshman: A Health Science Student Perspective!</b> Recent graduates from the health science areas share their undergraduate experiences at the University of Utah and how they decided on a career path. These students will also answer questions that you, as incoming freshmen, may have about how to choose the right major for your career goals, which courses were the best for helping them decide, and what other types of activities should you be involved in before heading off into the world of health sciences. <i>Heritage Center 1AB</i>

## Day Two – Tuesday, June 30, 2009

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<b>8:00-8:25am</b>	<b>Breakfast at Peterson Heritage Center</b> Check out of your Residence Hall room in the Heritage Center.
<b>8:30am</b>	<b>Navigate Your Way Around Campus</b> Begin to learn your way around campus with a guided tour.
<b>9:30am</b>	<b>Learning Communities and Opportunities at the U</b> Receive information from the LEAP program and the Honors College and how one or both of these learning communities can contribute to your degree program. <i>HSEB 1750</i>
<b>10:00am-12:20pm</b>	<b>Investigate the Possibilities</b> Spend time learning about two programs of your choice. You will be assigned to specific locations during this time period based on the selections you made on Day One. <div style="text-align: center;"> <b>10:00am-10:50am      Rotation I</b>  <b>11:20am-12:20pm      Rotation II</b> </div> Rotations Include: Nursing; Pharmacy; Medical Laboratory Science; Pre-Med; Physical Therapy/Occupational Therapy; Exercise and Sport Science; Parks Recreation and Tourism/Health Education

## Appendix H: Overnight Schedules

**12:30pm**

### **Lunch at Fort Douglas Picnic Area**

Eat lunch under the shade of the trees. Take the opportunity to relax and visit with your peers.

**Health Sciences LEAP Students:** If you've been admitted to the Health Sciences LEAP Program, meet at the LEAP House (just north of Heritage Center) for a special session as soon as you've picked up your lunch. Bring your lunch with you and learn more about what this program has to offer you.

**1:30pm**

### **Academic Advising**

Attend advising in your specific department and talk to the advisor about your intended major and your future courses at the U.

**2:30pm**

### **Exploring Pre-Health Options**

If you are interested in preparing for medical, dental, or veterinary school, attend this information session. The pre-med advisor will go over requirements and answer your questions.

*1750 Health Science Education Building*

### **Making it Happen**

This is the time to get one-on-one assistance from an Orientation Leader or to get started on registering for fall classes. Please fill out the online evaluation when you are done creating a schedule.

*Computer Labs – College of Health and Health Science Education Building*

### **Check-Out**

After completing your schedule, get your UCard picture taken at the University hospital and stop by the Heritage Center to pickup your t-shirt and check out. If you have family members attending the Parent and Family Orientation program, you will meet up with them when you check-out of the program.

## **A special THANKS to our sponsors:**

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# **Honors Overnight Orientation**

## **Day One – Thursday, July 9, 2009**

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**1:00-1:30pm**

**Check-in at the Peterson Heritage Center**

**1:30pm**

**Welcome to the University of UTAH!**

A welcome to the University of Utah and an overview of the overnight program.  
*Heritage Center 1AB*

**2:00pm**

**Embarking in Life at the U**

Find out why the U is the place to be! Discover the value of a University education, our academic mission and a look at what students can do to enhance their success and take full advantage of the learning environment.  
*Heritage Center 1AB*

## Appendix H: Overnight Schedules

<b>2:30pm</b>	<b>How Much Does a Polar Bear Weigh?</b> Enough to break the ice! Get to know the students you will be spending the next two days with by participating in icebreakers and fun activities. <i>Heritage Center - outside</i>
<b>3:00 pm</b>	<b>Introduction to the Honors College</b> The Honors College provides talented students the opportunity to take General Education, Bachelor degree requirements or classes in some majors in the context of Honors courses. Beyond this core experience, Honors gives students opportunities for engagement, collaboration and research. <i>Heritage Center 1AB</i>
<b>3:20pm</b>	<b>Tour of the Honors Center and Fort Douglas</b> The Honors College gives you the small college experience in the context of a large public university. <i>Fort Douglas Area</i>
<b>4:00pm</b>	<b>Exploring Academic Options</b> Choose from one of the following college presentations to attend. This is an opportunity for you to learn more about majors and courses of study offered at the University before you receive academic advising. <ul style="list-style-type: none"><li>• Academic Programs in Engineering, Science, Mines and Earth Science (1A)</li><li>• Academic Programs in Business, Social and Behavioral Science, Humanities (1B)</li><li>• Academic Programs in Education, Fine Arts, Humanities (Seminar 1)</li><li>• Academic Programs in Health, Pharmacy, Nursing (Seminar 2)</li><li>• Academic Programs in Architecture + Planning (HRE Conference Room)</li></ul>
<b>5:00pm</b>	<b>Dinner at the Heritage Center</b>
<b>6:00 pm</b>	<b>There is More to College than Classes; Getting Involved on Campus</b> Student involvement is an important part of the college experience. Students will learn when and how to get involved in campus organizations and activities to enhance their experience at the University of Utah. <i>Heritage Center 1AB</i>
<b>6:30pm</b>	<b>Discussing the Details</b> Get an introduction to what makes the University of Utah work which includes: University Graduation Requirements General Education and Bachelor's Degree Requirements <i>Heritage Center</i>
<b>8:00pm</b>	<b>Evening Activities in the Union!</b> <b>Meet with Honors Advisors – optional</b> <i>Union 280</i>

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## Day Two – Friday, July 10, 2009

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<b>8:00-8:25am</b>	<b>Breakfast at Peterson Heritage Center</b> Check out of your Residence Hall Room in the Heritage Center.
<b>8:30am</b>	<b>Honors Break-Out Sessions</b> <b>Engaged Learning Suite: Collaboration, Community Outreach</b> Think Tanks, Forum, Honors College Scholars Programs, Engaged Learning Classes. <i>Heritage Center 1A</i> <b>Engaged Learning Film</b> <i>Honors Center</i> <b>Plan at the Beginning for Graduation with the Honors Degree: Honors Thesis and Capstone Projects and Honors Mentorship Possibilities</b> The Honors Tutorial provides a means of carving room in your academic schedule to work one-on-one with a professor in initial research that may lead to your thesis topic. <i>Heritage Center 1B</i>
<b>10:00am</b>	<b>“Reach for the Stars: Rhodes, Truman and Marshall Scholarships”</b> Strategically moving through the University for what comes next. <i>Heritage Center 1AB</i>

## Appendix H: Overnight Schedules

- 10:10am**      **Balance: Recreation Center, Counseling Center, Support Systems**  
*Heritage Center 1AB*
- 10:30am**      **“Students Speak: Honors Student Panel”**  
This panel of Honors students will talk about ways to get involved and to maximize one’s experience as an undergraduate at the University of Utah.  
*Heritage Center 1AB*
- 11:30am**      **Navigate Your Way Around Campus**  
Begin to learn your way around campus with a guided tour.
- 12:30pm**      **Lunch**  
Take time to relax, visit with your peers and stop by the campus organizations and departments to find more information about how to get involved on campus and opportunities that exist.  
*Union Patio*
- Exploring Pre-Health Options (12:45pm)**  
If you are interested in learning to prepare for medical, dental, or veterinary school, attend this information session. The pre-med advisor will go over requirements and answer your questions.  
*Union Room 161*
- Exploring Pre-Law Options (12:45pm)**  
If you are interested in attending law school after you earn your bachelor’s degree, grab lunch and attend this information session. The pre-law advisor will discuss how to become a competitive applicant and how to prepare yourself for the rigors of law school.  
*Union Room 312*
- 1:30pm**      **Academic Advising**  
Go to your specific department and talk to the advisor about your intended major and your future courses at the U.  
*Various Locations across campus*
- Making it Happen**  
This is the time to get one-on-one advising from an Orientation Leader or to get started on registering for fall classes. Please fill out the online evaluation when you are done creating a schedule.  
*Marriott Library*
- Check-Out**  
After completing your schedule, get your UCard picture taken at the Union and stop by 280 Union to pickup your t-shirt. Travel back to the Heritage Center to pick up your overnight bag. If you have family members attending the Parent and Family Orientation program, you will also meet them at the Heritage Center.  
*280 Union*

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Coca-Cola and Costco.**

Appendix I: Outdoor Schedule  
**Outdoor Orientation**  
Day One – Monday, June 22, 2009

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<b>1:00-1:30</b>	<b>Check-in at the Peterson Heritage Center</b>
<b>1:30pm</b>	<b>Welcome to the University of UTAH!</b> Receive a welcome to the University of Utah and an overview of the outdoor orientation program. <i>Heritage Center 2AB</i>
<b>2:00pm</b>	<b>Embarking in Life at the U</b> Find out why the U is the place to be! Discover the value of a university education, our academic mission and a look at what students can do to enhance their success and take full advantage of the learning environment. <i>Heritage Center 2AB</i>
<b>2:30pm</b>	<b>How Much Does a Polar Bear Weigh?</b> Enough to break the ice! Get to know the students you will be spending the next 4 days with through a group discussion and some getting to know U activities. <i>Grassy Area Behind Heritage Center</i>
<b>3:00pm</b>	<b>Transition Courses and Learning Communities at the U</b> The courses A Successful Start at the U- UGS 1010 and Strategies for College Success- EDPS 2600, the LEAP program, and Honors College all provide students at the U an opportunity to learn in a smaller, interactive environment. Receive general information on these programs and learn why they might make sense for you. Then, choose one of these opportunities to gain additional information. <i>EDPS 2600/UGS 1010 – Heritage Center 1AB</i> <i>LEAP – Leap House</i> <i>Honors – Honors Center</i>
<b>4:00pm</b>	<b>Exploring Academic Options</b> Choose from one of the following College presentations to attend. This is an opportunity for you to learn more about majors and courses of study offered at the university before you receive academic advising. Most of the academic departments are represented at this time. <ul style="list-style-type: none"><li>• Academic Programs in Engineering, Science, Mines and Earth Science- Post Theater</li><li>• Academic Programs in Business, Social &amp; Behavioral Science, Humanities- HC 2B</li><li>• Academic Programs in Education, Fine Arts, Humanities- HC 2A</li><li>• Academic Programs in Health, Pharmacy, Nursing- Seminar 2</li><li>• Architecture + Urban Planning – HRE Conference Room</li></ul>
<b>5:00pm</b>	<b>There is More to College than Classes; Getting Involved on Campus</b> Student involvement is an important part of the college experience. Students will learn when and how to get involved in campus organizations and activities to enhance their experience at the University of Utah. <i>Heritage Center 2AB</i>
<b>5:30pm</b>	<b>Dinner at Outdoor Recreation</b> Barbecue courtesy of the Outdoor Recreation Program
<b>6:30pm</b>	<b>Discussing the Details</b> Get an introduction to what makes the University of Utah work, which includes: University Graduation Requirements General Education and Bachelor's Degree Requirements <i>Seminar 2</i>
<b>8:00pm</b>	<b>Pre-Trip Meeting</b> Meet with the experts from the Outdoor Recreation Program to prepare for tomorrow's adventures! Outdoor Recreation

**Day Two – Tuesday, June 23, 2009**

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<b>7:45am</b>	<b>Check out of Residence Halls and store luggage</b> Remember to bring your camping gear and day trip packs
<b>8:00am</b>	<b>Breakfast at the Outdoor Recreation Program</b>
<b>8:30am</b>	<b>Preparation for Outdoor Trips</b> Divide into field site groups and receive appropriate equipment.
<b>9:00am</b>	<b>Depart for Field Site #1 Activities</b> Participants will head out to go either rock climbing in Big Cottonwood Canyon, river running on the Weber River, or day hiking in the Wasatch Mountains.

## Appendix I: Outdoor Schedule

<b>4:00pm</b>	<b>Depart from Field Site #1 Activity</b> Head to Spruces Campground in Big Cottonwood Canyon.
<b>5:00pm</b>	<b>Arrive at Campsite</b> All field site groups meet at Spruces campground and reunite.
<b>7:30pm</b>	<b>Dinner</b> Dinner courtesy of Outdoor Recreation Bear Lake group helps set up dinner Arches group helps clean up dinner
<b>8:45pm</b>	<b>Group activities</b> Participate in icebreakers and tent setup. Settle in and hang out.

### Day Three – Wednesday, June 24, 2009

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<b>8:00am</b>	<b>Rise and Shine!</b> Break down camp
<b>8:45am</b>	<b>Breakfast</b> Bryce Canyon group helps set up breakfast Canyonlands group helps clean up breakfast
<b>9:30am</b>	<b>Clean-Up and Finish Packing Up Camp</b>
<b>10:00am</b>	<b>Field Site #2 Activities</b> Split into smaller groups and prepare appropriate equipment
<b>10:15am</b>	<b>Depart for Field Site #2 Activity</b> Participants will head out to go either rock climbing in Big Cottonwood Canyon, river running on the Weber River, or day hiking in the Wasatch Mountains.
<b>4:00pm</b>	<b>Arrive Back on Campus</b> Once back to the U of U campus we will take time to clean up.
<b>4:30pm</b>	<b>Check back into Residence Halls</b> <i>Heritage Center</i>
<b>5:00pm</b>	<b>Review of Academics</b> Review of General Education and Prep for Advising tomorrow <i>Heritage Center 2AB</i>
<b>6:00pm</b>	<b>Dinner</b> <i>Heritage Center 2AB</i>
<b>6:30pm</b>	<b>Depart for the Nighttime Activity/Activities in the Union (2<sup>nd</sup> Program)</b> Take TRAX to Franklin Covey Field where you will see the Local Minor League baseball team, the Salt Lake Bees, play the Fresno Grizzlies. Get a memorable view of the Wasatch Mountains as you enjoy the game.
<b>9:30pm</b>	<b>Arrive Back on Campus</b>

### Day Four – Thursday, June 25, 2009

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<b>8:00-8:45am</b>	<b>Check Out and Eat Breakfast</b> <i>Heritage Center</i>
	<b>9:00am Academic Advising</b> Go to your specific department, or University College and talk to the advisor about your future courses at the U.
<b>10:00am</b>	<b>Closing Activity</b> <i>Union Free Speech Area</i>
<b>10:30am</b>	<b>Making It Happen</b> This is the time to get one-on-one advising from an Orientation Leader and to register for Fall classes. After registration, complete the online evaluation. <i>Marriott Library 1008, 1110</i>
	<b>Check-Out</b> Get your UCard picture taken and pick up your t-shirt <i>Orientation Office, Union Room 280</i>
	Return to the Heritage Center to get your belongings ☺

Fall 2009 Online  
Status and Location by Utah Cities

Appendix J: Online Participant Report by Status and Location – Fall 2009

First-Year Participants by Location		Transfer Participants by Location	
Utah Cities	# of Students	Utah Cities	# of Students
Alpine	3	Alpine	2
Alta		Alta	
American Fork		American Fork	1
Aneth		Aneth	
Aurora		Aurora	
Benson		Benson	
Blanding		Blanding	1
Bluffdale		Bluffdale	2
Bountiful	1	Bountiful	8
Brigham City		Brigham City	1
Castle Valley		Castle Valley	
Cedar City		Cedar City	3
Cedar Hills	1	Cedar Hills	
Centerville	4	Centerville	4
Clearfield		Clearfield	
Clinton		Clinton	1
Coalville		Coalville	
Cottonwood Heights	1	Cottonwood Heights	4
Delta		Delta	
Draper	1	Draper	2
Eagle Mountain		Eagle Mountain	
Eden		Eden	
Ephraim		Ephraim	
Fairview		Fairview	
Farmington	2	Farmington	2
Farr West		Farr West	
Fielding		Fielding	
Fruit Heights	1	Fruit Heights	
Genola		Genola	
Glenwood		Glenwood	
Grantsville		Grantsville	
Green River		Green River	
Gunnison		Gunnison	
Hill AFB		Hill AFB	
Heber		Heber	1
Helper		Helper	
Herriman		Herriman	4
Highland	1	Highland	4
Holladay	4	Holladay	5
Huntsville		Huntsville	2
Hurricane		Hurricane	
Hyde Park		Hyde Park	1
Hyrum		Hyrum	
Kamas		Kamas	1
Kanab		Kanab	
Kaysville	4	Kaysville	5
Kearns		Kearns	4
Laketown		Laketown	
Layton	5	Layton	1
Leeds		Leeds	
Lehi	1	Lehi	
Levan		Levan	
Lindon		Lindon	
Logan		Logan	1
Magna	2	Magna	3
Mapleton		Mapleton	
Midvale		Midvale	10
Midway	1	Midway	
Moab		Moab	
Morgan		Morgan	



Fall 2009 Online  
Status and Location by Utah Cities

First-Year Participants by Location		Transfer Participants by Location	
Utah Cities	# of Students	Utah Cities	# of Students
Mountain Green		Mountain Green	
Murray	3	Murray	12
North Salt Lake		North Salt Lake	2
Nephi		Nephi	
Newton		Newton	
North Logan		North Logan	
North Ogden		North Ogden	
Oak City		Oak City	
Ogden		Ogden	1
Orangeville		Orangeville	
Orem	3	Orem	6
Panguich		Panguich	1
Park City	3	Park City	5
Parowan		Parowan	
Payson		Payson	
Peoa		Peoa	
Pleasant Grove	1	Pleasant Grove	1
Pleasant View		Pleasant View	
Price		Price	1
Providence		Providence	
Provo	2	Provo	3
Richfield		Richfield	
Riverdale		Riverdale	
Riverton	4	Riverton	4
Roosevelt		Roosevelt	1
Roy		Roy	1
South Jordan		South Jordan	
St. George		St. George	2
Salem		Salem	
Salt Lake City	55	Salt Lake City	102
Sandy	8	Sandy	21
Santa Clara		Santa Clara	
Santaquin		Santaquin	
Saratoga Springs		Saratoga Springs	
South Jordan	5	South Jordan	14
South Ogden	1	South Ogden	
South Salt Lake	1	South Salt Lake	1
South Weber		South Weber	
Spanish Fork		Spanish Fork	1
Springville	1	Springville	
Stansbury Park		Stansbury Park	1
Stockton		Stockton	
Syracuse	2	Syracuse	2
Summit		Summit	
Taylorsville	2	Taylorsville	9
Tooele		Tooele	
Tremonton		Tremonton	
Vernal		Vernal	2
Virgin		Virgin	
Wanship		Wanship	
Washington		Washington	1
Washington Terrace		Washington Terrace	
Wellsville		Wellsville	
Wendover		Wendover	
West Bountiful		West Bountiful	
West Jordan	3	West Jordan	18
West Valley City	1	West Valley City	10
Willard		Willard	
Woods Cross		Woods Cross	1
Non-Listed	2	Non-Listed	8
<b>Total:</b>	<b>129</b>	<b>Total:</b>	<b>304</b>

Fall 2009 Online  
Status and Location by State

First-Year Participants by Location		Transfer Participants by Location	
State	# of Students	State	# of Students
No State Shown	2	No State Shown	2
Alabama		Alabama	
Alaska		Alaska	
Arizona	2	Arizona	2
Arkansas		Arkansas	1
California	5	California	11
Colorado	4	Colorado	1
Connecticut	4	Connecticut	
Delaware		Delaware	
Florida	2	Florida	1
Georgia	1	Georgia	
Hawaii	2	Hawaii	
Idaho	1	Idaho	5
Illinois		Illinois	1
Indiana	1	Indiana	
Iowa		Iowa	
Kansas	1	Kansas	
Kentucky		Kentucky	
Louisiana		Louisiana	
Maine	2	Maine	
Maryland	1	Maryland	2
Massachusetts		Massachusetts	2
Michigan		Michigan	2
Minnesota		Minnesota	
Missouri	1	Missouri	1
Montana	2	Montana	1
Nebraska		Nebraska	1
Nevada	1	Nevada	3
New Hampshire	2	New Hampshire	1
New Jersey	2	New Jersey	2
New Mexico	1	New Mexico	
New York	3	New York	
North Carolina	3	North Carolina	
North Dakota		North Dakota	
Ohio	1	Ohio	2
Oklahoma		Oklahoma	
Oregon	2	Oregon	1
Pennsylvania	2	Pennsylvania	2
Rhode Island		Rhode Island	
South Carolina		South Carolina	
South Dakota		South Dakota	
Tennessee		Tennessee	
Texas	4	Texas	1
*Utah	129	*Utah	304
Vermont	1	Vermont	1
Virginia	2	Virginia	
Washington	1	Washington	5
West Virginia		West Virginia	1
Wisconsin	2	Wisconsin	1
Wyoming		Wyoming	
<b>Total:</b>	<b>187</b>	<b>Total:</b>	<b>357</b>
<b>Percentage from Utah:</b>	<b>69%</b>	<b>Percentage from Utah:</b>	<b>85%</b>
<b>Percentage from other states:</b>	<b>31%</b>	<b>Percentage from other states:</b>	<b>15%</b>

## Appendix K: Fall 2009 Parent Orientation Dates and Program Schedules

### 2009 Parent and Family Orientation Dates

#### **In Conjunction with First-Year Overnight Orientations**

Tuesday, June 16 – General  
Friday, June 19 – Science, Engineering, & Mines  
Tuesday, June 23 – Undecided \*\*  
Friday, June 26 – Business, Education, & Humanities  
Saturday, June 27 – Fine Arts and CESA  
Tuesday, June 30 – Health Science  
Wednesday, July 8 – General 2 \*\*  
Friday, July 10 – Honors

#### **Location**

Warnock Engineering Bldg.  
Warnock Engineering Bldg.  
Warnock Engineering Bldg.  
Warnock Engineering Bldg.  
Warnock Engineering Bldg.  
Heritage Center  
Warnock Engineering Bldg.  
Warnock Engineering Bldg.

#### **In Conjunction with First-Year Outdoor Orientations**

Tuesday, June 23 \*  
Wednesday, July 8 \*

#### **Location**

Warnock Engineering Bldg.  
Warnock Engineering Bldg.

*\* There will be combined Parent and Family Orientation programs on June 23 and July 8 for families of both the Overnight and Outdoor students.*

#### **In Conjunction with First-Year One-Day Orientations**

Monday, July 13  
Tuesday, July 14  
Thursday, July 16  
Friday, July 17  
Saturday, July 18  
Monday, July 20  
Tuesday, July 21

#### **Location**

Olpin Union  
Olpin Union  
Olpin Union  
Olpin Union  
Olpin Union  
Olpin Union  
Olpin Union

#### **August Program**

Friday, August 21

#### **Location**

Heritage Center

# Parent and Family Orientation 2009

## Olpin Student Union

- |         |   |
|---------|---|
| 8:45am  | <b>Check In Begins</b> , <i>Corridor and East Ballroom, Union</i>   |
| 9:25am  | <b>Saying Hello: A University Welcome</b> (with your student), <i>Main Ballroom, Union</i><br>Discover a glimpse of life at the U and meet the Orientation Staff.   |
| 10:00am | <b>Welcome to Parent and Family Orientation</b> , <i>Panorama East, Union</i><br>We will begin by looking over the schedule and reviewing the materials you received at check-in.   |
| 10:10am | <b>Parents Guide to Supporting Your College Student</b> , <i>Panorama East</i><br>Will your student be commuting back and forth to college from home? Will your student be living on his or her own for the first time? Either way, there are things that a parent and college-age student must be prepared to face during the first year. Learn about the challenges and opportunities you and your student will encounter over the next year.   |
| 11:00am | <b>Introduction to Academics</b> , <i>Panorama East</i><br>As a parent or family member, it helps to have a better understanding of the requirements your student needs to complete while at the University. An academic advisor from University College will introduce you to the University graduation requirements, developing an appropriate class schedule, and University resources.  |
| 12:00pm | <b>Exploring Academic Departments</b> (with your student)<br>Choose from one of the following college presentations. This is an opportunity for you to learn more about majors and courses of study offered at the University before you receive academic advising this afternoon. Most of the academic departments are represented at this time.<br><br><ul style="list-style-type: none"> <li>• Academic Programs in Health, Medical Laboratory Science, Nursing, Pharmacy: <i>Crimson View</i></li> <li>• Academic Programs in Engineering, Science, Mines and Earth Science: <i>West Ballroom</i></li> <li>• Academic Programs in Business, Social and Behavioral Science, Humanities: <i>Panorama East</i></li> <li>• Academic Programs in Education, Fine Arts, Humanities: <i>Parlor A</i></li> <li>• Academic Programs in Architecture + Urban Planning: <i>Parlor B</i></li> </ul>   |
| 12:45pm | <b>Lunch and Information Fair</b> (with your student), <i>Union Patio</i><br>Enjoy lunch with your student and explore the Information Fair, where campus services and student organizations will be available to speak with you about resources and how to get involved on campus.<br><br><b>Exploring Pre-Health</b> (Concurrent with Lunch, with your student - begins at 12:55p.m.) <i>Room 161, Union</i><br>If you are interested in learning what is required to prepare for medical, dental, or veterinary school, grab a lunch and attend this information session. The premed advisor will go over requirements and answer your questions.<br><br><b>Exploring Pre-law</b> (Concurrent with Lunch, with your student - begins at 12:55p.m.) <i>Den, Union</i><br>If you are interested in attending law school after you earn your bachelors degree, grab a lunch and attend this information session. The prelaw advisor will discuss how to become a competitive applicant, and how to prepare yourself for the rigors of law school. |
| 1:30pm  | <b>Transition Programs at the U</b> (with your student), <i>Union Main Ballroom</i><br>Learn how college is different from high school, tips for a smooth transition, and information about classes that can help your student succeed.   |
| 1:35pm  | <b>Learning Communities at the U</b> (with your student), <i>Union Main Ballroom</i><br>Receive information from the LEAP program and the Honors program about how one or both of these learning communities can contribute to your student's degree program at the U.  |
| 1:45pm  | <b>Choose from one of the following three options:</b> (with your student)<br><ul style="list-style-type: none"> <li>• <b>LEAP:</b> Representatives from the LEAP program will be available to answer questions you may have regarding the program and classes. <i>Crimson View</i></li> <li>• <b>Honors:</b> Representatives from the Honors College will be available to answer questions you may have and provide you with information you will need when registering for Honors courses. <i>Panorama East</i></li> </ul>  |

- **Tips on Transitioning:** Gain further information about the courses EDPS 2600 and UGS 1010. *Parlor A*
- **Support Services for Non-Traditional Students:** If you are returning to college after being out of school for some time and you are curious about support services available to you, please plan to attend this session. *Parlor B*

2:15pm **Parent & Family Opportunities, *Panorama East***

There are great opportunities for parents and family members in the University of Utah community. This session will briefly introduce you to the Parent Association, Parent Resources, and Parent and Family Weekend 2009.

2:25pm **Understanding FERPA: Family Educational Rights and Privacy Act, *Panorama East, Union***

Protecting student records is something the University takes very seriously. Learn the basics of FERPA, how it protects student records, limits parental access to those records, and how you and your student can work together to navigate the system.

2:45pm **Parent Breakout Session I**

- **Financial Aid 101: Where do I start?, *Panorama East***  
Are you just beginning the financial aid process or are considering applying for the first time? Check out this session to learn how to complete the Free Application for Federal Student Aid (FAFSA) and what type of funding is available to cover expenses for Higher Education.
- **Living in the Residence Halls, *Crimson View***  
Living on campus can enhance your student's success at the U! Free tutoring, computer labs, and leadership opportunities are just a few of the advantages for students in the residence halls. Come learn about what the Residence Halls are all about.
- **Extracurricular Involvement Opportunities, *Parlor A***  
The University of Utah offers a number of opportunities for students to engage with faculty, staff, and other students through special academic programs, leadership roles, and student activities. Explore the many ways your student can benefit from getting involved on campus.
- **Guiding U of U Students toward Career Decisions, *Parlor B***  
Are you wondering what your student will do after graduation with his or her degree? Do you have questions about the current job market trends and what skills employers will be looking for when your student graduates? This is your chance to find out how Career Services can help your student identify career paths, prepare for the job search, and connect with employers. Let's talk!

3:15pm **Parent Breakout Session II**

- **Financial Aid: I have applied, now what?, *Panorama East***  
Wondering what to do now that you have completed the FAFSA application? What happens next? How do I get my financial aid money? What if it wasn't enough? A Financial Aid Counselor will be able to answer your questions regarding both Financial Aid awards and Scholarship awards.
- **Living in the Residence Halls, (repeated from Breakout Session I) *Crimson View***
- **Commuting from Home / Off-Campus Housing, *Parlor A***  
Whether your student is commuting from home or living off-campus, this session will explore ways to support commuter students. Learn about the great services available to students who commute and your role as a family member.
- **Student Wellness & Safety, *Parlor B***  
The University of Utah takes your student's wellbeing very seriously. We work from a collaborative model to ensure that wellness and safety resources are readily available. Take this opportunity to hear from three campus wellness and safety resources: the Counseling Center, Student Health Center, and University Police.

3:45pm **Hospitality Room Opens, *Student Lounge, Union***

Relax at the end of the day while your student finishes his or her orientation program.

4:00pm **Tour Residential Living (Optional, with your student), *Meet in Union Lobby***

This will be a guided tour from staff at the Residence Halls.

4:00pm **Campus Tour (Optional), *Leaves from the Hospitality Room, THIS IS A WALKING TOUR***

**A special THANKS to our sponsors: Wells Fargo, University Credit Union, UPS, Papa John's, Chartwells, University Guest House, Mountain America Credit Union, Alumni Association, Coca-Cola, Costco**

# **Parent and Family Orientation 2009**

## **Tuesday, June 16 • Warnock Engineering Building**

- 8:30am      **Check-In Begins**
- 8:50am      **Welcome**, Room 2230  
*Welcome to the U! We will begin today's program by looking over the schedule and reviewing the materials you received at check-in.*
- 9:00am      **Parents Guide to Supporting Your College Student**, Room 2230  
*Will your student be commuting back and forth to college from home? Will your student be living on his or her own for the first time? Either way, there are things that a parent and college-age student must be prepared to face during the first year. Learn about the challenges and opportunities you and your student will encounter over the next year.*
- 9:50am      **Introduction to Academics**, Room 2230  
*As a parent or family member, it helps to have a better understanding of the requirements your student needs to complete while at the University. An academic advisor from University College will introduce you to the University graduation requirements, developing an appropriate class schedule, and University resources.*
- 10:40am    **Breakout Session I**  
Financial Aid 101: Where do I start?, Room 1450  
*Are you just beginning the financial aid process or are considering applying for the first time? Check out this session to learn how to complete the Free Application for Federal Student Aid (FAFSA) and what type of funding is available to cover expenses for Higher Education.*  
  
Living in the Residence Halls, Room 2230  
*Living on campus can enhance your student's success at the U! Free tutoring, computer labs, and leadership opportunities are just a few of the advantages for students in the residence halls. Come learn about what the Residence Halls are all about.*  
  
Guiding U of U Students toward Career Decisions, Room 1460  
*Are you wondering what your student will do after graduation with his or her degree? Do you have questions about the current job market trends and what skills employers will be looking for when your student graduates? This is your chance to find out how Career Services can help your student identify career paths, prepare for the job search, and connect with employers. Let's talk!*
- 11:15am    **Breakout Session II**  
Financial Aid: I have applied, now what?, Room 1450  
*Wondering what to do now that you have completed the FAFSA application? What happens next? How do I get my financial aid money? What if it wasn't enough? A Financial Aid Counselor will be able to answer your questions regarding both Financial Aid awards and Scholarship awards.*  
  
Living in the Residence Halls, Room 2230  
*Living on campus can enhance your student's success at the U! Free tutoring, computer labs, and leadership opportunities are just a few of the advantages for students in the residence halls. Come learn about what the Residence Halls are all about.*  
  
Commuting from Home / Off-Campus Housing, Room 1248  
*Whether your student is commuting from home or living off-campus, this session will explore ways to support commuter students. Learn about the great services available to students who commute and your role as a family member.*  
  
Guiding U of U Students toward Career Decisions, Room 1460  
*Are you wondering what your student will do after graduation with his or her degree? Do you have questions about the current job market trends and what skills employers will be looking for*

when your student graduates? This is your chance to find out how Career Services can help your student identify career paths, prepare for the job search, and connect with employers. Let's talk!

- 11:50am      **Student Panel**, Room 2230  
*This is a great opportunity to learn about the University from a student perspective. We have gathered a group of current University of Utah students with a wide array of experiences to answer your questions.*
- 12:30pm      **Lunch** (with your student), Student Union Patio  
*Enjoy lunch with your student and explore the Information Fair, where campus services and student organizations will be available to speak with you about resources and how to get involved on campus.*
- 1:30pm      **Parent & Family Opportunities**, Room 2230  
*There are great opportunities for parents and family members in the University of Utah community. This session will briefly introduce you to the Parent Association, Parent Resources, and Parent and Family Weekend 2009.*
- 1:40pm      **Understanding FERPA: Family Educational Rights and Privacy Act**, Room 2230  
*Protecting student records is something the University takes very seriously. Learn the basics of FERPA, how it protects student records, limits parental access to those records, and how you and your student can work together to navigate the system.*
- 2:00pm      **Breakout Session III**  
Parents Guide to Residency for Tuition Purposes, Room 2230  
*Has your student been admitted as a non-resident? If so, is it possible for your student to gain residency during his/her educational career at the University of Utah? The answer is yes, but only with early knowledge of the state residency law and planning ahead to meet appropriate deadlines. Learn now what you and your child must do to qualify for residency reclassification in the future and what deadlines must be met to apply for residency.*
- Extracurricular Involvement Opportunities, Room 1450  
*The University of Utah offers a number of opportunities for students to engage with faculty, staff, and other students through special academic programs, leadership roles, and student activities. Explore the many ways your student can benefit from getting involved on campus.*
- Student Wellness & Safety, Room 1460  
*The University of Utah takes your student's wellbeing very seriously. We work from a collaborative model to ensure that wellness and safety resources are readily available. Take this opportunity to hear from three campus wellness and safety resources: the Counseling Center, Student Health Center, and University Police. The University Counseling Center offers confidential services to help students with common problems of daily living, while the Student Health Center is a family practice clinic for students and their families. These Centers will discuss the services they provide for students, and University Police will explain the programs they offer to keep students safe at the U.*
- 2:30pm      **Travel to the Hospitality Room**, Student Union Student Lounge  
*Relax at the end of the day while your student finishes his or her orientation program. This will be a great time to visit with other families and get to know campus representatives.*
- 3:00pm      **Campus Tour (Optional)**, Leaves from the Hospitality Room  
*Tour our beautiful campus with a student orientation leader. This is a walking tour.*

**A special THANKS to our sponsors:**  
**Wells Fargo, University Credit Union, UPS, Papa John's, Chartwells, University Guest House, Mountain America Credit Union, Alumni Association, Coca-Cola, Costco**



# Parent and Family Orientation 2009

*Friday, August 21*

- 8:30am      **Check-In Begins**, Peterson Heritage Center
- 9:00am      **Welcome**, Room 2B  
*Welcome to the U! We will begin today's program by looking over the schedule and reviewing the materials you received at check-in.*
- 9:10am      **Parents Guide to Supporting Your College Student**, Room 2B  
*Will your student be commuting back and forth to college from home? Will your student be living on his or her own for the first time? Either way, there are things that a parent and college-age student must be prepared to face during the first year. Learn about the challenges and opportunities you and your student will encounter over the next year.*
- 10:00am      **Learning FERPA: Family Educational Rights and Privacy Act**, Room 2B  
*Protecting student records is something the University takes very seriously. Learn the basics of FERPA, how it protects student records, limits parental access to those records, and how you and your student can work together to navigate the system.*
- 10:15am      **Introduction to Academics**, Room 2B  
*As a parent or family member, it helps to have a better understanding of the requirements your student needs to complete while at the University. An academic advisor from University College will introduce you to the University graduation requirements, developing an appropriate class schedule, and University resources.*
- 11:05am      **Student Panel**, Room 2B  
*This is a great opportunity to learn about the University from a student perspective. We have gathered a group of current University of Utah students with a wide array of experiences to answer your questions.*
- 11:30pm      **Parent and Family Opportunities**, Room 2B  
*There are great opportunities for parents and family members in the University of Utah community. This session will briefly introduce you to the Parent Association, Parent Resources, and Parent and Family Weekend 2008.*
- 11:45am      **Lunch**, Heritage Center Dining
- 12:15pm      **Breakout Session I (these sessions repeat in Breakout Session II)**  
Extracurricular Involvement Opportunities, Room 2B  
*The University of Utah offers a number of opportunities for students to engage with faculty, staff, and other students through special academic programs, leadership roles, and student activities. Explore the many ways your student can benefit from getting involved on campus.*  
Financial Aid 101: Where do I start?, HRE Conference Room  
*Are you just beginning the financial aid process or are considering applying for the first time? Check out this session to learn how to complete the Free Application for Federal Student Aid (FAFSA) and what type of funding is available to cover expenses for Higher Education.*





### **Breakout Session I (continued)**

Guiding U of U Students toward Career Decisions, Room 2B

*Are you wondering what your student will do after graduation with his or her degree? Do you have questions about the current job market trends and what skills employers will be looking for when your student graduates? This is your chance to find out how Career Services can help your student identify career paths, prepare for the job search, and connect with employers. Let's talk!*

12:50pm

### **Breakout Session II**

Extracurricular Involvement Opportunities, Room 2B

Guiding U of U Students toward Career Decisions, Room 2B

Financial Aid: I have applied, now what?, HRE Conference Room

*Wondering what to do now that you have completed the FAFSA application? What happens next? How do I get my financial aid money? What if it wasn't enough? A Financial Aid Counselor will be able to answer your questions.*

1:25pm

### **Breakout Session III**

Living in the Residence Halls, Room 2B

*Living on campus can enhance your student's success at the U! Free tutoring, computer labs, and leadership opportunities are just a few of the advantages for students in the residence halls. Come learn about what the Residence Halls are all about.*

Student Wellness & Safety, HRE Conference Room

*The University of Utah takes your student's wellbeing very seriously. We work from a collaborative model to ensure that wellness and safety resources are readily available. Take this opportunity to hear from two campus wellness and safety resources: Student Health Center and University Police. The Student Health Center is a family practice clinic for students and their families and will discuss the services they provide for students. University Police will explain the programs they offer to keep students safe at the U.*

2:00pm

**Wrap-Up Questions**, Room 2B

*If you have any final questions at the end of your day, this will be a great opportunity to ask the orientation staff.*

2:10pm

**Campus Tour** (Optional), Leaves from Room 2B

*Tour our beautiful campus with a student orientation leader. This is a walking tour.*

**A special THANKS to our sponsors:  
Wells Fargo, University Credit Union, UPS,  
Papa John's, Chartwells, University Guest  
House, Mountain America Credit Union,  
Coca-Cola and Costco.**



# Preview Day 2009

## Schedule for Students and Families

9:00am - 9:30am	<b>Check-In and Breakfast</b> Provided by Costco, Coca-Cola, and Chartwells Catering	<i>Ballroom Corridor</i>
9:30am - 10:00am	<b>Welcome and Overview of Preview Day</b> Michelle Jones, Assistant Director of Orientation and Leadership Development Patrick Reimherr, President, Associated Students of the University of Utah Jon Hayes, Vice-President, Associated Students of the University of Utah John Francis, Senior Associate Vice President for Academic Affairs	<i>Main Ballroom</i>
10:00am - 10:05am	<b>Orientation Presentation</b> University of Utah Orientation Leaders	<i>Main Ballroom</i>

### **WORKSHOP SESSIONS AT A GLANCE**

Refer to the Explanation of Workshop Sessions for more detailed information.

#### **10:15am - 11:00am    Workshop Session 1**

Choosing a Major that Works for U	<i>Panorama East Room</i>
Creating the College Experience: Getting Involved Outside of the Classroom	<i>Collegiate Room</i>
Financial Aid: Where do I Start?	<i>Parlor A</i>
Learning Communities: LEAP and Honors	<i>Saltair Room</i>
On-Campus Housing: Living, Learning, Leading	<i>Crimson View Room</i>
Options for Staying Active and Exercising at the U	<i>Room 323 A&amp;B</i>
Renovation-Innovation: An Inside Look at the Marriott Library	<i>Meet in Ballroom Corridor</i>
Student and Parent Panel: What to Expect During the First Year	<i>Union Theatre</i>
U and the Arts	<i>Room 312</i>
What's in it for Me? Accessing Services for Students from Diverse Backgrounds	<i>Parlor B</i>

#### **11:05am - 11:50am    Workshop Session 2**

Academic Support: Help and Assistance for U	<i>Room 323 A&amp;B</i>
Campus Tour	<i>Meet in Ballroom Corridor</i>
Choosing a Major that Works for U	<i>Panorama East Room</i>
Financial Aid: I Filed my FAFSA, Now What?	<i>Parlor A</i>
Get Into the Game: Join the Mighty Utah Student Section (MUSS)	<i>Collegiate Room</i>
How You Can be Super at the U: Internships and Careers	<i>Room 312</i>
Learning Communities: LEAP and Honors	<i>Saltair Room</i>
On-Campus Housing: Living, Learning, Leading	<i>Crimson View Room</i>
Student and Parent Panel: What to Expect During the First Year	<i>Union Theatre</i>

## Preview Day Schedule Continued

11:55am - 12:40pm

### Workshop Session 3

Campus Safety

Campus Tour

Easing the Transition from High School to College

Financial Aid and Scholarships: Questions and Answers

Making Your Degree Unique

On-Campus Housing: Living, Learning, Leading

Online at the U: Find I.T. & Secure I.T.

Sick at the U? What to Do?: Student Health Options

Student and Parent Panel: What to Expect During the First Year

Studying from Afar: Making Study Abroad or National Student

Exchange Part of Your College Experience

*Room 323 A&B*

*Meet in Ballroom Corridor*

*Panorama East Room*

*Parlor A*

*Saltair Room*

*Crimson View Room*

*Room 312*

*Parlor B*

*Union Theatre*

*Collegiate Room*

12:45pm - 2:00pm

### Lunch

*Main Ballroom*

Provided by Papa John's Pizza, Coca-Cola, and Chartwells Catering

12:45pm - 2:00pm

### Information Fair

*Ballroom Corridor*

Learn about academic resources, campus involvement, and much more!  
Be sure to turn in your evaluation during this time. You could win some fabulous prizes!!

1:15pm - 2:00pm

### Tour the Residence Halls

*Meet at Union Entrance*

Shuttles will depart from outside of the Olpin Union east entrance (this is the main entrance by the front desk) at **1:15pm** for tours of the Housing and Residential Education facilities. We will make an announcement during the Information Fair just before the shuttles leave. You will return to the Union at 2:00pm.

## Thank you to our Preview Day sponsors:

Wells Fargo, University Credit Union, Mountain America Credit Union,  
UPS, Chartwells, University Guest House,  
Papa John's Pizza, Coca-Cola, Costco

## Still have questions about the University of Utah?

Please contact the New Student Orientation Office:

**801-581-7069 | [orientation@sa.utah.edu](mailto:orientation@sa.utah.edu)**

We look forward to seeing you again at your University Orientation!

For dates, refer to the Orientation handout in your folder or go to  
**[www.utah.edu](http://www.utah.edu)** and click on New Student Orientation.

## Preview Day 2009 Evaluation - Student Responses

### Appendix M: University Preview Day Evaluation Results

	Strongly Agree	Agree	Disagree	Strongly Disagree		
Preview Day was a valuable experience for me	77	82				
My questions were answered	51	105	2			
I learned about campus resources	79	79	2			
The Preview Day Staff Members were helpful	104	51		1		
Session	1	2	3	4	5	Responses
Academic Support: Help and Assistance for U				1	5	
Campus Safety		1		2	1	
Campus Tour	1		8	29	58	
Choosing a Major that Works for You			7	13	21	
Creating the College Experience: Getting Involved Outside the		1	1	3	7	
Easing the Transition from High School to College	1	1		6	12	
Financial Aid: I Filed my FAFSA, Now What?			2	7	10	
Financial Aid: Where do I Start?	1		1	6	6	
Financial Aid and Scholarships: Questions and Answers	3	5	7	1	7	
Get Into the Game: Join the Mighty Utah Student Section (MUSS)			3	2	12	
How You Can Be Super at the U: Internships and Careers	1	2	3	5	3	
Learning Communitites: LEAP & Honors			5	16	25	
Making Your Degree Unique				5	6	
On-Campus Housing: Living, Learning, Leading			6	23	31	
Online at the U: Find I.T. & Secure I.T.			1		1	
Options for Staying Active and Exercising at the U			1	5	2	
Renovation-Innovation: An Inside Look at the Marriott Library			1	5	16	
Sick at the U? What to Do?: Student Health Options			1			
Research Opportunitites at the U						
Student and Parent Panel: What to Expect During the First Year			2	7	10	
Show us, Don't Tell Us						
Studying from Afar: Making Study Abroad or National Student			2	11	13	
What's in it for Me? Accessing Services for Student from Diverse						
U and the Arts		1	1	2	2	
Services						
Breakfast		3	10	42	87	
Welcome	3	6	10	46	106	
Lunch			6	28	87	
Information Fair			7	31	73	
How did you hear about Preview Day?						
Postcard:	125					
Friend:	20					
Phone Call:	23					
Email:	29					
High School Counselor:	2					
Other:	17		internet: 10	parent: 3	sibling: 3	through school: 1
Total:	213					
	YES		NO		Undecided	
Are you planning to attend the University of Utah in the fall?	130		2		37	
Were you planning to attend the University of Utah prior to Preview Day?	115		5		48	
Did Preview Day provide information that influenced your decision to attend the University of Utah?	126		32			

## Preview Day 2009 Evaluation- Family Responses

	Strongly Agree	Agree	Disagree	Strongly Disagree					
Preview Day was a valuable experience for me	79	48	1						
My questions were answered	48	77							
I learned about campus resources	51	73							
The Preview Day Staff Members were helpful	94	30							
Session	1	2	3	4	5	Responses	Possible	Points	Percentage
Academic Support: Help and Assistance for U					6				
Campus Safety				8	2				
Campus Tour			8	17	37				
Choosing a Major that Works for You	1	1	7	9	18				
Creating the College Experience: Getting Involved Outside the			1	3	4				
Easing the Transition from High School to College	0:1 / 1:1		1	4	14				
Financial Aid: I Filed my FAFSA, Now What?				4	15				
Financial Aid: Where do I Start?			1	4	12				
Financial Aid and Scholarships: Questions and Answers	0:1 / 1:2		5	2	9				
Get Into the Game: Join the Mighty Utah Student Section (MUSS)			3	4	3				
How You Can Be Super at the U: Internships and Careers		3	3	4	2				
Learning Communities: LEAP & Honors	2		4	14	15				
Making Your Degree Unique		2	2	1	4				
On-Campus Housing: Living, Learning, Leading			4	24	16				
Online at the U: Find I.T. & Secure I.T.			1						
Options for Staying Active and Exercising at the U	1			5	1				
Renovation-Innovation: An Inside Look at the Marriott Library			2	2	18				
Sick at the U? What to Do?: Student Health Options				2	3				
Research Opportunities at the U									
Student and Parent Panel: What to Expect During the First Year			4	13	20				
Show us, Don't Tell Us									
Studying from Afar: Making Study Abroad or National Student				2	9				
What's in it for Me? Accessing Services for Student from Diverse									
U and the Arts	1	1	1	1	3				
Services									
Breakfast		7	6	16	65				
Welcome	2	2	4	38	74				
Lunch			6	34	44				
Information Fair		2	2	25	47				
How did you hear about Preview Day?									
Postcard:	104								
Friend:	3								
Phone Call:	12								
Email:	20								
High School Counselor:	2								
Other:	13		Internet: 9	family: 4					
Total:	154								
	YES		NO		Undecided				
Are you planning to attend the University of Utah in the fall?	76		17		27				
Were you planning to attend the University of Utah prior to Preview Day?	34		19		24				
Did Preview Day provide information that influenced your decision to attend the University of Utah?	53		46						

## Preview Day 2007 Evaluation-Total Responses

[illegible]

## Appendix N: Welcome Week Schedule and Plazafest Play-by-Play

# Welcome Week Schedule

### ***Thursday, August 20th***

*Residence Halls Move-In 9:00am - 7:00pm*

Residence halls open for all students - check in at the tent located next to your housing area.

*Luau Dinner 4:00pm-7:00pm, Peterson Heritage Center Dining Room*

Meet and dine with your fellow residents at the opening Luau. All residents of Heritage Commons are welcome as well as their families and guests.

*Ice Cream Social 5:00pm-8:00pm, Peterson Heritage Center Courtyard*

The Residence Halls Association is kicking off their Opening Week with an Ice Cream Social for first year Heritage Commons Residents! Come enjoy a variety of ice cream flavors and toppings while mingling with students living in the Residence Halls!

*Screening of Up! Dusk, Benchmark Plaza Green*

Bring your roommates and friends to a late-night movie. Don't forget a blanket and enjoy the beverages and popcorn provided by the Residence Halls Association.

### ***Friday, August 21st***

*Residence Halls Move-In 9:00am-7:00pm*

Residence Halls Move-In Continues - check in at the tent located across from the Housing & Residential Education office.

*Club HC Dance Peterson Heritage Center*

Bring your friends and dance the night away with a DJ and refreshments.

### ***Saturday, August 22nd***

*Residence Halls Move-In 9:00am-7:00pm*

Residence Halls Move-In Continues - check in at the tent located across from the Housing & Residential Education office.

*Target Tent Event 11:00am-2:00pm, Chapel Glen Grass Area*

Come out and hang with the Residence Hall Association & Target! Spend the afternoon playing Wii, listening to music and enjoying free food while getting to know your fellow residents.

*U of U Club and Organization Info Fair 11:00am-2:00pm, Peterson Heritage Center Courtyard*

Spend time learning about the Residence Hall Association and other ways to get involved at the U.

*Target: The Store Is All Yours! 10:30pm-12:30am, Target*

Get all the cool stuff you need for school at Target®, when the entire store is open ONLY to U Res Hall students! Catch the free shuttles to the store. Then chow on the free food, snap up some great door prizes and a premium gift bag, plus receive a \$5 coupon for purchases of \$50 or more. Busses leave every 15 minutes from the Peterson Heritage Center and the Gateway/Chapel Glen shuttle stops.

### ***Sunday, August 23rd***

*Residence Halls Move-In 9:00am-7:00pm*

Residence Halls Move-In Continues - check in at the tent located across from the Housing & Residential Education office.

*Outdoor Recreation Program BBQ 4:30pm-8:00pm, Outdoor Recreation Area*

Dinner starts at 5:30. Plus volleyball, 3-on-3 basketball tournament, DJ, cotton candy, snow cones and much more! The Heritage Center Dining Room will be closed.

### ***Monday, August 24th***

*Back to School Advising 9:00am-5:00pm, [University College](#), 450 SSB*

OSH 256a & Marriott Library 2nd Floor

Academic Advisors are available to see advisors on a walk-in basis to answer quick questions about scheduling, adding classes, general education requirements, University policies and more!

### ***Tuesday, August 25th***

*Back to School Advising 9:00am-5:00pm, [University College](#), 450 SSB*

OSH 256a & Marriott Library 2nd Floor

Advisors are available to see advisors on a walk-in basis to answer quick questions about scheduling, adding classes, general education requirements, University policies and more!

### ***Wednesday, August 26th***

*MLS College Night, Real Salt Lake vs. Chivas USA 7:00pm, Rio Tinto Stadium*

Purchase tickets in the South Goal Supporters Section or the Upper Deck for just \$10. That's half off the original price!

*Hinckley Institute of Politics Open House 11:45am - 12:45pm, OSH 253*

Explore internship opportunities and more with the Hinckley Institute of Politics. Pizza will be served! Find out more at [www.hinckley.utah.edu](http://www.hinckley.utah.edu).

*Back to School Advising 9:00am-5:00pm, [University College](#), 450 SSB*

OSH 256a & Marriott Library 2nd Floor

Academic Advisors are available to see advisors on a walk-in basis to answer quick questions about scheduling, adding classes, general education requirements, University policies and more!

### ***Thursday, August 27th***

*Back to School Advising 9:00am-5:00pm, [University College](#), 450 SSB*

OSH 256a & Marriott Library 2nd Floor

Academic Advisors are available to see advisors on a walk-in basis to answer quick questions about scheduling, adding classes, general education requirements, University policies and more!

### ***Friday, August 28th***

*Blood Red Blood Drive 10:00am-4:00pm, Center Ballroom, Olpin Union Building*

This annual blood drive is a friendly competition between the Utah State Aggies and the University of Utah Utes to see who can donate the most blood. The blood collected at the drive will remain in Utah, and will primarily go to the kids at Primary Children's Medical Center. One blood donation can save up to three lives! Donors will have a chance to win prizes including: a pair of BYU tickets, a wii, gift cards, free t-shirts, and more. The locations and times are as follows. Bleed red and beat the blue, drink plenty of water, and save a life!

*Back to School Advising 9:00am-5:00pm, [University College](#), 450 SSB*

OSH 256a & Marriott Library 2nd Floor

Academic Advisors are available to see advisors on a walk-in basis to answer quick questions about scheduling, adding classes, general education requirements, University policies and more!

### ***Monday, August 31st***

*Fraternity and Sorority Recruitment Week –Times Vary – see schedule on website, Greek Row*

All students are invited to participate in this week-long series of events and activities to learn more about fraternities and sororities on campus and join an organization that will help you develop as a friend, as a leader, and create a legacy for yourself and others. Join us!

*Blood Red Blood Drive 10:00am-4:00pm, Saltair/Collegiate Rooms in the Olpin Union Building and LDS Institute Building*

### ***Tuesday, September 1st***

*Fraternity and Sorority Recruitment Week –Times Vary – see schedule on website, Greek Row*

*Transportation Fair 10:00am-2:00pm, Gould Auditorium, Marriott Library West Entrance*

Commuting options on campus and in the valley are changing. Come learn about the services provided by Commuter Services and UTA. Find out how you can borrow a bike or car. Learn how transportation in the valley has changed over time. Check out energy efficient vehicles and the University's moon buggy. Learn about driving safety. You will be able to ask questions about the best nutrition and exercise plan for biking and walking. Also, ask questions about the appropriate gear for biking and walking.

*Blood Red Blood Drive 10:00am-4:00pm, Saltair/Collegiate Rooms in the Olpin Union Building*

### ***Wednesday, September 2nd***

*Fraternity and Sorority Recruitment Week –Times Vary – see schedule on website, Greek Row*

*Blood Red Blood Drive 10:00am-4:00pm, Saltair/Collegiate Rooms in the Olpin Union Building*

*PlazaFest 10:00am-2:00pm, Union Plaza*

Kick off the school year with a party just for U! There will be live music, giveaways, doorprizes, food and much more. Get involved on campus by visiting student organization tables and take care of all those last minute questions by visiting with representatives from colleges, departments, and other campus offices.

### ***Thursday, September 3rd***

*Fraternity and Sorority Recruitment Week –Times Vary – see schedule on website, Greek Row*

*Blood Red Blood Drive 10:00am-4:00pm, Saltair/Collegiate Rooms in the Olpin Union Building*

*Ute Walk 4:30pm (5th South and Guardsman Way)*

Fans line the street from the corner of Guardsman Way and 5th south down to the stadium. The Football team gets dropped off the corner and fans can see and cheer the team on before the game starts. The band plays a little pre-game concert before the team arrives. The festivities begin 2.5 hours before every home game.

*Utah vs. Utah State 7:00pm*



# PLAZAFEST PLAY~BY~PLAY

7:15am	Team Meeting: outside of office				
7:30am	Set-Up Begins: <b>Sharon &amp; Gwen</b> directing <hr/> <ul style="list-style-type: none"> <li>- Tables in Union Plaza (according to map): <b>Jessica M., Dan, Lindsay, Lisa, Mike, Robbie, Shannon, Wendolens, Cameron – Ute-nited will arrive @ 8 to help</b></li> <li>- Balloons: <b>Trisha</b> coordinating – hang up LOTS of balloons               <ul style="list-style-type: none"> <li>o Union plaza (railings, our tables, canopies): <b>Alex, Carlie</b></li> <li>o OSH, LNCO, Library Plaza, front of Union: <b>Aubrey, Max</b></li> </ul> </li> <li>- Banners (Hang up in Union Plaza, and one in front of Union Building): <b>Simon, Kaitlynn, Jordan, Mark</b></li> <li>- Set-Up Check-In Table: <b>Laurie, Kylie, Jared</b> <ul style="list-style-type: none"> <li>o Be ready by 8am; bring down tablecloths, check in box, check in banners.</li> </ul> </li> <li>- Set up canopy: <b>Richard, Michelle J, J.Behl, Sharon</b></li> </ul>				
7:45am	Begin placing signs on designated tables and laying out power cords: <b>Sharon, J.Behl</b>				
8:00am	Meet Kirt from UPS (cell: 801-859-7964) in front of Park Bldg w/ sidewalk permit; he will call once he arrives – make sure he has flashers on once on the sidewalk: <b>Michelle J</b>				
8:00am	Get Check-In Table ready – tablecloths, highlighters, etc.: <b>Laurie, Shannon, Jared</b> Chartwell's water jugs being delivered – check on location: <b>Sharon</b>				
9:00am	Open Check-In Table: <b>Laurie, Shannon, Jared</b> - Give tablecloth, remind everyone to take down table and chairs at 2:00pm				
9:00am	Help sponsors find table location & get groups set up at their tables: <b>Michelle J., Carlie, Jordan</b>				
9:00am	Godzilla being delivered: <b>Sharon&amp;Richard</b> meet Fran (661-2252) w/Marketing by the rocks - Plug into outlet next to rocks, cover cords with door mats (get mats off AV cart on Union Patio) Watch for Art of Living: need to plug into the rock as well				
9:15am	Meet Gary Johnson (830-3167) with ROTC (bringing rock wall) in front of Park Bldg w/ sidewalk permit – make sure they have flashers on once they come on the sidewalk: <b>Trisha</b>				
9:30am	Set up Orientation, NSE, Leadership, Parent Table: <b>Kaitlynn, Simon, Jordan, Lote</b> - Take candy, display board, sign ups sheets, pens				
9:30am	Make list of table locations: <b>Richard &amp; Lindsay</b> (see Sharon for instructions) Set up Door prize table: <b>Gwen</b> - Take down prizes and banner				
9:45am	Get coke trailer ready: <b>Sharon &amp; Jessica M.</b>				
10:00am	Take pictures: <b>Trisha</b> (give to Audrey at 1:45pm)				
10:30am-1:30pm	Brunch available in the Den				
10:00am	Event Begins <hr/> <table> <tr> <td>Orientation Table:</td><td>           10:00-11:00- <b>Shannon</b>            11:00-12:00- <b>Jared</b>            12:00-1:00- <b>Lindsay &amp; Max(til 12:30)</b>            1:00-2:00- <b>Luisa &amp; Carlie(1:15)</b> </td></tr> <tr> <td>Leadership Table:</td><td>           10:00-11:00- <b>Lindsay</b>            11:00-11:45- <b>Cameron</b>            11:45-1:15- <b>Jordan &amp; Richard</b>            1:15-2:00- <b>Audrey &amp; Trisha</b> </td></tr> </table>	Orientation Table:	10:00-11:00- <b>Shannon</b> 11:00-12:00- <b>Jared</b> 12:00-1:00- <b>Lindsay &amp; Max(til 12:30)</b> 1:00-2:00- <b>Luisa &amp; Carlie(1:15)</b>	Leadership Table:	10:00-11:00- <b>Lindsay</b> 11:00-11:45- <b>Cameron</b> 11:45-1:15- <b>Jordan &amp; Richard</b> 1:15-2:00- <b>Audrey &amp; Trisha</b>
Orientation Table:	10:00-11:00- <b>Shannon</b> 11:00-12:00- <b>Jared</b> 12:00-1:00- <b>Lindsay &amp; Max(til 12:30)</b> 1:00-2:00- <b>Luisa &amp; Carlie(1:15)</b>				
Leadership Table:	10:00-11:00- <b>Lindsay</b> 11:00-11:45- <b>Cameron</b> 11:45-1:15- <b>Jordan &amp; Richard</b> 1:15-2:00- <b>Audrey &amp; Trisha</b>				

NSE Table:	10:00-11:30- <b>Cory</b> 11:30-12:00- <b>Michelle J.</b> 12:00-1:15- <b>Simon</b> 1:15-2:00- <b>Cory</b>
Parent Table:	10:00-11:00- <b>Mark</b> 11:00-12:00- <b>Shannon (break @ 11:30) &amp; Kaitlynn(til 11:45)</b> 12:00-1:00- <b>Jared &amp; Luisa</b> 1:00-2:00- <b>Robbie &amp; Mike</b>
Information Table:	10:00-11:00- <b>Jared</b> 11:00-12:00- <b>Laurie</b> 12:00-1:15- <b>Dan</b> 1:15-2:00- <b>Jordan</b>
Door Prize Box	10:00-11:00- <b>Laurie, Kylie (10:45-11:45)</b> 11:00-12:00- <b>Trisha</b> 12:00-1:00- <b>Shannon</b> 1:00-2:00- <b>Jared</b>
Coke Trailer (Hand out coke)	10:00-11:00- <b>Luisa &amp; Richard</b> (once he is done w/table map) 11:00-12:00- <b>Max</b> 12:00-1:00- <b>Trisha &amp; Laurie</b> 1:00-2:00- <b>Dan</b> (if there is coke left)
Give Entry Forms	10:00-11:00- <b>Jordan, Shiwani, Michelle H.(10:30-11:30)</b> 11:00-12:00- <b>Lindsay, Luisa</b> 12:00-1:00 - <b>Robbie, Cameron(12:45-1:15)</b> 1:00-2:00- <b>Lisa(1:15), Shannon, Richard</b>
11:00am	Empty trash cans: <b>Robbie &amp; Luisa</b> - Meet at the check in table and take liners with you; trash goes to dumpster on the north end of OSH
11:00am	Judge Most School Spirit Contest: <b>Jordan &amp; Richard</b> (keep your eye on tables for the full event and decide 2 winners by 1pm and let Sharon know)
11:30am	Door Prize Drawing: <b>John Fackler &amp; Shannon</b>
12:00pm	Check trash cans: <b>Luisa &amp; Michelle J.</b> - Meet at the check in table and take liners with you; trash goes to dumpster on the north end of OSH
12:30pm	Door Prize Drawing: <b>Sharon &amp; Shannon</b>
1:15pm	Take pictures: <b>Audrey</b>
1:30pm	Grand Door Prize Drawing and Most School Spirit Winners: <b>Sharon &amp; Shannon</b>
1:45pm	Give Ute-nited orient shirts as a Thank you for set up: <b>Kylie &amp; Sharon</b>
2:00pm	<u>Begin cleanup</u> Take down banners at banner pole locations: <b>Lisa, Richard, Shannon</b> Take down tables, clean up trash, etc.: <b>All</b>
<b>Office Coverage: (Answer phones &amp; check voice messages – instructions on Sharon’s phone)</b>	
8-9am	Dan
9-9:30am	J.Behl
9:30-10am	Lindsay
10-10:30	Simon
10:30-11am	Kaitlynn
11am-12pm	Laurie
12-1pm	Mark
1-2pm	Laurie
2-3:30pm	Dan

## Appendix O: Spring Orientation Program Participation Comparison for 2001-2009

Date	2001		Date	2002		Date	2003		Date	2004	
November 13, 2000	Transfer	112	November 12, 2001	Transfer	109	November 18, 2002	Transfer	220	November 13, 2003	Transfer	198
November 14, 2000	Transfer	114	November 13, 2001	Transfer	154	November 19, 2002	Transfer	178	November 18, 2003	Transfer	224
December 4, 2000	Transfer	75	December 5, 2001	Transfer	64	December 4, 2002	Transfer	156	December 3, 2003	Transfer	137
Total Transfer Attendees:		301	Total Transfer Attendees:		327	Total Transfer Attendees:		554	Total Transfer Attendees:		559
December 11, 2000	Freshman	87	December 3, 2001	Freshman	85	December 2, 2002	Freshman	51	November 19, 2003	Freshman	146
November 14, 2000	Freshman	68	November 13, 2001	Freshman	77	November 19, 2002	Freshman	90			
Total Freshman Attendees:		155	Total Freshman Attendees:		162	Total Freshman Attendees:		141	Total Freshman Attendees:		146
December 20, 2000	Late	71	December 17, 2001	Late	46	December 19, 2002	Late	89	December 16, 2003	Late	127
January 5, 2001	Late	74	January 2, 2001	Late	60	January 3, 2003	Late	122	January 7, 2004	Late	128
Total Late Admit Attendees:		145	Total Late Admit Attendees:		106	Total Late Admit Attendees:		211	Total Late Admit Attendees:		255
January 8, 2001	Mini	7	January 3, 2001	Mini	20	January 6, 2003	Mini	10	January 12, 2004	Mini	9
January 9, 2001	Mini	1	January 7, 2002	Mini	4	January 6, 2003	Mini	7	January 12, 2004	Mini	18
Total Mini Attendees:		8	Total Mini Attendees:		24	Total Mini Attendees:		17	Total Mini Attendees:		27
									January 9, 2004	International	27
									Total International:		27
Total On-Site		609	Total On-Site		619	Total On-Site		923	Total On-Site		1014
Mail Packet		139	Mail Packet		20	Mail Packet		7	Mail Packet		0
WEB		503	WEB Orientation		472	WEB Orientation		293	WEB Orientation		231
	TOTAL:	1251		TOTAL:	1111		TOTAL:	1223		TOTAL:	1245

## Appendix O: Spring Orientation Program Participation Comparison for 2001-2009

Date	2005		Date	2006		Date	2007		Date	2008
November 16, 2004	Transfer	255	November 9, 2005	Transfer	157	November 9, 2006	Transfer	193	November 8, 2007	Transfer
November 18, 2004	Transfer	208	November 15, 2005	Transfer	193	November 14, 2006	Transfer	177	November 17, 2007	Transfer
December 1, 2004	Transfer	99	November 30, 2005	Transfer	201	November 29, 2006	Transfer	210	November 29, 2007	Transfer
Total Transfer Attendees:		562	Total Transfer Attendees:		551	Total Transfer Attendees:		580	Total Transfer Attendees:	
November 19, 2003	Freshman	103	November 29, 2005	Freshman	119	November 28, 2006	Freshman	76	November 29, 2007	Freshman
Total Freshman Attendees:		103	Total Freshman Attendees:		119	Total Freshman Attendees:		76	Total Freshman Attendees:	
December 16, 2004	Late	154	December 8, 2005	Combo	138	December 9, 2006	Combo	221	December 8, 2007	Combo
January 5, 2005	Late	96	December 19, 2005	Combo	167	December 19, 2006	Combo	128	December 17, 2007	Combo
Total Late Admit Attendees:		250	Total Late Admit Attendees:		442	Total Late Admit Attendees:		458	Total Late Admit Attendees:	
January 10, 2005	Mini	22	January 9, 2006	Mini	10	January 8, 2007	Mini	18	January 7, 2008	Mini
January 10, 2005	Mini	28	January 9, 2006	Mini	34	January 8, 2007	Mini	27	January 8, 2008	Mini
Total Mini Attendees:		50	Total Mini Attendees:		44	Total Mini Attendees:		45	Total Mini Attendees:	
January 7, 2005	International	42	January 6, 2006	International	12	N/A	International		N/A	International
Total International:		42	Total International:		12	Total International:			Total International:	
Total On-Site		1007	Total On-Site		1168	Total On-Site		1159	Total On-Site	
Mail Packet		0	Mail Packet		0	Mail Packet				
WEB Orientation		163	WEB Orientation		189	WEB Orientation		270	WEB Orientation	
TOTAL:		1170	TOTAL:		1357	TOTAL:		1429	TOTAL:	

## Appendix O: Spring Orientation Program Participation Comparison for 2001-2009

	<b>Date</b>	<b>2009</b>	
177	November 6, 2008	Transfer	146
237	November 12, 2008	Transfer	130
186	November 19, 2008	Transfer	142
<b>600</b>	Total Transfer Attendees:		<b>418</b>
83	November 24, 2008	Freshman	96
<b>83</b>	Total Freshman Attendees:		<b>96</b>
182	December 6, 2008	Combo	236
140	December 18, 2008	Combo	172
136	January 7, 2009	Combo	183
<b>458</b>	Total Late Admit Attendees:		<b>591</b>
26	January 12, 2009	Final	28
12	January 13, 2009	Final	19
<b>38</b>	Total Mini Attendees:		<b>47</b>
	N/A	International	
	Total International:		
<b>1179</b>	<b>Total On-Site</b>		<b>1152</b>
<b>194</b>	<b>WEB Orientation</b>		<b>160</b>
<b>1373</b>		<b>TOTAL:</b>	<b>1312</b>

## Appendix O: Summer Orientation Program Participation Comparison for 2001-2009

Date	2001	#	Date	2002	#	Date	2003	#
	Transfer			Transfer		March 31, 2003	Transfer	150
	Transfer			Transfer		April 10, 2003	Transfer	96
Total Transfer Attendees:			Total Transfer Attendees:			Total Transfer Attendees:		246
	Freshman			Freshman		April 7, 2003	Freshman	42
Total Freshman Attendees:			Total Freshman Attendees:			Total Freshman Attendees:		42
	Late			Late		May 6, 2003	Late	61
	Late			Late		May 7, 2003	Late	25
Total Late Admit Attendees:		12	Total Late Admit Attendees:		9	Total Late Admit Attendees:		86
Total On-Site		165	Total On-Site		180	Total On-Site		374
Mail Packet		56	Mail Packet		0	Mail Packet		1
On-line		215	On-line		138	On-line		118
	TOTAL:	436		TOTAL:	318		TOTAL:	493

## Appendix O: Summer Orientation Program Participation Comparison for 2001-2009

Date	2004	#	Date	2005	#	Date	2006	#
March 31, 2004	Transfer	148	March 29, 2005	Transfer	208	March 28, 2006	Transfer	165
April 13, 2004	Transfer	64						
Total Transfer Attendees:		212	Total Transfer Attendees:		208	Total Transfer Attendees:		165
March 30, 2004	Freshman	49	March 30, 2005	Freshman	48	March 29, 2006	Freshman	39
Total Freshman Attendees:		49	Total Freshman Attendees:		48	Total Freshman Attendees:		39
			April 12, 2005		104	April 11, 1900		115
May 10, 2004	Late	65	April 26, 2005		63	April 28, 1900		99
May 12, 2004	Late	66	May 5, 2005		66	May 10, 1900		68
			May 11, 2005		39	May 15: 8:30am		21
			May 16, 2005		24	May 15: 1:30pm		19
Total Late Admit Attendees:		131	Total Late Admit Attendees:		296	Total Late Admit Attendees:		322
Total On-Site		392	Total On-Site		552	Total On-Site		526
Mail Packet		0						
On-line		103	On-line		66	On-line		127
TOTAL:		495	TOTAL:		618	TOTAL:		653

## Appendix O: Summer Orientation Program Participation Comparison for 2001-2009

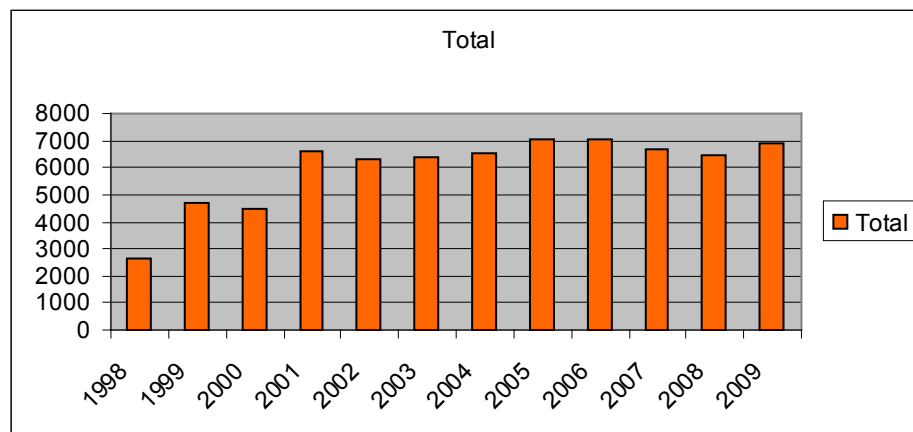
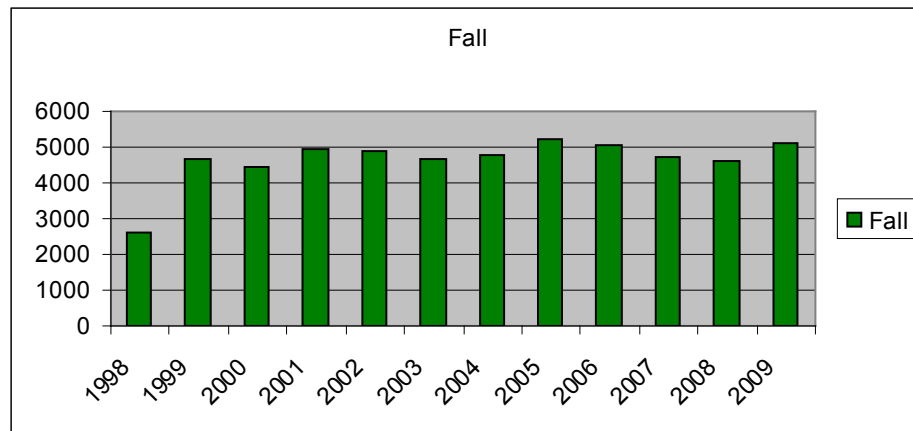
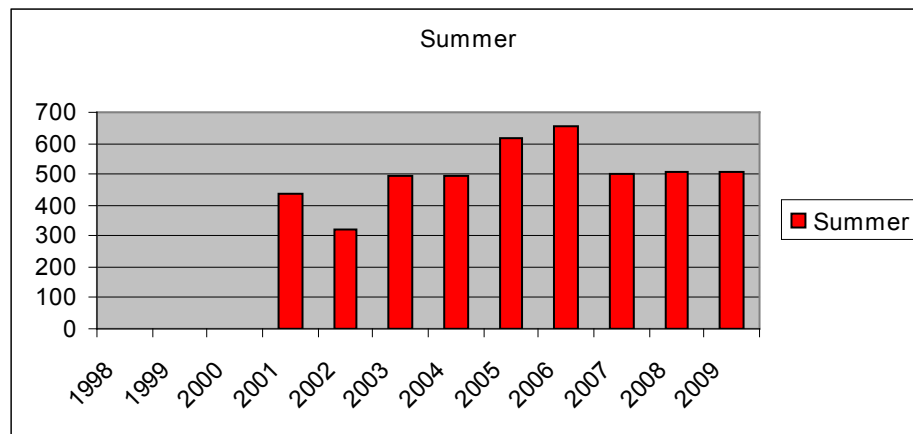
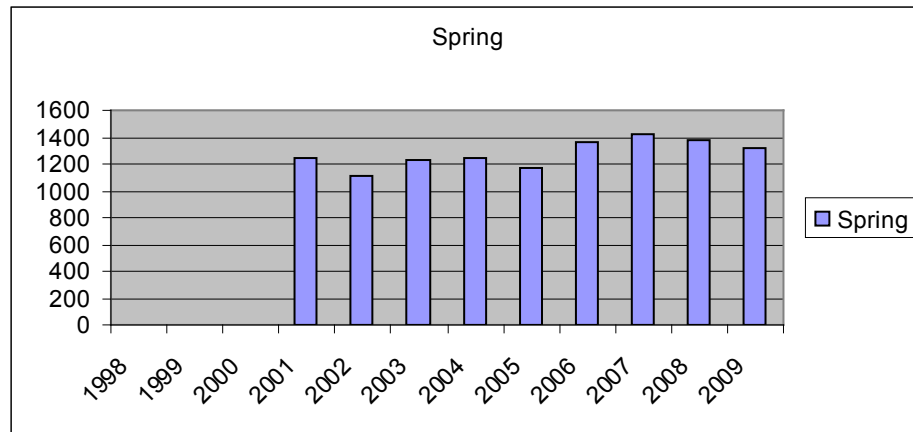
Date	2007	#	Date	2008	#	Date	2009	#
March 27, 2007	Transfer	126	March 27, 2008	Transfer	141	March 26, 2009	Transfer	98
<b>Total Transfer Attendees:</b>		<b>126</b>	<b>Total Transfer Attendees:</b>		<b>141</b>	<b>Total Transfer Attendees:</b>		<b>98</b>
March 29, 2007	Freshman	22	March 28, 2008	Freshman	35	March 27, 2009	Freshman	27
<b>Total Freshman Attendees:</b>		<b>22</b>	<b>Total Freshman Attendees:</b>		<b>35</b>	<b>Total Freshman Attendees:</b>		<b>27</b>
April 10, 2007		60	April 14, 2008		104	April 8, 2009		68
April 19, 2007		84	April 29, 2008		84	April 30, 2009		101
May 9, 2007		88	May 7, 2008		55	May 11, 2009		56
May 14: 8:30am		16	May 12: 1:30pm		8	May 18, 2009		21
May 14: 1:30pm		19	May 13: 8:30am		1	May 19, 2009		15
<b>Total Late Admit Attendees:</b>		<b>267</b>	<b>Total Late Admit Attendees:</b>		<b>252</b>	<b>Total Late Admit Attendees:</b>		<b>261</b>
<b>Total On-Site</b>		<b>415</b>	<b>Total On-Site</b>		<b>428</b>	<b>Total On-Site</b>		<b>386</b>
<b>On-line</b>		<b>89</b>	<b>On-line</b>		<b>82</b>	<b>On-line</b>		<b>123</b>
<b>TOTAL:</b>		<b>504</b>	<b>TOTAL:</b>		<b>510</b>	<b>TOTAL:</b>		<b>509</b>



### Appendix P: Program Participation Tables

<i>Program Participation Fall Orientations</i>	<i>Total 2009</i>	<i>Total 2008</i>	<i>Total 2007</i>	<i>Total 2006</i>	<i>Total 2005</i>	<i>Total 2004</i>	<i>Total 2003</i>
<b>One-Day Freshmen</b>	<b>1,537</b>	<b>1,420</b>	<b>1,375</b>	<b>1,713</b>	<b>1,769</b>	<b>1,755</b>	<b>1,875</b>
<b>Overnight</b>	<b>915</b>	<b>721</b>	<b>702</b>	<b>513</b>	<b>444</b>	<b>322</b>	<b>163</b>
<b>Outback</b>	<b>49</b>	<b>38</b>	<b>12</b>	<b>61</b>	<b>65</b>	<b>76</b>	<b>42</b>
<b>One-Day Transfer</b>	<b>1,393</b>	<b>1,340</b>	<b>1,355</b>	<b>1,538</b>	<b>1,661</b>	<b>1,484</b>	<b>1,335</b>
<b>Athlete</b>	<b>Na</b>	<b>Na</b>	<b>Na</b>	<b>na</b>	<b>na</b>	<b>47</b>	<b>28</b>
<b>International</b>	<b>Na</b>	<b>Na</b>	<b>Na</b>	<b>na</b>	<b>na</b>	<b>19</b>	<b>27</b>
<b>National Student Exchange</b>	<b>3</b>	<b>11</b>	<b>9</b>	<b>11</b>	<b>14</b>	<b>11</b>	<b>12</b>
<b>Combination Orientation</b>	<b>596</b>	<b>530</b>	<b>566</b>	<b>625</b>	<b>746</b>	<b>342</b>	<b>154</b>
<b>Access Orientation</b>	<b>28</b>	<b>27</b>	<b>21</b>	<b>20</b>	<b>19</b>	<b>20</b>	<b>21</b>
<b>On-site for On-line</b>	<b>29</b>	<b>Na</b>	<b>Na</b>	<b>Na</b>	<b>39</b>	<b>66</b>	<b>136</b>
<b>Parent &amp; Family Orientation</b>	<b>(861)</b>	<b>(603)</b>	<b>(593)</b>	<b>(741)</b>	<b>(492)</b>	<b>(434)</b>	<b>(332)</b>
<b>Mail Packet</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>
<b>On-line Orientation</b>	<b>546</b>	<b>518</b>	<b>673</b>	<b>570</b>	<b>473</b>	<b>617</b>	<b>811</b>
<b>Total all Orientations</b>	<b>5,096</b>	<b>4,605</b>	<b>4,743</b>	<b>5,051</b>	<b>5,223</b>	<b>4,759</b>	<b>4,669</b>

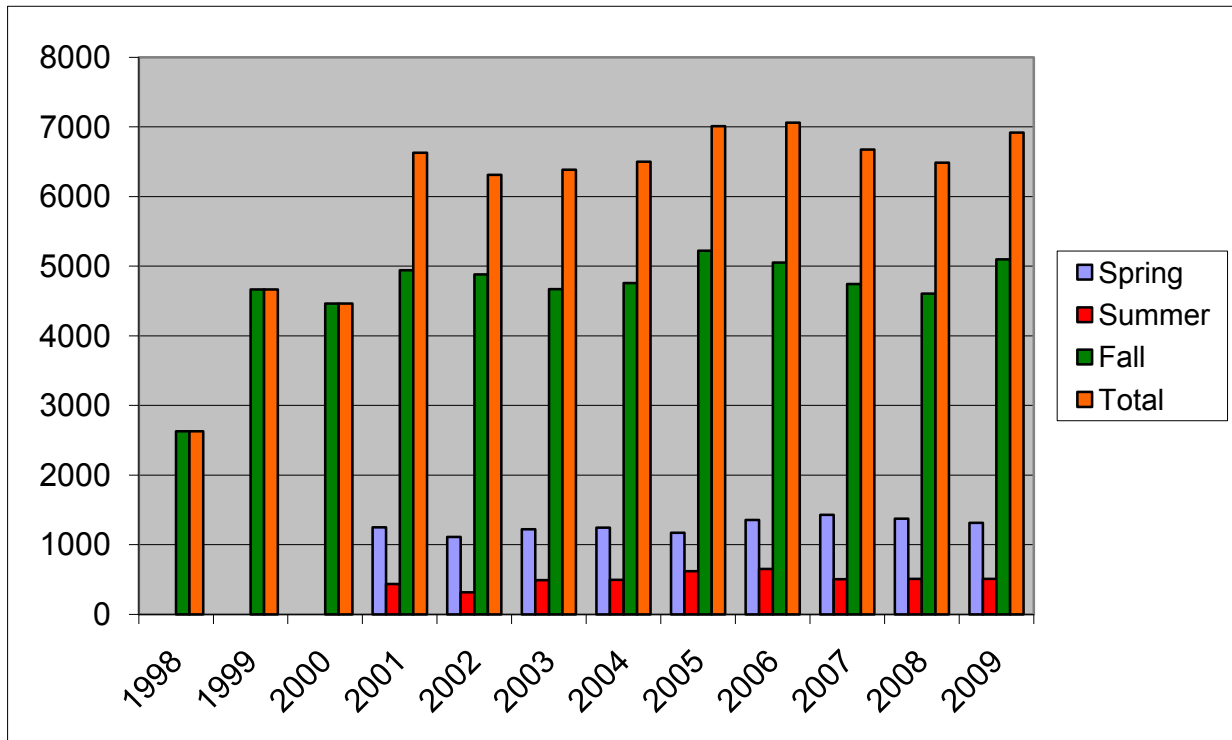
## Orientation Participation Numbers by Semester and Year



## Orientation Participation by Semester

**Appendix P: Orientation Participation 2001-2009**

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Spring				1251	1111	1223	1245	1170	1357	1429	1373	1312
Summer				436	318	493	495	618	653	504	510	509
Fall	2627	4668	4464	4944	4881	4669	4759	5223	5051	4743	4605	5096
Total	2627	4668	4464	6631	6310	6385	6499	7011	7061	6676	6488	6917



## Appendix Q: Attended, Not Enrolled Spring 2009

TRANSFER ONE-DAY					
Date	Responses	Nov. 6, 2008	Nov. 12, 2008	Nov. 19, 2008	Total
# Attendees		146	130	142	418
Still Have Questions and /or confused	1				1
Due to Orientation Experience	0				0
Attending a different institution	6				6
Not attending for another year	3				3
Financial Reasons	10				10
Classes Full	0				0
Not enough needed classes offered	1				1
Scheduling conflicts	3				3
Will attend spring or summer 09	13				13
Personal reasons	1				1
Not Pursuing Higher Education	0				0
Other	2				2
Attended, Not Enrolled		26	18	16	60
					14.35%

FRESHMEN ONE-DAY		
Date	Nov. 24, 2008	Total
# Attendees	97	97
Still Have Questions and /or confused	0	
Due to Orientation Experience	1	
Attending a different institution	0	
Not attending for another year	0	
Financial Reasons	1	
Classes Full	0	
Not enough needed classes offered	0	
Scheduling conflicts	0	
Will attend spring or summer 09	3	
Personal reasons	0	
Not Pursuing Higher Education	0	
Other	2	
Attended, Not Enrolled	9	9
		9.28%

Combo Orientations						
Date	Transfer	Freshmen	Dec. 6, 2008	Dec. 18, 2008	Jan. 7, 2008	Total
# Attendees	Responses	Responses	236	172	183	591
Still Have Questions and /or confused	1	1				
Due to Orientation Experience	2	1				
Attending a different institution	4	1				
Not attending for another year	4	0				
Financial Reasons	6	3				
Classes Full	2	0				
Not enough needed classes offered	2	0				
Scheduling conflicts	2	0				
Will attend spring or summer 09	4	3				
Personal reasons	1	0				
Not Pursuing Higher Education	0	0				
Other	3	0				
Attended, Not Enrolled			32	20	21	73
</						

## Appendix Q: Attended, Not Enrolled Spring 2009

<b>Final Combo-Orientations</b>			
<b>Date</b>	<b>Jan. 12, 2009</b>	<b>Jan. 13, 2009</b>	<b>Total</b>
<b># Attendees</b>	<b>28</b>	<b>19</b>	<b>47</b>
<b>Attended, Not Enrolled</b>	<b>2</b>	<b>5</b>	<b>7</b>
			<b>14.89%</b>

<b>ONLINE</b>					
<b>Date</b>	<b>Freshman Instate</b>	<b>Freshman Out of State</b>	<b>Transfer Instate</b>	<b>Transfer Out of State</b>	<b>Total</b>
<b># Attendees</b>	<b>22</b>	<b>14</b>	<b>109</b>	<b>52</b>	<b>161</b>
<b>Still Have Questions and /or confused</b>					
<b>Due to Orientation Experience</b>					
<b>Attending a different institution</b>					
<b>Not attending for another year</b>					
<b>Financial Reasons</b>					
<b>Classes Full</b>					
<b>Not enough needed classes offered</b>					
<b>Scheduling conflicts</b>					
<b>Will attend spring or summer 09</b>					
<b>Personal reasons</b>					
<b>Not Pursuing Higher Education</b>					
<b>Other</b>					
<b>Attended, Not Enrolled</b>	<b>3</b>	<b>1</b>	<b>17</b>	<b>9</b>	<b>30</b>
					<b>18.63%</b>

## Attended, Not Enrolled Summer 2009

<b>TRANSFER ONE-DAY</b>			
Date	26-Mar-09		
# Attendees	98		
Attended, Not Enrolled	17	17.35%	

<b>FRESHMEN ONE-DAY</b>					
Date	27-Mar-09				
# Attendees	27				
Attended, Not Enrolled	8	29.63%			
<b>Combo Orientations</b>					
Date	8-Apr-09	30-Apr-09	11-May-09	Total	
# Attendees	67	101	56	224	
Attended, Not Enrolled	18	20	16	54	24.11%

Final Combo-Orientations				
Date	18-May-09	19-May-09	Total	
# Attendees	21	15	36	
Attended, Not Enrolled	6	6	12	33.33%

ONLINE					
Date	Transfer Instate	Transfer Out of State	Freshman Instate	Freshman Out of State	Total
# Attendees	52	26	14	15	107
Attended, Not Enrolled	7	1	8	9	25

23.36%

## Attended, Not Enrolled Fall 2009

TRANSFER ONE-DAY										
Date	4/17/2009	4/23/2009	5/12/2009	5/27/2009	6/6/2009	6/17/2009	7/6/2009	7/22/2009	Total	
# Attendees	84	151	188	247	133	239	176	175	1393	
Still Have Questions and /or confused										
Due to Orientation Experience										
Attending a different institution										
Not attending for another year										
Financial Reasons										
Classes Full										
Not enough needed classes offered										
Scheduling conflicts										
Will attend spring or summer 2010										
Personal reasons										
Not Pursuing Higher Education										
Other										
Attended, Not Enrolled	9	17	19	29	10	28	24	16	152	10.91%

FRESHMEN ONE-DAY									
Date	ACCESS	7/13/2009	7/14/2009	7/16/2009	7/17/2009	7/18/2009	7/20/2009	7/21/2009	Total
# Attendees	28	231	224	227	222	224	230	179	1565
Still Have Questions and /or confused									
Due to Orientation Experience									
Attending a different institution									
Not attending for another year									
Financial Reasons									
Classes Full									
Not enough needed classes offered									
Scheduling conflicts									
Will attend spring or summer 2010									
Personal reasons									
Not Pursuing Higher Education									
Other									
Attended, Not Enrolled	0	8	6	8	7	13	11	10	63
									4.03%

## Attended, Not Enrolled Fall 2009

OUTDOOR AND OVERNIGHTS												
Date	6/15/2009	6/18/2009	6/22/2009	6/25/2009	6/26/2009	6/29/2009	7/7/2009	7/9/2009	CESA	Outdoor #1	Outdoor #2	Total
# Attendees	116	103	98	60	82	142	122	118	74	26	23	964
Still Have Questions and /or confused												
Due to Orientation Experience												
Attending a different institution												
Not attending for another year												
Financial Reasons												
Classes Full												
Not enough needed classes offered												
Scheduling conflicts												
Will attend spring or summer 2010												
Personal reasons												
Not Pursuing Higher Education												
Other												
Attended, Not Enrolled	7	3	2	1	4	7	7	1	4	0	0	36
												3.73%

ONLINE ON CAMPUS		
Date	21-Aug-09	
# Attendees	29	
Attended, Not Enrolled	0	0.00%

Combo Orientations					
Date	8/3/2009	8/7/2009	8/12/2009	8/19/2009	Total
# Attendees	174	121	143	120	558
Still Have Questions and /or confused					
Due to Orientation Experience					
Attending a different institution					
Not attending for another year					
Financial Reasons					
Classes Full					
Not enough needed classes offered					
Scheduling conflicts					
Will attend spring or summer 2010					
Personal reasons					
Not Pursuing Higher Education					
Other					
Attended, Not Enrolled	14	11	13	20	58
					10.39%

Final Combo-Orientations			
Date	8/24/2009	8/25/2009	Total
# Attendees	24	14	38
Attended, Not Enrolled	2	3	5
			13.16%



## Attended, Not Enrolled Fall 2009

ONLINE					
Date	Transfer In-State	Transfer Out of State	Freshman In-State	Freshman Out of State	Total
# Attendees	195	139	64	118	516
Still Have Questions and /or confused					
Due to Orientation Experience					
Attending a different institution					
Not attending for another year					
Financial Reasons					
Classes Full					
Not enough needed classes offered					
Scheduling conflicts					
Will attend spring or summer 2010					
Personal reasons					
Not Pursuing Higher Education					
Other					
Attended, Not Enrolled	29	21	5	8	63
					12.21%

## **Appendix R: Student Program Evaluation Results**

### **Fall 2009 One Day Orientation Evaluation Analysis**

#### **Demographics:**

Overall, 1537 students attending first year, one day orientation sessions during July 2009 in preparation for the Fall 2009 semester. As a part of the checkout process at the end of the session, students were required to fill out a survey. A total of 1374 of the 1537 students completed this survey. Of this group, 51.5% were male, and 48.5% were female, with 86.5% falling between the ages of 18 and 24. Also, 92% of respondents are residents of Utah and full 57% plan to live off campus with family (as opposed to on campus or off campus with friends). Seventy-eight percent of respondents plan to work while attending school. Of that group, 68% plan to work between 10-20 hours per week. Overall, 80.4% of respondents plan to register for 12-15 credit hours. The most common majors were Business Administration (91 respondents), Psychology (67 respondents), Exercise and Sport Science (65 respondents), and Mechanical Engineering (52 respondents), while 192 respondents classified themselves as Undecided students.

#### **Positive highlights:**

- An overwhelming majority (over 80%) of respondents agreed or strongly agreed:
  - Overall satisfied with Orientation experience
  - Orientation leaders provided useful information in Discussing the Details
  - The Getting Involved session provided useful information
  - Received enough time with academic advisor\* (see qualitative section)
  - Know who to contact about courses for major
  - Received useful information on General Education requirements
  - Received useful information on Bachelor's Degree requirements
  - Know how to locate a schedule of fall classes
  - Know how to register for classes
  - Know where to go for academic advice about education requirements
  - Know where to go to get involved on campus
  - Know how to obtain an ID card
  - Orientation check-in was efficient
  - Campus tour was informative
  - Satisfied with the food
  - Orientation staff members were helpful
- 89% of students registered for classes at Orientation, with the most common reasons for not registering being that classes were full or technical difficulties.
- Exploring Academic Options sessions were relatively evenly attended and well-received ("Session helped me learn more about various opportunities and academic programs available"):
  - Engineering, Science, Mines, and Earth Science – 93% Agreed/Strongly Agreed
  - Education, Fine Arts, and Humanities – 95% Agreed/Strongly Agreed
  - Health, Pharmacy, Nursing and Med Lab Science – 98% Agreed/Strongly Agreed

- Business, Social and Behavioral Science, and Humanities – 95% Agreed/Strongly Agreed
- When asked for the primary reason for attending this orientation, common answers included: because it was required, session fit with my schedule, to get questions answered, and to learn more about the University.
- When asked what respondents liked about the orientation, common answers were: the people, registering for classes, meeting with advisors, getting questions answered and information, and the tour of campus.
- When asked what respondents would improve about this orientation, most common answers were: making the session shorter/faster, food, more one-on-one time with advisors.
- When asked if respondents would recommend this program to others, 75% said yes and their most common reasons were: because it is a quick way to get a lot of information and because it prepared them well to start at the University.

### **Room for Improvement**

- Over a third of respondents disagreed or strongly disagreed that the activities helped them get to know other students.
- Almost 40% of respondents stated that they did not know how to generate a Degree Audit Report.

## 2009 Overnight Orientation Evaluation Analysis

### Demographics

During the summer of 2009, 915 incoming first-year students attended one of nine two-day orientation programs. A total of 701 of these attendees completed an evaluation of their specific program at its completion. Of the respondents, 50.2% were male, 49.5% were female, and 81% were between the ages of 18 and 24, while 18% were younger than 18. Almost  $\frac{3}{4}$  are residents of Utah and 58% plan to live on campus. While attending the University, 77.5% plan to seek employment and, of that group, 69% plan to work between 10 and 20 hours per week. Also, 83.6% plan to register as full time students (12-15 credits). The most common majors were Business Administration (42 respondents), Nursing (41), Biology (32), Psychology (31), and Exercise and Sport Science (30), while 98 respondents classified themselves as Undecided.

### Positive highlights:

- An overwhelming majority (over 80%) of respondents agreed or strongly agreed:
  - Icebreakers made them feel more comfortable
  - \*Orientation leader provided useful information during Discussing the Details
  - Activities helped get to know other students
  - Getting Involved session provided me with useful information
  - \*Know who to contact about courses for major
  - \*Received useful information on General Education requirements
  - \*Received useful information on Bachelor's Degree requirements
  - \*Know how to locate a schedule of fall classes
  - \*Know how to register for classes
  - Know where to go for academic advice about education requirements
  - \*Know where to go to get involved on campus
  - Know how to obtain an ID card
  - Check-in was efficient, campus tour was informative, food was satisfactory, residence hall stay was satisfactory, information fair was beneficial
  - \*Orientation staff were helpful
  - \*Overall satisfied with Orientation experience
  - (\*denotes over 95% agreed or strongly agree with statement)
- 94% of respondents registered for classes while at Orientation.
  - The most common reason for not attending was because students wanted to meet with an academic advisor first
- Reasons for attending the specific Orientation session
  - Because it correlated to major/discipline
  - More in-depth information because of extended length
  - More time to reflect on information
  - Earlier in the summer, so better class selection
- What was liked most about Orientation:
  - Information received
  - New people met, especially within student's discipline/major
  - Activities such as the dance party and the campus tour

- Majority (84%) would recommend the extended program to others because:
  - Make connections with peers and professors in discipline earlier
  - More time to get through information and reflect to come up with additional questions
  - Especially helpful to those who are not familiar with area/University

### **Room for Improvement**

- Students want more personal/one-on-one time with advisors. 24.5% disagreed/strongly disagreed that they received enough time with their advisor and this was one of the most common answers when asked for ways to improve the orientation
- More than 40% of students disagreed/strongly disagreed that they knew how to generate a Degree Audit Report.
- When asked what to improve, common answers were:
  - Shorten session or cut out duplicate information
  - More down time/free time
  - More personal time with academic advisor
  - Less emphasis on getting involved on campus and more time with basics of being a college student (navigating campus, registering, etc)

## 2009 Outdoor Orientation Evaluation Analysis

Overall, 48 students attended Outdoor Orientation for Fall 2009. Of those 48, 42 completed the electronic survey, 26 of whom were male and 16 were female. All 42 fell within the ages of 18-24 and 73.8% (31) were from outside the state of Utah, but none were international students. The most popular intended majors were biomedical engineering (four students), parks, recreation and tourism (four students), and mechanical engineering (three students), with six undecided students as well.

### Positive highlights:

- All but one of the respondents registered for classes at Orientation
- All but one respondent ranked their outdoor activities as “excellent” or “good”
- All respondents strongly agree or agree that they had good opportunities to get to know other new students”
- All 42 respondents strongly agree or agree that they were satisfied with their orientation experience
- 31 respondents stated that the outdoor activities met (30) or surpassed (1) their physical abilities.
- While going on the outdoor portion, the on-campus portion of the session was also positively received with 100% responding agree or strongly agree that they received useful information on Bachelor’s degree requirements, how to register for classes, and that they received useful information on general education requirements.
- 97% responded agree or strongly agree that they knew how to located the schedule of fall classes, they know where to go to get involved on campus, that they know who to contact for courses in their major,

One area for improvement is shown in that 64% of respondents agree or strongly agree that they know how to generate a Degree Audit Report.

### The most common reasons for attending an Outdoor Orientation:

- Interested in the outdoors and wanted to explore what Utah has to offer in that area.
- Coming from far away and wanted to make the most of the long-distance trip.
- Wanted to meet others interested in the outdoors.

### The most common answers when asked what participants liked most about this orientation:

- The outdoor activities
- Making new friends that share common interests they will come back to when the school year starts.

### When asked if they would recommend the program to others (39 respondents replied “yes”):

- “I would absolutely recommend this program to others because it accomplishes everything an orientation should in providing useful information about the U, along with providing an opportunity to get to know other incoming students and partake in fun outdoor activities.”
- “It was a very informative experience, but the different activities make it fun. It was a lot better than just sitting around listening to people talk at me for endless hours at a time. It was also really fun to get outdoors and play in the sun. Plus, I met some amazing people that will be freshmen in the fall, so I will already have friends when I come back here for school.”

## **Appendix S: Parent & Family Program Evaluation Results**

### **Fall 2009 Parent & Family Orientation One Day Evaluation Summary**

In fall 2009, 451 people attended an Overnight Orientation. Of those attendees, 96 turned in evaluations. The low completion rate can be partly attributed to the fact that each family only received one evaluation, though there may have been more than one person from the family attending Orientation. Overall, results show a high satisfaction rate with nearly all aspects of the program.

- U** The following sessions/aspects of the program received a response of either “great” or “very good” from more than 90% of respondents: University Welcome, Parent’s Guide to Supporting Your College Student, and Check-in.
- U** The following breakout sessions received a rating of “great” or “very good” from respondents that attended the session: Student Wellness & Safety (22 attended), Living in the Residence Halls (37 attended), and Financial Aid 101 (21 attended).
- U** 88% of respondents indicated that the Parent and Family Welcome was “great” or “very good”, which is a decrease of 7.5% from 2008, with roughly the same number of respondents.
- U** 83% of respondents rated the LEAP/Honors/Transition Programs session as “great” or “very good”, which is an increase of 6% over 2008.
- U** The Introduction to Academics session was rated as “great” or “very good” by 86% of respondents, a decrease of 7% from 2008 One Day Orientations
- U** The Parent and Family Opportunities session was rated as “great” or “very good” by 88% of respondents, an increase of 5% from 2008
- U** 77.7% of respondents indicated that the Exploring Academic Departments session (which too place with their students) was “great” or very good”, which was roughly the same as 2008.
- U** The percentage of respondents who rated Lunch/Information Fair as “great” or “very good” ( 79.6%) decreased by 5% from 2008 results
- U** The FERPA breakout presentation received a rating of “great” or “very good” from 78% of respondents, a large decrease from 2008, when 95% of respondents rated it as such
- U** The Extracurricular Involvement breakout received a “great” or “very good” rating from 79% of respondents
- U** 81% rated the Commuting from Home/Off-Campus session as “great” or “very good”
- U** 88% rated the second financial aid breakout, Financial Aid: Now What?, as “great” or ”very good”
- U** The Guiding Career Decisions session received “great” or “very good” ratings from 80% of respondents
- U** Top reasons for attending the specific session: same as student’s session, to get more information, specific issue (such as financial aid, new century)
- U** Responses for how they found out: mail, e-mail from U, from their student, online
- U** Improve: more time for parents and students to discuss what they’ve learned during the day, potty breaks, FERPA forms available, presentations available, shorter schedule, no frozen lunches (wonder which day they came to..)
- U** Anything else: didn’t like or understand separation, duplicate from Preview Day

## **Fall 2009 Parent & Family Orientation Overnight Evaluation Summary**

In fall 2009, 355 people attended an Overnight Orientation. Of those attendees, 143 turned in evaluations. The low completion rate can be partly attributed to the fact that each family only received one evaluation, though there may have been more than one person from the family attending Orientation. Overall, results show a high satisfaction rate with nearly all aspects of the program.

- U** More than 90% of respondents indicated that the following aspects of the program were “great” or “very good”: Check-in, Welcome, Parent’s Guide to Supporting Your College Student, Introduction to Academics, and the Student Panel.
- U** 79% of respondents indicated that the Parent Opportunities session was “great” or “very good”, which represents a decrease from 2008 Overnight attendees, of which, 96% rated the Parent Opportunities session as “great” or “very good”.
- U** 82.7% of respondents indicated that the Understanding FERPA session was “great” or “very good”, which also represents a decrease from 2008 Overnight attendees, of which 95.6% rated the session as “great” or very good”.
- U** The following breakout sessions were rated as “great” or “very good” by 90% or more of respondents who attended those sessions: The Guide to Residency, Extracurricular Involvement, and Student Wellness
- U** The first financial aid breakout session, Financial Aid 101, was rated as “great” or “very good” by 88.6% of those respondents (35) who attended it
- U** The second financial aid session, Financial Aid: Now What?, was rated as “great” or “very good” by 68% of the 63 attendees
- U** Living in the Residence Halls was rated as “great” or “very good” by 89.7% of respondents (107) who attended
- U** 86.9% of respondents (84) who attended Guiding Career Decisions indicated that it was “great” or “very good”
- U** 87.5% of the 24 respondents who attended the Commuting From Home breakout session indicated that it was “great” or “very good”
- U** The top reasons for attending the specific session attended were: coincides with the student’s program (whether or not it was for a specific population of students), to become more familiar with the university, first student in college, and to do as much as possible to help student be successful
- U** The top responses for how parents/family members found out about Parent & Family Orientation: mail (both from the U in general and from the student’s confirmation postcard) and online
- U** Suggestions for improvement: time for restroom breaks (or just a break in general), better signage/directions, single site for locations of all FERPA forms, presentations/presenter info available, paper for notes, opportunities to attend more breakouts(especially of the choices for the third one), let parents know they have the first afternoon free, adding UPD talk to student schedule,



## Appendix T: Fall 2008 Benchmarking Results

### Q1. Are you a:

Count	Percent	
689	59.76%	First-year student
464	40.24%	Transfer student
1153		Respondents

### Q2. Which type of orientation best describes the orientation that you attended?

Count	Percent	
165	35.71%	One-day orientation with advising
205	44.37%	One-day orientation without advising
46	9.96%	August orientation
46	9.96%	Online orientation
0	0.00%	Did not attend orientation
462		Respondents

### Q3. Which type of orientation best describes the type of orientation that you attended at the U?

Count	Percent	
211	30.80%	Overnight orientation
11	1.61%	Outdoor orientation
26	3.80%	August orientation
402	58.69%	One-day orientation
32	4.67%	Online orientation
3	0.44%	Did not attend orientation
685		Respondents

### Q4. Did your parents/family attend Parent and Family Orientation?

Count	Percent	
186	16.24%	Yes
959	83.76%	No
1145		Respondents

### Q5. What prevented you from attending an orientation on campus? (Check all that apply)

Count	Respondent %	Response %	
2	2.50%	1.64%	Did not know about orientation
24	30.00%	19.67%	Did not have enough time
16	20.00%	13.11%	Had to work
26	32.50%	21.31%	Scheduling conflict/Previous obligation
8	10.00%	6.56%	Did not think it would be worthwhile
35	43.75%	28.69%	Live out-of-state
11	13.75%	9.02%	Other (please specify)
80			Respondents
122			Responses

### Q6. What prevented you from choosing an overnight orientation option? (Check all that apply)

Count	Respondent %	Response %	
105	23.03%	13.29%	Cost
141	30.92%	17.85%	Work schedule
110	24.12%	13.92%	Length of program
43	9.43%	5.44%	Distance (too far to travel to campus)
118	25.88%	14.94%	Dates of the programs were not convenient
230	50.44%	29.11%	Not interested
43	9.43%	5.44%	Other (please specify)
456			Respondents
790			Responses

**Q7. What prevented your family members from attending Parent and Family Orientation?**

Count	Respondent %	Response %	
51	5.37%	3.98%	Cost
153	16.12%	11.95%	Time of day
52	5.48%	4.06%	Length of program
166	17.49%	12.97%	Live too far away from campus
319	33.61%	24.92%	Not interested
329	34.67%	25.70%	Didn't think it was applicable
141	14.86%	11.02%	Other (please specify)
69	7.27%	5.39%	I do not know.
949	Respondents		
1280	Responses		

**Q8. Did you register for classes at orientation?**

Count	Percent	
693	65.50%	Yes
365	34.50%	No
1058	Respondents	

**Q9. What was the primary reason you did not register for classes at orientation?**

Count	Percent	
27	7.44%	Wanted to consult with parents/guardian
26	7.16%	Unsure of my work schedule
36	9.92%	Didn't want to spend extra time registering
164	45.18%	Needed more time to consider what classes to take
9	2.48%	Concerned that I might need to change my classes and it would be difficult
101	27.82%	Other (please specify)
363	Respondents	

**Q10. How many hours did you register for while at Orientation?**

Count	Percent	
140	20.29%	1-5
127	18.41%	6-10
363	52.61%	11-15
60	8.70%	16 or more
690	Respondents	

**Q11. At what approximate point did you attend orientation?**

Count	Percent	
92	8.18%	April-May
686	60.98%	June-July
306	27.20%	August
41	3.64%	Don't remember
1125	Respondents	

**Q12. The web site for orientation was:**

Count	Percent	
128	11.44%	Excellent
547	48.88%	Good
120	10.72%	Fair
25	2.23%	Poor
299	26.72%	NA/Don't remember
1119	Respondents	

**Q13. The process to register for orientation was:**

Count	Percent	
256	22.82%	Excellent
627	55.88%	Good
167	14.88%	Fair
18	1.60%	Poor
54	4.81%	NA/Don't remember
1122		Respondents

**Q14. The length of the orientation program was:**

Count	Percent	
463	41.16%	Too long
599	53.24%	Just right
32	2.84%	Too short
31	2.76%	NA/Don't remember
1125		Respondents

**Q15. Thinking back on the orientation that you attended for the U, to what extent was the orientation staff: - Available**

Count	Percent	
593	53.52%	Very
370	33.39%	
121	10.92%	Somewhat
15	1.35%	
9	0.81%	Not at all
1108		Respondents

**Q16. Thinking back on the orientation that you attended for the U, to what extent was the orientation staff: - Knowledgeable**

Count	Percent	
533	48.15%	Very
410	37.04%	
131	11.83%	Somewhat
25	2.26%	
8	0.72%	Not at all
1107		Respondents

**Q17. Thinking back on the orientation that you attended for the U, to what extent was the orientation staff: - Courteous**

Count	Percent	
771	69.71%	Very
254	22.97%	
66	5.97%	Somewhat
6	0.54%	
9	0.81%	Not at all
1106		Respondents

**Q18. Please indicate your agreement with the following statements: - Orientation helped me to know what to expect academically at the U.**

Count	Percent	
194	18.10%	Strongly agree
516	48.13%	Somewhat agree
237	22.11%	Neither agree nor disagree
92	8.58%	Somewhat disagree
33	3.08%	Strongly disagree
1072		Respondents

**Q19. Please indicate your agreement with the following statements: - Orientation helped me to know what to expect socially at the U.**

Count	Percent	
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**Q19. Please indicate your agreement with the following statements: - Orientation helped me to know what to expect socially at the U.**

Count	Percent	
182	16.98%	Strongly agree
394	36.75%	Somewhat agree
315	29.38%	Neither agree nor disagree
141	13.15%	Somewhat disagree
40	3.73%	Strongly disagree
1072		Respondents

**Q20. Please indicate your agreement with the following statements: - I met new people at orientation that I am still friends with.**

Count	Percent	
131	12.27%	Strongly agree
120	11.24%	Somewhat agree
162	15.17%	Neither agree nor disagree
188	17.60%	Somewhat disagree
467	43.73%	Strongly disagree
1068		Respondents

**Q21. Please indicate your agreement with the following statements: - At orientation, I learned about the different clubs and organizations that I could join.**

Count	Percent	
203	19.13%	Strongly agree
417	39.30%	Somewhat agree
234	22.05%	Neither agree nor disagree
139	13.10%	Somewhat disagree
68	6.41%	Strongly disagree
1061		Respondents

**Q22. Please indicate your agreement with the following statements: - At orientation, I learned about the different resources on campus that could help me if I am having academic concerns.**

Count	Percent	
304	28.52%	Strongly agree
492	46.15%	Somewhat agree
152	14.26%	Neither agree nor disagree
87	8.16%	Somewhat disagree
31	2.91%	Strongly disagree
1066		Respondents

**Q23. Please indicate your agreement with the following statements: - At orientation, I learned about the different resources on campus that could help me if I am having problems adjusting to the U.**

Count	Percent	
228	21.31%	Strongly agree
409	38.22%	Somewhat agree
229	21.40%	Neither agree nor disagree
148	13.83%	Somewhat disagree
56	5.23%	Strongly disagree
1070		Respondents

**Q24. Please indicate your agreement with the following statements: - Orientation was an enjoyable experience.**

Count	Percent	
202	18.86%	Strongly agree
391	36.51%	Somewhat agree
284	26.52%	Neither agree nor disagree
118	11.02%	Somewhat disagree
76	7.10%	Strongly disagree
1071		Respondents

**Q25. Please indicate your agreement with the following statements: - I have a clear understanding of how to register for classes at the U.**

Count	Percent	
656	61.25%	Strongly agree
321	29.97%	Somewhat agree
60	5.60%	Neither agree nor disagree
18	1.68%	Somewhat disagree
16	1.49%	Strongly disagree
1071		Respondents

**Q26. Please indicate your agreement with the following statements: - I know what resources are available to me at the U if I am looking for employment.**

Count	Percent	
183	17.07%	Strongly agree
421	39.27%	Somewhat agree
242	22.57%	Neither agree nor disagree
159	14.83%	Somewhat disagree
67	6.25%	Strongly disagree
1072		Respondents

**Q27. Please indicate your agreement with the following statements: - I know what resources are available to me at the U if I have questions about housing.**

Count	Percent	
233	21.74%	Strongly agree
378	35.26%	Somewhat agree
249	23.23%	Neither agree nor disagree
144	13.43%	Somewhat disagree
68	6.34%	Strongly disagree
1072		Respondents

**Q28. Please indicate your agreement with the following statements: - I know what resources are available to me if I have questions about paying for college.**

Count	Percent	
257	24.00%	Strongly agree
456	42.58%	Somewhat agree
210	19.61%	Neither agree nor disagree
107	9.99%	Somewhat disagree
41	3.83%	Strongly disagree
1071		Respondents

**Q29. Please indicate your agreement with the following statements: - I know where all the important buildings are on campus.**

Count	Percent	
338	31.56%	Strongly agree
413	38.56%	Somewhat agree
157	14.66%	Neither agree nor disagree
115	10.74%	Somewhat disagree
48	4.48%	Strongly disagree
1071		Respondents

**Q30. Please indicate your agreement with the following statements: - I got all of my questions answered during orientation.**

Count	Percent	
212	19.89%	Strongly agree
362	33.96%	Somewhat agree
280	26.27%	Neither agree nor disagree
155	14.54%	Somewhat disagree
57	5.35%	Strongly disagree
1066		Respondents

**Q31. Please indicate your agreement with the following statements: - I know at least one person (faculty or staff) at this college/university that I can turn to if I have questions or concerns.**

Count	Percent	
430	40.22%	Strongly agree
324	30.31%	Somewhat agree
118	11.04%	Neither agree nor disagree
108	10.10%	Somewhat disagree
89	8.33%	Strongly disagree
1069		Respondents

**Q32. Please indicate your agreement with the following statements: - Attending orientation at the U was a good use of my time.**

Count	Percent	
296	27.72%	Strongly agree
354	33.15%	Somewhat agree
212	19.85%	Neither agree nor disagree
122	11.42%	Somewhat disagree
84	7.87%	Strongly disagree
1068		Respondents

**Q33. Thinking back on your orientation experience, to what extent did orientation give you useful information on: - Academic requirements**

Count	Percent	
508	48.43%	A great deal of useful information
413	39.37%	Moderately useful information
105	10.01%	Slightly useful information
23	2.19%	No useful information
1049		Respondents

**Q34. Thinking back on your orientation experience, to what extent did orientation give you useful information on: - How academic advising works**

Count	Percent	
331	31.70%	A great deal of useful information
495	47.41%	Moderately useful information
172	16.48%	Slightly useful information
46	4.41%	No useful information
1044		Respondents

**Q35. Thinking back on your orientation experience, to what extent did orientation give you useful information on: - How to find information like the online schedule of courses**

Count	Percent	
578	55.36%	A great deal of useful information
336	32.18%	Moderately useful information
108	10.34%	Slightly useful information
22	2.11%	No useful information
1044		Respondents

**Q36. Thinking back on your orientation experience, to what extent did orientation give you useful information on: - Campus support services to keep me physically and mentally fit (health, wellness, and counseling services)**

Count	Percent	
226	21.59%	A great deal of useful information
404	38.59%	Moderately useful information
293	27.98%	Slightly useful information
124	11.84%	No useful information
1047		Respondents

**Q37. Thinking back on your orientation experience, to what extent did orientation give you useful information on: - Campus activities and programs**

Count	Percent	
268	25.55%	A great deal of useful information
472	45.00%	Moderately useful information
255	24.31%	Slightly useful information
54	5.15%	No useful information
1049		Respondents

**Q38. Thinking back on your orientation experience, to what extent did orientation give you useful information on: - Different rules, regulations, and policies at the U**

Count	Percent	
283	27.13%	A great deal of useful information
442	42.38%	Moderately useful information
243	23.30%	Slightly useful information
75	7.19%	No useful information
1043		Respondents

**Q39. Thinking back on your orientation experience, to what extent did orientation give you useful information on: - Safety and security on campus**

Count	Percent	
232	22.10%	A great deal of useful information
444	42.29%	Moderately useful information
264	25.14%	Slightly useful information
110	10.48%	No useful information
1050		Respondents

**Q40. Thinking back on your orientation experience, to what extent did orientation give you useful information on: - Technology resources on campus**

Count	Percent	
296	28.38%	A great deal of useful information
471	45.16%	Moderately useful information
211	20.23%	Slightly useful information
65	6.23%	No useful information
1043		Respondents

**Q41. Thinking back on your orientation experience, to what extent did orientation give you useful information on: - How to manage my time effectively**

Count	Percent	
177	16.97%	A great deal of useful information
366	35.09%	Moderately useful information
332	31.83%	Slightly useful information
168	16.11%	No useful information
1043		Respondents

**Q42. Please rate your level of agreement with the following:**

**Orientation helped me feel connected to the U.**

Count	Percent	
155	14.82%	Strongly agree
460	43.98%	Somewhat agree
268	25.62%	Neither agree nor disagree
106	10.13%	Somewhat disagree
57	5.45%	Strongly disagree
1046		Respondents

**Q43. Overall, how would you rate the orientation program?**

Count	Percent
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**Q43. Overall, how would you rate the orientation program?**

Count	Percent	
200	19.16%	Excellent
573	54.89%	Good
233	22.32%	Fair
38	3.64%	Poor
1044	Respondents	

**Q44. In thinking back on your orientation experience, are there questions that you wish had been answered?**

Count	Percent	
617	100.00%	
617	Respondents	

**Q45. What were the most useful parts of orientation?**

Count	Percent	
745	100.00%	
745	Respondents	

**Q46. How beneficial was your meeting with an academic advisor during orientation?**

Count	Percent	
331	31.64%	Very beneficial
279	26.67%	Somewhat beneficial
107	10.23%	Not very beneficial
41	3.92%	Not at all beneficial
288	27.53%	I did not meet with an academic advisor during orientation.
1046	Respondents	

**Q47. Please indicate why you did not meet with an academic advisor.**

Count	Respondent %	Response %	
89	31.12%	26.10%	Advising wasn't part of my orientation schedule.
33	11.54%	9.68%	I didn't have time to meet during orientation.
10	3.50%	2.93%	Advisor didn't show up.
15	5.24%	4.40%	I didn't think I needed to meet with an advisor.
171	59.79%	50.15%	I met with an advisor separate from the orientation program.
23	8.04%	6.74%	Other (please specify)
286	Respondents		
341	Responses		

**Q48. Did you attend Plazafest?**

Count	Percent	
325	31.01%	Yes
613	58.49%	No
110	10.50%	I don't know what Plazafest is.
1048	Respondents	

**Q49. Would it have been beneficial for you to learn about the following types about financial information at orientation? (Check all that apply)**

Count	Respondent %	Response %	
225	21.87%	9.18%	Banking options
592	57.53%	24.16%	Financial Aid
429	41.69%	17.51%	Student Loans
529	51.41%	21.59%	Student Employment Opportunities
437	42.47%	17.84%	Workstudy
40	3.89%	1.63%	Other (please specify)
198	19.24%	8.08%	None of the above
1029	Respondents		



**Q49. Would it have been beneficial for you to learn about the following types about financial information at orientation? (Check all that apply)**

Count	Respondent %	Response
2450		Responses

**Q50. Was the paper copy of the University Catalog helpful to you during orientation?**

Count	Percent	
602	58.67%	Yes (what did you use it for?)
424	41.33%	No
1026		Respondents

**Q51. In the future, will you use the paper copy of the University catalog?**

Count	Percent	
449	43.21%	No, I prefer to use online/electronic information.
590	56.79%	Yes, I will use it as a reference.
1039		Respondents

**Q52. Academically, how would you describe your transition from your previous school/college to the U?**

Count	Percent	
274	26.30%	Very easy
345	33.11%	Somewhat easy
197	18.91%	Neither easy nor difficult
192	18.43%	Somewhat difficult
34	3.26%	Very difficult
1042		Respondents

**Q53. Socially, how would you describe your transition from your previous school/college to the U?**

Count	Percent	
250	23.99%	Very easy
245	23.51%	Somewhat easy
257	24.66%	Neither easy nor difficult
195	18.71%	Somewhat difficult
95	9.12%	Very difficult
1042		Respondents

**Q54. To what extent did you feel prepared for your first day of classes at the U?**

Count	Percent	
255	24.47%	Very prepared
506	48.56%	Somewhat prepared
144	13.82%	Neither prepared nor unprepared
115	11.04%	Somewhat unprepared
22	2.11%	Not at all prepared
1042		Respondents

**Q55. Did you participate in any new student welcome activities immediately before the start of this semester?**

Count	Percent	
234	22.46%	Yes
808	77.54%	No
1042		Respondents

**Q56. Thinking back on these welcome activities, to what extent did this program help you to: - Feel welcome at the U**

Count	Percent	
95	40.95%	A great extent
86	37.07%	
42	18.10%	Somewhat

**Q56. Thinking back on these welcome activities, to what extent did this program help you to: - Feel welcome at the U**

Count	Percent	
8	3.45%	
1	0.43%	Not at all
232		Respondents

**Q57. Thinking back on these welcome activities, to what extent did this program help you to: - Meet other students**

Count	Percent	
84	36.36%	A great extent
76	32.90%	
45	19.48%	Somewhat
20	8.66%	
6	2.60%	Not at all
231		Respondents

**Q58. Thinking back on these welcome activities, to what extent did this program help you to: - Find information on campus support services**

Count	Percent	
60	25.97%	A great extent
81	35.06%	
54	23.38%	Somewhat
26	11.26%	
10	4.33%	Not at all
231		Respondents

**Q59. Thinking back on these welcome activities, to what extent did this program help you to: - Learn about student groups on campus**

Count	Percent	
71	30.74%	A great extent
83	35.93%	
47	20.35%	Somewhat
22	9.52%	
8	3.46%	Not at all
231		Respondents

**Q60. Since entering this college/university, how successful have you been at: - Understanding what your professors expect of you academically**

Count	Percent	
406	39.15%	Very successful
487	46.96%	Somewhat successful
83	8.00%	Neither successful nor unsuccessful
47	4.53%	Somewhat unsuccessful
14	1.35%	Very unsuccessful
1037		Respondents

**Q61. Since entering this college/university, how successful have you been at: - Developing effective study skills**

Count	Percent	
222	21.49%	Very successful
483	46.76%	Somewhat successful
205	19.85%	Neither successful nor unsuccessful
94	9.10%	Somewhat unsuccessful
29	2.81%	Very unsuccessful
1033		Respondents

**Q62. Since entering this college/university, how successful have you been at: - Adjusting to the academic demands of this college**

Count	Percent	
313	30.21%	Very successful

**Q62. Since entering this college/university, how successful have you been at: - Adjusting to the academic demands of this college**

Count	Percent	
466	44.98%	Somewhat successful
166	16.02%	Neither successful nor unsuccessful
70	6.76%	Somewhat unsuccessful
21	2.03%	Very unsuccessful
1036		Respondents

**Q63. Since entering this college/university, how successful have you been at: - Managing your time effectively**

Count	Percent	
203	19.63%	Very successful
436	42.17%	Somewhat successful
231	22.34%	Neither successful nor unsuccessful
133	12.86%	Somewhat unsuccessful
31	3.00%	Very unsuccessful
1034		Respondents

**Q64. Since entering this college/university, how successful have you been at: - Adjusting to the social aspects of this college**

Count	Percent	
257	24.83%	Very successful
328	31.69%	Somewhat successful
275	26.57%	Neither successful nor unsuccessful
120	11.59%	Somewhat unsuccessful
55	5.31%	Very unsuccessful
1035		Respondents

**Q65. Since entering this college/university, how successful have you been at: - Developing friendships with other students**

Count	Percent	
272	26.38%	Very successful
344	33.37%	Somewhat successful
203	19.69%	Neither successful nor unsuccessful
138	13.39%	Somewhat unsuccessful
74	7.18%	Very unsuccessful
1031		Respondents

**Q66. Since entering this college/university, how successful have you been at: - Using different student services**

Count	Percent	
165	15.94%	Very successful
360	34.78%	Somewhat successful
345	33.33%	Neither successful nor unsuccessful
114	11.01%	Somewhat unsuccessful
51	4.93%	Very unsuccessful
1035		Respondents

**Q67. Since entering the U: - Taken a college course or seminar specifically designed to help students adjust to college? (e.g. Ed Psych 2600, UGS 1010)**

Count	Percent	
89	8.61%	Yes
945	91.39%	No
1034		Respondents

**Q68. Since entering the U: - Enrolled in a formal program where a group of students take two or more courses together? (e.g. LEAP)**

Count	Percent	
198	19.13%	Yes

**Q68. Since entering the U: - Enrolled in a formal program where a group of students take two or more courses together? (e.g. LEAP)**

**Count Percent**

837	80.87%	No
1035	Respondents	

**Q69. Is there anything that would have helped ease your transition to the U?**

**Count Percent**

530	100.00%	
530	Respondents	

**Q70. If you could start over again, would you go to the U?**

**Count Percent**

597	57.63%	Definitely would
321	30.98%	Probably would
56	5.41%	Probably would not
15	1.45%	Definitely would not
47	4.54%	Not sure
1036	Respondents	

**Q71. How likely is it that you will be enrolled at the U next semester?**

**Count Percent**

911	88.19%	Extremely likely
82	7.94%	Somewhat likely
9	0.87%	Somewhat unlikely
23	2.23%	Extremely unlikely
8	0.77%	Not sure
1033	Respondents	

**Q72. How many hours do you typically spend a week studying?**

**Count Percent**

11	1.06%	Zero
218	21.06%	1-5
327	31.59%	6-10
209	20.19%	11-15
140	13.53%	16-20
77	7.44%	21-25
34	3.29%	26-30
19	1.84%	More than 30 hours
1035	Respondents	

**Q73. Is the number of hours that you indicated in the last question more or less than you expected?**

**Count Percent**

171	16.57%	More hours than I expected
604	58.53%	About what I expected
257	24.90%	Fewer hours than what I expected
1032	Respondents	

**Q74. How would you characterize your enrollment?**

**Count Percent**

882	85.14%	Full-time
154	14.86%	Less than full-time
1036	Respondents	

**Q75. Your sex:**

**Count Percent**

**Q75. Your sex:**

Count	Percent	
566	54.90%	Female
450	43.65%	Male
3	0.29%	Transgender
12	1.16%	Prefer not to respond
1031		Respondents

**Q76. Ethnic group/race:**

Count	Percent	
7	0.68%	African American/Black
50	4.84%	Asian
59	5.71%	Hispanic/Latino/a
8	0.77%	Native American
792	76.67%	White/Caucasian
39	3.78%	Multiracial
10	0.97%	Non-US Citizen or Permanent Resident
24	2.32%	Other
44	4.26%	Prefer not to respond
1033		Respondents

**Q77. Current place of residence:**

Count	Percent	
301	29.25%	On-campus
725	70.46%	Off-campus
3	0.29%	Fraternity/Sorority
1029		Respondents

**Q78. Age range:**

Count	Percent	
456	44.14%	18 years of age or younger
200	19.36%	19-20
131	12.68%	21-22
104	10.07%	23-25
77	7.45%	26-30
28	2.71%	31-35
10	0.97%	36-40
27	2.61%	41 +
1033		Respondents

**Q79. How many credits are you *currently* registered for this semester?**

Count	Percent	
20	1.95%	1-5
136	13.23%	6-10
749	72.86%	12-15
105	10.21%	16-18
18	1.75%	More than 18
1028		Respondents

**Q80. How many hours do you typically spend working for pay each week?**

Count	Percent	
329	31.97%	Zero
140	13.61%	1-10 hours
233	22.64%	11-20 hours
166	16.13%	21-30 hours
116	11.27%	31-40 hours
45	4.37%	More than 40 hours
1029		Respondents

Q81. What is your expected grade range for this semester?		
Count	Percent	
424	41.13%	A
516	50.05%	B
85	8.24%	C
6	0.58%	D
1031	Respondents	

## Appendix U: Leadership Development in Higher Education Course Syllabus

### Syllabus

UNDERGRADUATE STUDIES – UGS 3960  
LEADERSHIP DEVELOPMENT IN HIGHER EDUCATION

Spring Semester 2009

Gwen Fears

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Sharon Holladay

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University of Utah

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Salt Lake City, Utah 84112

(801) 581-7069

[www.sa.utah.edu/orientation](http://www.sa.utah.edu/orientation)

#### Class Time:

Monday; 3:00 – 5:30 p.m.

Olpin Union – Panorama East

#### Course Text:

Lundin, S.C., Paul, H. and Christensen, J. (2000) Fish! Many Rivers Press.

#### Supplemental Readings:

Additional readings will be provided throughout the semester on WebCT. These readings are intended to enhance and contribute to the topic we will be discussing in class that week. Please reference the “Weekly Reading and Assignment List” to ensure that you are completing the required reading each week.

#### Course Overview:

Everyone has the capacity to be a leader; everyone is a teacher and everyone is a learner.

A leader is someone who is able to effect positive and significant change for the betterment of others, the community and society. Leadership involves collaboration, teamwork and establishing relationships that can lead to positive and transformational change. Throughout the semester, students will become acquainted with a variety of leadership theories and practices that will increase their effectiveness as an orientation leader at the University. The primary objective of this course is to introduce students to leadership while facilitating learning opportunities and experiences that will assist them in becoming a highly effective Orientation Leader with a vast knowledge of the University, its programs, services and people. This class will help students to gain a better understanding of the importance of the University experience while acquainting them with programs and resources available at the University. Students will be exposed to all of the academic programs and will be provided with the training to assist students in designing a class schedule. Additionally, students will learn about themselves, their peers, and other members of the orientation team.

**Course Objectives:**

1. To develop the skills and knowledge necessary to become an effective Orientation Leader and contributor to the Orientation Team.
2. To develop an understanding of academic programs and requirements and to gain the skills necessary to advise entering students.
3. To critically examine the role of the Orientation Leader in the University community and to make Orientation Leaders aware of their impact on entering students.
4. To introduce students to the resources and programs available on campus to become informed about co-curricular opportunities at the University.
5. To develop an understanding and appreciation for diversity of all students, faculty and staff.
6. To develop a team of Orientation Leaders who are supportive of each other, understand the importance of teamwork, have mutual respect for each other and are committed to helping entering students and their families have a positive and welcoming orientation.
7. To provide an environment which promotes personal, social and academic growth.
8. To facilitate the development of leadership skills and competencies, which are essential to enhancing the social and interpersonal development of others.

**Attendance and Class Participation:**

Because this is a seminar class and experiential in nature, your attendance is expected and essential to your successful completion of the course. You are expected to be in class every week. If you need to miss a class or leave early/arrive late, you need to let us know in advance. Your participation in class will be graded based on the amount and level of your involvement, as well as your observed growth and willingness to learn.

Please use us as a resource. It is expected that you will seek out help or advice whenever you want or need. You are also encouraged to stop by the office and make it your home on campus.

**Proofreading and Professionalism:**

Your assignments and papers are expected to be typed and look professional. They should be free of typos, spelling errors and grammatical mistakes. We expect that the assignments you turn in are thoughtful and meaningful.

**Students with Disabilities:**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodations.

All printed information for this course can be made available in alternative format with prior notification to the Center for Disability Services.

**Academic Integrity:**

The University of Utah regards acts of academic dishonesty—including, but not limited to, plagiarism, cheating, fabrication, forging an instructor's signature, stealing tests, copying themes or tests from other students, or using "crib notes"—as very serious offenses.

If you are charged with academic dishonesty, you are subject to the University of Utah's Student Code of Conduct and procedures.



**Copies:**

You may duplicate materials to be handed out in class at our expense if they are ready to be printed at least two days prior to your presentation. You may make copies in the Orientation Office. Please introduce yourself to our office staff, let them know why you are here, and ask for their assistance in using the copy machine. Please prepare 31 copies, double sided. (If you prefer to make copies elsewhere you may, but you will not be reimbursed for personal costs.)

**Grading Policy:**

Your final grade will be based on the results of all class assignments including assigned readings, two tests, retreat participation, class participation, attendance, and the college expert assignment. You **MUST PASS** this class to be employed as an Orientation Leader during the summer. Students with a C or below in class are not guaranteed summer jobs.

**Grading****First Year Team Members:**

Attendance/Participation	200
College Expert	145
<i>Plan = 15 College Binder = 100</i>	
<i>Slide = 15 Key Points = 15</i>	
Reflection of <u>Fish!</u>	100
Reading Outlines	45
Bio Page	40
Class Binder	30
Scavenger Hunt	50
Campus Service Information	100
<i>Presentation = 50 Paper = 50</i>	
Resume – Rough Draft	20
Resume – Final	50
Reflections/Exercises	15
Online Orientation	30
Mentor/Mentee Activity	50
Team Project #2	100
Team Builder	50
Meeting with Instructors	25
Shadow Orientation	80
Names	18
Quizzes/Exams	200

**Grading Break Down:**

A	93%-100%
A-	90%-92%
B+	88%-89%
B	83%-87%
B-	80%-82%
C+	78%-79%
C	73%-77%

**Returning Team Members:**

Attendance/Participation	200
Reflection of <u>Fish!</u>	100
Reading Outlines	45
Bio Page	40
Class Binder	30
Scavenger Hunt	50
Campus Service Information	100
Reflections/Exercises	15
Mentor/Mentee Activity	50
Team Project #2	100
Team Builder	50
Quizzes/Exams	200
Names	18
College Expert (for OL's)	145

**TOTAL:** 1348

**1143**

## Assignments

### College Expert Assignment:

Each Orientation Leader will be assigned to an academic college on campus of which you are expected to become an “expert”. You will be asked to research what majors are included in that college, career opportunities, areas of specialization, what the college is known for, etc. As the key contact for the college, you will become the central liaison between orientation and the college and will develop a broad familiarity with the college, their programs, faculty and opportunities within the college. The goal of this assignment is that each Orientation Leader will have specialized knowledge about their assigned college and will be able to assist students within those majors at any time during orientation that an advisor is unavailable. **(145 = Plan-15; Slide Information- 15; College Binder-100; Key Points handout-15)**

### Fish!

Read the following book according to the number of years you have been on staff. A 4-5 page paper is due in which you will summarize and respond to the text. The completion of the book and the paper are due on April 13. **(100)**

- *First Year Orientation Leaders:* Fish! by Stephen Lundin, Harry Paul and John Christensen.
- *Second Year Team Members:* Review Fish! and read Fish! Sticks by Stephen Lundin, Harry Paul and John Christensen.
- *Third Year Team Members:* Review Fish! and read Fish! Tales by Stephen Lundin, Harry Paul and John Christensen.

### Reading Assignments and Outlines:

You are expected to read the articles/readings assigned each week. It is expected that all Orientation Team members read the information as assigned and come to class prepared to lead a discussion of the main points of the articles. It is imperative you come prepared and have completed the readings in such a way you would be comfortable leading the discussion. It will be decided each week who will lead the discussion. To assist you in this, each week that readings are assigned, you are responsible for turning in an outline of each article and/or book chapter. This information will be included on the quizzes and exams, as well as referenced throughout the semester. **(Each outline is worth 3 points – totaling 45 points)**

### The World to U - Bio Page:

During the first class you will be given the paper and instructions for completing a bio page about yourself. You need to come prepared to share your page and information with the class during our second class meeting, January 21. **(40)**

### Class Binder:

Over the course of the semester you should keep the handouts and information you receive and create a reference binder. This binder should serve as a resource for you throughout your time with orientation. At the end of the semester, you will receive a list of all handouts you should have in your binder to turn in on the last day of class. **(30)**

### **Scavenger Hunt:**

As Orientation Team members, it is essential you know the physical layout of the University and you are familiar with various aspects of our history and surroundings. With a partner(s), you will be responsible for visiting and documenting your visit to a list of places around campus. You will have the opportunity to present your information to the class so feel free to be creative in how you document the places you visit. **(50)**

### **Campus Research Project and Presentation:**

There are many different services and opportunities available to students at the University of Utah. You will be assigned to an area of campus in which you are to find out as much information as possible that will benefit you and the team in working with new students at the U.

#### *First Year Orientation Leaders:*

Each student is required to research topics from an assigned Student Affairs/Services area. Students will work together in their mentor/mentee groups on each topic to prepare an **oral presentation** (10-12 minute information presentation, 8 minutes to answer questions) and a 2 page written group report with appropriate departmental handouts attached. Information included should be of a nature to prepare your fellow Orientation Leaders to make informed presentations and accurately answer questions on the assigned topic. **(50)**

The written report must be typed double-spaced. You will be evaluated on two specific criteria: (1) information included in the written report. (2) public speaking skills and **creativity** of the oral presentation and PowerPoint. Please provide one copy of any departmental handouts or brochures for each Orientation Leader. Simply visiting the website of an office is not sufficient research. **(50)**

#### *Returning Staff Leadership Team:*

Each Returning Team Member will assist their mentees. It is the mentor's responsibility to provide leadership, guidance and participate in the oral class presentation. Each returning team member is responsible for keeping their group on track and for rehearsing with their group before the presentation date. This involves but is not limited to proofreading the presentation, attending interviews with mentees and moving the process forward.

### **Resume:**

When you applied to be an orientation leader, you turned in a resume with your application. We will hand them back to you in class for this assignment. You are required to submit a final resume of your experiences thus far. The final resume needs to be different than the one you initially turned in. You should consider finding sources from the Career Center or elsewhere to get ideas on how to format your resume. You should complete your resume as if you were applying for a job and highlight your activities, education, experiences, etc. **(20 rough draft; 50 final draft)**

**Reflections/Exercises:**

Orientation Team members are required to complete reflections/exercises throughout the semester. You will be provided with a list of questions to which you will respond and submit your thoughts. These submissions are expected to be typed, proofread, and free from grammatical mistakes. **(Each is worth 5 points for a total of 15 points)**

**On-line Orientation**

One option students have to complete the requirement to attend orientation at the University of Utah is to complete the On-line Orientation. As a vital part of this team, it is important you understand how the On-line Orientation works and the components of University Graduation Requirements. To assist you in this and to prepare you to answer questions in the Orientation Office, you are required to complete the First-Year In-state On-line Orientation by March 23. **(30)**

**Mentor/Mentee Activity**

Each member of the Orientation Team is divided into two different teams for the semester and the summer. Your mentor/mentee group will consist of one returning team member and one or two new team members. This requirement entails spending time together as a group to complete an activity. This activity is due on February 9. As all of your schedules fill up and you get busy, make sure you plan ahead to complete this assignment. **(50)**

**Team Project #2**

You are assigned to a team of 6/7 for the semester and throughout the summer. As an entire group, you will have a project to complete and every member needs to take an active role in the assignment. This project will be completed by April 20. **(100)**

**Team Building**

We will have a team building exercise during most class periods. Your mentor/mentee group will be responsible for leading an activity once during the semester. Check the Weekly Schedule for the date your team is responsible for leading the rest of the team in a team builder.

The team builder your group decides to lead should take fifteen minutes, so plan appropriately. Everyone in the class must be involved in the activity you choose and the activity should serve to assist us in building a stronger orientation team. The activity can be either a team builder or an icebreaker. Each member of your group should take an active role in facilitating the team builder. Your team will need to submit 2 copies of the activity with instructions, needed props, and ideas on how to facilitate the activity on the provided form the week prior to when you are assigned to lead the class. The write-up should be clear and articulate so that someone who had not participated in the activity could understand the directions. We will be compiling all of the team builders and icebreakers we do in class into a reference binder to be used throughout the orientation programs. If you need ideas, stop by the office and visit with us or look at one of the many books we have in the Leadership Resource Center. **(50)**

### **Meeting with Instructors**

*First Year Orientation Leaders:* You will need to set up a half-hour meeting time with instructors during the mid-part of the semester. There will be times available for you to choose when you want to meet. This time period is an opportunity to discuss your thoughts, goals, feelings, etc. surrounding orientation. **(25)**

### **Shadowing an Orientation**

*First Year Orientation Leaders:* Starting the end of March, we will offer orientation programs for students attending summer semester 2009 and transfer students beginning fall semester 2009. For completion of this assignment you will shadow returning orientation leaders and professional staff throughout the program in an effort to gain an understanding of some of the things that go on during an orientation program. In addition to shadowing during the program you need to submit a brief, one to two page reflection on the orientation program you helped with including what you did and any questions that might have come up for you during the program. Check the calendar for dates. You will be paid for the time you work during the orientation. **(80)**

### **Quizzes and Exams**

We will have a mid-term and a final in this course. You can also anticipate periodic quizzes on the readings and any material we cover. **(200)**

### **Extra Credit Option:**

You can also earn 20 extra credit points by completing the on-line orientation for Transfer students. To take advantage of this option, you need to contact Michelle so she can make sure you have access to the system and you need to complete it by April 6.

**Appendix V: Intensive Training Schedule**  
**INTENSIVE TRAINING SCHEDULE**  
**Wednesday, May 27<sup>th</sup> – Thursday, June 11, 2009**  
**Pano East, Union**

**Wednesday, May 27<sup>th</sup>**

7:45-8:30	Transfer Orientation Set-up
8:30-12:30	Transfer Orientation
12:30-1:30	LUNCH on your own
1:30-2:15	Welcome
2:15-2:45	Review of IT schedule; Review of calendar of events for next two months
2:45-3:15	Review Orientation Contract and Mission and Goals for Orientation
3:15-4:05	Expectations as a group for training
4:05-4:20	Supervisor Expectations
4:20-4:30	Staff Morale

**Thursday, May 28<sup>th</sup>**

8:30-8:45	Welcome & Housekeeping AKA Gwen Time
8:45-9:15	Roles of Orientation Leaders
9:15-9:45	Teambuilder
9:45-10:15	Tuition
10:15-10:30	UCard
10:30-11:00	Bookstore
11:00-11:30	Student Code
11:30-12:00	Wells Fargo
12:00-1:00	LUNCH on own
1:00-1:30	Commuter Services
1:30-2:00	Residency and Admissions
2:00-2:30	Sponsorship
2:30-3:00	Review of Resources – Bulletin and Catalog
3:00-3:30	Entering Student To Do List
3:30-4:15	Entering Student To Do List practice
4:15-4:20	Staff Morale

**Friday, May 29<sup>th</sup>**

8:30-8:45	Gwen Time
8:45-10:00	Begin Review of University Graduation Requirements <i>General Education – Intellectual Explorations, Writing, American Institutions, Quantitative Reasoning</i> <i>Philosophy of General Education</i> <i>Graduation Requirements</i> <i>Bachelor Degree Requirements – Upper division</i> <i>Communication/Writing, Diversity, IR, BA vs. BS</i> <i>122 Hours to graduate, 40 Upper division, Residency requirement</i>
10:00-10:30	Teambuilder
10:30-10:50	Sponsorship
10:50-11:15	Sponsorship
11:15-12:00	Honors
12:00-1:00	LUNCH on your own
1:00-1:30	EDPS 2600 & SI
1:30-2:00	UGS 1010
2:00-2:15	Team Builder

2:15-2:45	FERPA Presentation
2:45-3:00	ESS Classes
3:00-3:30	DARS
3:30-4:25	Office Training
4:25-4:30	Catch of the Day

### **Monday, June 1st**

8:30-8:45	Gwen Time
8:45-11:30	All the Details of Graduation Requirements Continue to Review General Education and Bachelor Degree Requirements <i>Course Placement and Role Plays</i> <i>Advanced Placement</i> <i>International Baccalaureate Students</i> <i>Math Placement – guide</i> <i>Writing Placement – guide</i> <i>Language Placement – guide</i> <i>Advising students according to high and low Index Numbers</i> <i>Conditionally admitted students</i>
11:30-11:45	Sponsorship
11:45-12:00	UROP
12:00-1:00	LUNCH on your own
1:00-3:00	Emergency Training
3:00-3:40	Importance of Their Role as Orientation Leaders
3:40-4:25	Campus Master Plan
4:25-4:20	Catch of the Day

### **Tuesday, June 2nd**

8:30-8:45	Gwen Time
8:45-10:30	Continue to review GE – start practicing presentation
10:30-12:00	Comprehensive Tour Training
12:00-1:00	LUNCH on your own
1:00-1:30	Student Portal @ Library
1:30-2:00	Campus Information System @ Library
2:00-2:30	Information Technology @ Library
2:30-3:45	Tour of the Library and Resources
3:45-4:20	Computer Lab Training
4:20-4:25	Catch of the Day

### **Wednesday, June 3rd**

8:30-8:45	Gwen Time
8:45-10:00	DTD Practice
10:00-10:30	Teambuilding
10:30-10:45	BUS
10:45-11:30	LEAP
11:30-11:50	Sponsorship
11:50-12:00	Catch of the Day
12:00-1:00	LUNCH on your own
1:00-1:15	Sustainability
1:15-4:15	SafeZone Training

#### **Thursday, June 4<sup>th</sup>**

- 8:30-8:45 Gwen Time  
8:45-10:45 Role plays  
10:45-12:00 Transfer Student Advising and Role Plays  
*Using DARS*  
*Using the Summary of Transfer Credit*  
*Associate degrees*  
*Writing, math, and language placement*  
*Articulation Agreements*  
12:00-1:00 LUNCH on own  
1:00-2:00 Entering Student To-Do List practice  
2:00-2:30 Financing College  
2:30-2:50 Sponsorship  
2:50-2:55 Catch of the Day  
2:55-4:25 Pictures! *Group and Individual Photos*

#### **Friday, June 5<sup>th</sup>**

- 8:30-8:45 Gwen Time  
8:45-9:15 Review DTD Q&A  
9:15-10:45 Your role in building schedules  
*Review of Policies and Procedures*  
*Reading the Academic Calendar*  
*Dropping vs. Withdrawing*  
*Incompletes; Audits; CR/NC options*  
*Finals – when are they scheduled*  
*Getting final grades*  
*Repeat Policy*  
10:45-11:00 U Book  
11:00-11:25 Student Recruitment Representatives  
11:25-11:45 Travel to HRE *walk or shuttle*  
11:45-12:15 Housing Options on Campus  
12:15-1:00 LUNCH at HRE  
1:15-1:30 Head to Post Theatre and Set up for Talent Show  
1:30-3:00 Talent Show  
3:00-4:15 Practice DTD  
4:15-4:25 Transfer Orientation Information  
4:25-4:30 Catch of the Day

#### **Saturday, June 6<sup>th</sup>**

- 9:15-9:45 Orientation Setup  
9:45-3:00 Transfer Orientation

#### **Monday, June 8<sup>th</sup>**

- 8:30-8:45 Gwen Time  
8:45-10:15 Practice DTD  
10:15-11:30 Videotape DTD  
11:30-12:00 Graduation Guarantee  
12:00-1:00 LUNCH  
1:00-3:10 Watch Videotape / Critique  
3:10-4:20 Walk through Orientation Schedules  
*Overnight Overview*  
*Outdoor Overview*  
*Parent Orientation*



Freshmen One-Day  
Team Responsibilities

**Tuesday, June 9<sup>th</sup>**

8:30-8:45 Gwen Time  
8:45-10:00 Facilitation Training  
10:00-10:30 International Center  
10:30-11:15 International Training  
11:15-12:00 Practice DTD  
12:00-1:00 LUNCH on your own  
1:00 -2:15 Emergency Response  
2:15-4:15 Model Building Exercise  
4:15-4:20 Catch of the Day

**Wednesday, June 10<sup>th</sup>**

8:30-8:45 Gwen Time  
8:45-9:00 Dress Rehearsal Explanation  
9:00-9:10 Unveiling of the Slide Show  
9:10-9:20 Unveiling of Intro Video  
9:20-11:15 Group Contract & Ethical Decision Making  
11:15-12:00 "Where's It At" Tour  
12:00-1:00 LUNCH  
1:00-2:25 Final DTD Practice  
2:25-2:30 Catch of the Day  
2:30-4:30 "PLAY" – Fish! Bowl

**Thursday, June 11<sup>th</sup>**

7:45-8:15 Set up for Dress Rehearsal  
8:15-12:00 Dress Rehearsals  
1:00-4:00 Service Project at Red Butte



# Leadership Development

Year End Report

September 2008 - August 2009

Prepared by:  
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## Highlights – Leadership Development 2008-2009

- Undergraduate Studies 2020, Foundations in Leadership, was taught in the Fall of 2008.
- The fourth one-day Learning to Lead Conference, open to all University of Utah students, was held in Spring 2009, with over 65 students in attendance.
- Seven students completed the Leadership Studies Minor in May 2009. One student graduated with the minor in August 2009.
- The current number of graduates with a minor in Leadership Studies is: 11
- 43 students participated in the LeaderShape® Institute, held at East Canyon Resort in October 2008.

## Executive Summary

### **Overview**

The purpose of this report is to provide an overview of the Leadership Development Office from September 2008 through August 2009. A formal initiative to enrich leadership development for students was advanced by Dr. Barbara Snyder, Vice President of Student Affairs, in the fall of 2000. Most of the activities mentioned are part of this leadership initiative.

This report details the activities by the Leadership Development Office, including the University of Utah LeaderShape® Institute.

### **Leadership Development Mission**

*Leadership development at the University of Utah incites students to action, encourages engagement in campus and community service, and provides opportunities that enrich and supports personal and academic growth, which culminates in a lifelong commitment to effective leadership.*

### **Leadership Development Office**

The Leadership Development Office and the Office of Orientation are a joint office and have been this way since 2000. The staff coordinates the efforts of both areas in addition to other responsibilities with parent programming and the National Student Exchange Program.

During the 2005-2006 academic year, bulletin space in the North wing of the Union was designated for Leadership Development in order to reach a broader audience. In 2008-2009, the Leadership Development website ([www.sa.utah.edu/leadership](http://www.sa.utah.edu/leadership)) was continually modified. The leadership resource center is cataloged and maintained online, along with information about the Learning to Lead Conference and the LeaderShape Institute. Additionally, more books are purchased on an on-going basis in an effort to provide the most current resources to students.

### **Leadership Internship**

For the sixth year, the Leadership Development Office offered a leadership internship to University of Utah undergraduate students. Two students, Nick Phillips and Lisa Carcelli, served as the leadership interns during the 2008-2009 academic year. They worked during Fall and Spring semesters on select projects such as the new Student Leader of the Month program and the Learning to Lead Conference. The internship position is in place to offer experiences to undergraduate students wishing to gain insight in leadership development and further their own personal skills.

## **Leadership Scholars**

Through the Financial Aid Office, the University of Utah awards incoming students who have excelled in leadership positions while in high school a one year scholarship. The students who are awarded these scholarships are not required to continue in leadership positions once they begin taking classes at the University. The Leadership Development Office has made a concerted effort to reach out to these students, upon their arrival at the University, to encourage them to get involved on campus. We host a luncheon for these scholarship recipients just prior to PlazaFest at the beginning of the school year. The intent of hosting a luncheon prior to this event is that students will meet other students interested in leadership, and participate in PlazaFest where they can gain valuable information about involvement and leadership opportunities on campus. During the lunch, we invited the Associate Vice President for Student Affairs and our leadership interns to speak. For Fall 2008, we had 27 students RSVP to attend this lunch. We will continue to reach out to these students and explore other opportunities to engage these students in leadership experiences.

## **Leadership Floor in Housing and Residential Education**

In an effort to support other leadership initiatives on campus, our office has partnered with the Office of Housing and Residential Education. We assist in the selection of the Resident Advisor for the Leadership Floor and we work with that student throughout the academic year to provide them with information about leadership opportunities available on campus. This is a partnership and opportunity for collaboration that we will be working at enhancing and further developing in the coming year.

## **The University of Utah LeaderShape® Institute**

The Leadership Development Office coordinated the effort to bring the LeaderShape® Institute to the University of Utah for the eighth year. LeaderShape®, Inc. is a national non-profit organization that specializes in training leadership skills for young people. Their mission is “*to improve society by inspiring, developing, and supporting more people committed to leading with integrity.*”

Funding for the program was secured from a number of different sources, including sponsorship from local businesses. A summary of funding sources and the budget can be found in *Appendix A*.

The eighth University of Utah LeaderShape® Institute was successful. The program was held over the University’s new week-long Fall break in October 2008. Two lead facilitators were sent from the national LeaderShape® organization to lead this campus-based session. Forty-three University of Utah students participated along with five University of Utah staff members in a week of intensive learning,

self-reflection and high-energy activities. The evaluations of the program are impressive and a summary of the evaluations can be found in *Appendix B*.

### **Learning to Lead Conference**

During the 2004-2005 academic year, a Leadership Workshop Series was offered about once a month throughout the academic year. The workshop series was designed to teach students practical leadership skills and was free of charge and open to all students. Students, faculty, and staff of the University of Utah presented the workshops. The attendance at these programs was sometimes low and sporadic. Therefore, the decision was made in 2005 to combine these workshops into a one-day conference where all the information previously presented in the workshop series was available to students on a more condensed timeline. During the Spring of 2009, the Learning to Lead Conference was held in the Olpin Student Union. The Union Programming Council and ASUU partnered with the Office of Leadership Development to put on the 2008 Learning to Lead Conference. A schedule of the conference, as well as evaluations and a budget can be found in *Appendices C, D and E*. The event was successful and we intend to continue holding the Learning to Lead Conference in upcoming years. This year spoken word artist Michael Benitez, Jr. presented at the program.

### **UGS 2020: Foundations in Leadership**

Ten undergraduate students enrolled in UGS 2020: Foundations in Leadership. The Director of Orientation and Leadership Development, Gwen Fears and Associate Dean of Students, Lori McDonald, co-taught the class twice a week. The class will be offered again in the Fall of 2009.

UGS 2020 became a service learning class in 2004. There are nine criteria that needed to be met in order to become a service learning class and a faculty committee must review the syllabus to ensure it meets service learning standards. Students in UGS 2020 were expected to design and implement a service project that required between 15 and 20 hours of service in the community. The syllabus for UGS 2020 can be found in *Appendix F*.

A partnership with the Bennion Center is being explored which would directly impact the enrollment in UGS 2020. This office is looking for a leadership course that will assist the students pursuing the Service Learning Scholars Designation. A partnership in this area would benefit both the Leadership Development Office and the Bennion Center.

### **Leadership Minor**

After several years of work, the Leadership Studies Minor received approval for the Board of Regents in July 2006. UGS 2020 serves as the foundation course for the minor and is typically taught

during fall semester. The Field Experience (ELP 4820) was offered Fall 2008 for the second time. Seven students enrolled in ELP 4820. Doctoral student Bryan Hotchkins taught the class under the supervision of Dr. Amy Bergerson. The course syllabus can be found in *Appendix G*. The class will be offered again in the Fall of 2009.

The Capstone Course (UGS 4750) was offered Spring 2009 for the second time and eight students enrolled in the course. The Associate Dean for University College, Dr. Sharon Aiken-Wisniewski, taught the class. The course syllabus can be found in *Appendix H*. The class will be offered again in the Spring of 2010.

One student completed the requirements for the minor and graduated from the University in December 2008. Seven students graduated from the University of Utah with a Leadership Studies minor in May 2009 and one more student completed all of the requirements for the minor and graduated in August 2009. The total number of students to date who have completed the Leadership Studies minor is 11.

Significant marketing efforts were undertaken in Spring 2009 to generate interest in the minor. Dr. Kari Ellingson, Associate Vice President for Student Development and Gwen Fears, Director of Orientation and Leadership Development, visited ten plus student groups, reaching more than 150 students to talk about the minor. The enrollment for UGS 2020 for Fall 2009 is 37, which is more than double any previous enrollment in this course. Continued efforts to market the minor will continue as energy is continued to grow this program.

### **High School Leadership Conference**

The Dean of Students Office worked to bring the High School Leadership Conference back to campus in August 2008 and had 45 students attend. They invited area high school students and their advisors to spend a Saturday on campus learning about leadership. For August 2009, the Leadership Development Office, the Dean of Students Office, and the Office of Student Recruitment and High School Services partnered to expand the leadership conference to a two-day, overnight event. Selected University of Utah student leaders led the high school students in six breakout sessions and University of Utah staff members led an advisors only track of breakout sessions. The conference hosted 110 high school students and 3 advisors. The Leadership Development Office offered support and input on the conference. The event was successful and we intend to continue the partnership in upcoming years.



### **Student Leader of the Month**

In an effort to recognize student leadership on campus, the Leadership Development Office created the Student Leader of the Month program. Undergraduate students from across campus were nominated each month (October to May) for their hard work in campus student organizations. A committee reviewed nomination forms each month and each winner was recognized on the leadership bulletin board space in the Union. Winners were also rewarded with a certificate of appreciation and a voucher to the Union's Crimson View Bistro. The following students were recognized during the 2008-2009 school year: Debra Yazzie (October), Andrew Jensen (November), Sally Tran (December), Rayshawn Carr (January), Mari Broadhead (February), Valery Pozo (March), and Pablo Martinez (April).

### **Summary**

The University of Utah community supports and encourages campus efforts to continue offering leadership development opportunities for the student body. During the 2008-2009 school year, the Leadership Development Office worked to continue leadership programs that had been previously established and reach out to student leaders at the University of Utah. The Leadership Development Office will continue to support these initiatives and develop further initiatives.

## Appendix A: LeaderShape® Budget and Funding Sources

<b><i>Budget</i></b>		
	<b>Paid</b>	<b>Notes</b>
<b>LeaderShape Fee</b>	15,800.00	
<b>Accommodations &amp; Space Rental</b>	8,335.00	condos and rental fee
<b>Meals</b>	0.00	Donated by Chartwells
<b>Supplies and Snacks</b>	373.86	
<b>Bus Transportation</b>	800.00	
<b>PRT Facilitator(s)</b>	525.00	
<b>T-shirts</b>	0.00	Donated by The Buckle
<b>Guest Leader Panel</b>	45.20	Van
<b>Marketing</b>	413.40	
<b>Faculty Training</b>	590.80	
<b>Appreciation Gifts</b>	187.02	
<b>Photographer/Photo Printing</b>	49.06	
<b>On-site coordinator stipend</b>	200.00	
<b>Travel</b>	132.82	
<b>Shipping of materials to LS</b>	101.81	
<b>Total Cost</b>	<b>27,553.97</b>	
<b><i>Funding Received</i></b>		
	<b>Received</b>	<b>Notes</b>
<b>VP Student Affairs</b>	8,000.00	
<b>Chartwells</b>	0.00	in-kind donation (food)
<b>Participant Fee</b>	6,450.00	
<b>ASUU</b>	5,000.00	
<b>UPS</b>	400.00	
<b>Union</b>	525.00	Paying for PRT
<b>Alumni Relations</b>	500.00	
<b>ARUP</b>	700.00	
<b>OC Tanner</b>	2,000.00	
<b>Conference Services</b>	300.00	
<b>Buckle</b>	0.00	in-kind donation (t-shirts)
<b>Fastenal</b>	300.00	
<b>Macy's</b>	300.00	
<b>Career Services</b>	500.00	
<b>Fisher Investments</b>	300.00	
<b>Enterprise (Platinum Partner)</b>	300.00	
<b>Schlumberger (Platinum Partner)</b>	300.00	
<b>L3 Communications (Platinum Partner)</b>	300.00	
<b>Northwestern Mutual (Platinum Partner)</b>	300.00	
<b>William's (Platinum Partner)</b>	300.00	
<b>Total Contributions</b>	<b>26,775.00</b>	
<b>Remaining Cost</b>	<b>778.97</b>	

## Appendix B: LeaderShape® Evaluations

### Q1. What campus or community organization(s) do you plan to get involved with, that you are not currently involved with?

Count	Percent	
42	100.00%	
Count	Percent	
1	2.38%	AASA, SHAC
1	2.38%	All, for I am open to possibilities.
1	2.38%	Amnesty international,
1	2.38%	Anything in ASUU, government association, community organizations, learning with researching my vision
1	2.38%	ASUU
1	2.38%	ASUU and Shac
1	2.38%	ASUU, FPPA, UPC
1	2.38%	ASUU, leadershape, orientation office, student affairs office
1	2.38%	ASUU, orientation and leadership development, bennion center
1	2.38%	bennion center upc ASUU,
1	2.38%	Bennion Service Center
1	2.38%	CESA< Mecha, CCC
1	2.38%	CESA: and as many within cesa as I can Any interantional groups LGBT Resource Center
1	2.38%	College democrats, some energy sustainability organization
1	2.38%	College of Democrats- BOOYAH! SAA- Holla!
1	2.38%	Community service projects
1	2.38%	Debate, ASUU govt relations board, asuu assembly or senate, philosophy SAC, SSA
1	2.38%	Diversity board
1	2.38%	Diversity, office of orientation/leadership, housing
1	2.38%	I plan on getting involved with the diversity group and the student association.
1	2.38%	I plan to get involved in at leas5 5-6 organizations. As many as I am able to have time for.
1	2.38%	I want to be better involved with the cross cultural coalition as well as other diversity groups. The LBGQTQIA center. I want to learn more about ASUU and the diversity board there.
1	2.38%	I would really love to help out Richard and Pablo's group. I'm excited for them and where they're going.
1	2.38%	LGBT Resource center, Red butte gardens
1	2.38%	Maybe ASUU, and something with diversity
1	2.38%	Mecha, Shac
1	2.38%	Nothing came to mind, but meeting new organization and establish collaboration with established ones.
1	2.38%	Orientation office, ASUU, student assembly, LGBTQI, vote project, panhellenic
1	2.38%	Orientation, cross cultural coalition, college democrats, and crimson nights,
1	2.38%	Orientation, SHAC
1	2.38%	Peer, greek system
1	2.38%	Perhaps some kind of service or sport actvity organization.
1	2.38%	Project youth, big brother big sister,
1	2.38%	Residence halls, maybe RA, considering orientation, ASUU
1	2.38%	Space, maybe apply for orientation leader
1	2.38%	Sustainability groups, i want to create my own, ASUU
1	2.38%	The cross cultural group and possibly Shac
1	2.38%	The women's center ASUU
1	2.38%	This year I don't whink I will get involved with anymore because I am already on 4 and have 2 jobs. But next year maybe a sustainability board.yes
1	2.38%	Top jobs, maybe ASUU
1	2.38%	UPC, ASUU
1	2.38%	Volunteering @ hospital
42	Respondents	

### Q2. What, if any, leadership role(s) do you plan to seek, that you do not currently hold?

Count	Percent	
40	100.00%	
Count	Percent	
1	2.50%	A chair in my sorority ASUU board
1	2.50%	A leadership role in one of them maybe
1	2.50%	AD, directior
1	2.50%	ASUU I want to be on a committee

**Q2. What, if any, leadership role(s) do you plan to seek, that you do not currently hold?**

Count	Percent	
1	2.50%	ASUU President
1	2.50%	ASUU senator assembly Orientation Leader RA in HRE
1	2.50%	At work, research the opportunities for promotion at school, speak up more.
1	2.50%	being a leader in my classes
1	2.50%	Cabinet level position in ASUU for 09-10 school year
1	2.50%	Club officer
1	2.50%	community organizer
1	2.50%	Continue creating and supporting exciting organizations in mentoring students to rise up to leadership roles.
1	2.50%	Director in ASUU
1	2.50%	Employment; undergraduate degree. A home or residence
1	2.50%	Event planner
1	2.50%	I am just a member of the organizations I am on. So I want to be an officer in SHAC and maybe something with ASUUInclusive leadership
1	2.50%	I currently hold a few leadership roles.... so as of right now I don't plan on seeking any
1	2.50%	I plan to become the top leader in the organizations that I would like to be in. I don't just want to be a member I would like to be more active
1	2.50%	I plan to seek the role of my plans are still beckoning...I want to have a position where I can make real change and decisions, maybe senator, congressman, governor, CEO, customer service.
1	2.50%	I want to be a leader in a sustainability org.
1	2.50%	I want to be active in student alumni board, UPC
1	2.50%	I want to find a competitive internship for next summer where I can oversee others and really challenge my conflict resolution and communication skills.
1	2.50%	I want to start a sorority and be more involved in the BC
1	2.50%	I would like to be the executive director of UPC. I would like to be the student body president.
1	2.50%	I'm not sure exactly, but I want to be a leader in many aspects, maybe not always in an organization but one that people look up to and want to be more like
1	2.50%	Leader in ASUU
1	2.50%	leadership position in my sorority, orientation leader, student assembly
1	2.50%	maybe a position in SHAC
1	2.50%	Maybe....hold a leadership position in M.E.Ch.A. next year as well as starting an organization to get my vision going.
1	2.50%	more interpersonal levels of leadership closer to students and others
1	2.50%	not currently
1	2.50%	Not sure yet
1	2.50%	officer/chair positions in organizations I'm in.
1	2.50%	orientation leader, RA
1	2.50%	Possible chair position
1	2.50%	something in ASUU
1	2.50%	Staying in action.
1	2.50%	Student Alumni Board Resident Programming Coordinator TA for anatomy
1	2.50%	unknown yet
1	2.50%	until I have joined the other groups and gotten a feel for everything I will just be as supportive follow2er and help when needed.
40	Respondents	

**Q3. Do you feel prepared to fulfill this/these leadership role(s)?**

Count	Percent	
40	100.00%	
Count	Percent	
1	2.50%	Absolutely
1	2.50%	For the most part. There are of course always going to be challenges and distractions, but through remembering my goals and the difference they will make in the life of others will give me the strength and willingness I need to keep moving forward.
1	2.50%	Honestly yes! I can and will take all this stuff I learned and do my best to achieve my goals, and get involved.
1	2.50%	I definitely feel more prepared than I was before I came here
1	2.50%	I do
1	2.50%	I feel like I am prepared to take on any leadership role I am presented with
1	2.50%	I feel mostly ready. I feel I have a strong base on how to take things from an idea stage and make them reality which I plan on putting into action with my campus organizations.

**Q3. Do you feel prepared to fulfill this/these leadership role(s)?**

Count	Percent	
1	2.50%	I feel that I know how to implement them, yes, but I don't feel like I have those skills now.
1	2.50%	I will never be fully prepared but with Leadershape, I am prepared the most I can be.
1	2.50%	It scares me to think that I was going to pursue this position w/o the leadershape experience. I definitely feel more prepared to fill the role.
1	2.50%	N/A
1	2.50%	Not fully, but much more so than before
1	2.50%	not sure b/c I don't know what they consist of
1	2.50%	Stronger planning w/goals
9	22.50%	yes
2	5.00%	Yes
1	2.50%	YES
1	2.50%	Yes because I feel much more confident in my abilities and who I am as a person
1	2.50%	yes extremely prepared.
1	2.50%	Yes I always did but this helped me to realize the steps necessary and that I should be taking action
1	2.50%	Yes I do I have more confidence than ever before
1	2.50%	Yes thank you!!
1	2.50%	yes!
1	2.50%	YES! Thank you leadershape people!
1	2.50%	yes!!!
1	2.50%	Yes, I have energy, passion and optimism I can do anything I put my mind to.
1	2.50%	Yes, leadershape gave me a great opportunity to speak w/students who are currently in these roles.
1	2.50%	Yes, most def.
1	2.50%	Yes, w/application of principles learned here.
1	2.50%	Yes, When the time comes
1	2.50%	yes, yes, I am committed. Yes!
40	Respondents	

**Q4. As a result of participating in LeaderShape, what leadership skills have you developed that will help you fulfill this/these leadership role(s)?**

Count	Percent	
42	100.00%	
Count	Percent	
1	2.38%	Active listening, an understanding of my leadership style.
1	2.38%	assertiveness
1	2.38%	Awareness of my integrity
1	2.38%	Awareness, open-mindedness, recognizing the value of one and the power that comes from combined efforts
1	2.38%	being humble, be more assertive, be myself and no one else, believe
1	2.38%	Being more open and not taking a back seat to analyze but to be more aggressive in solving problems.
1	2.38%	Communication!
1	2.38%	Community orientation, getting more people involved, even the quiet ones.
1	2.38%	compassion, listening skills, and willingness to work.
1	2.38%	confidence and the need to get feedback
1	2.38%	Confidence in speaking up. More sure of my abilities and ideas
1	2.38%	courage to speak up and voice my opinion more often. Assertiveness
1	2.38%	Don't judge others, be open to new ideas.
1	2.38%	fuller integrity
1	2.38%	I am more aware of my strengths and weaknesses
1	2.38%	I am prepared to be more vulnerable and transparent and work with many different people
1	2.38%	I reflect more and am true with myself and to myself. I am more aware and passionate about encouraging diversity and practicing inclusive leadership.
1	2.38%	I will be able to formulate vision on a smaller scale and achieve my goals with a healthy disregard for the impossible. I will not be discouraged by those who would bring me down and speak my mind.
1	2.38%	Knowing that's right and valuing yourself. Always having purpose and dedication. Creating goals and achieving them! Following your heart and putting yourself out there.
1	2.38%	Knowledge of the need to prioritize all my different interests and vision (better to commit to one and make progress on it first instead of half starting multiple projects at once)
1	2.38%	Leading with integrity, having the ability to listen to others, and being a sponge.
1	2.38%	More confidence in answers, don't want to second guess myself anymore.
1	2.38%	more confident in my ideas and my ability to express them.

**Q4. As a result of participating in LeaderShape, what leadership skills have you developed that will help you fulfill this/these leadership role(s)?**

Count	Percent	
1	2.38%	My dad GAD was to let others take the lead so this was a great skill to learn and hopefully take it back to my organization.
1	2.38%	My vision, realization of my skills and one I need to work on.
1	2.38%	-openness to new/alternative ideas - Persistence -Everybody makes mistakes, it is ok
1	2.38%	Partnerships/resources, ambition, team building, and understanding, motivation and awareness.
1	2.38%	Patience, tolerance, open to others, funny
1	2.38%	Planning! I am not much of a planner at all! I usually just go with the flow and sometimes react or do stuff by impulse... not that there is anything wrong with that but planning definitely helps. I've also loved learning that mistakes are not always a bad thing. I've also gained an understanding of a healthy disregard for the impossible.
1	2.38%	Realization that I have a responsibility to use my talents to better the world
1	2.38%	recognition of my privileges. quite the voice in my head.
1	2.38%	Rhetoric, self awareness, decision making, being myself
1	2.38%	sense of community, patience, realization of my values.
1	2.38%	Speak up more, voice my opinion and assert myself, leading w/ integrity, including everyone and valuing each individual
1	2.38%	Staying open. Open mind. Speaking my mind/opinion. Not holding back. If I have something to say, say it.
1	2.38%	Stretching my goals and set possibility.
1	2.38%	taking risks and not worrying so much about what people think
1	2.38%	That Leaders recognize their integrity and core values with every detail that they perform and accomplish
1	2.38%	The value of other people and their ideas. Even if they are different from my own. The value of inclusion. The value of safety and space.
1	2.38%	thinking outside my perspective valuing others ideas and teamwork.
1	2.38%	To speak up more when I have mindful thoughts!
1	2.38%	Universal and global health (public health globally)
42	Respondents	

**Q5. What campus or community issues do you feel passionately about?**

Count	Percent	
40	100.00%	
Count	Percent	
1	2.50%	DIVERSITY! Higher education is so important and people should be given a chance to go, become leaders, and continue growing and learning regardless of race/ethnicity, socioeconomic class, age, ability/disability, sexual orientation, gender, and even religion.
1	2.50%	acceptance/trust in community
1	2.50%	All! Diverse possibilities! Social justice!
1	2.50%	Allowing all students to have the ability to go to university. Getting others involved in campus organizations.
1	2.50%	benetton center
1	2.50%	Diversity- overcoming ignorance Education aimed to overcome diversity ignorance.
1	2.50%	domestic violence, adoption, refugee assistance, environmental sustainability
1	2.50%	Education for all children in the world.
1	2.50%	education in poor/bad neighborhoods.
1	2.50%	Education, homelessness
1	2.50%	education, family, diversity in education
1	2.50%	Energy
1	2.50%	Equal opportunity, a university oriented around the student, not student around university.
1	2.50%	Equal representation, be it among underrepresented groups politically, inclusion in group activities, or giving a voice and hope to those who have none.
1	2.50%	Equality in schools.
1	2.50%	Exploited, helpless, underprivileged
1	2.50%	family problems
1	2.50%	fine arts
1	2.50%	Giving activities for all U of U students and families to enjoy
1	2.50%	health care, treatment of groups... lengthy list
1	2.50%	-Health insurance coverage for college students on their parents medical plans - Active involvement on large universities beyond the classroom. -education of diseases (cancer and eating disorders) - Care for entire families affected by illness
1	2.50%	health, politics, equal rights and acceptance

**Q5. What campus or community issues do you feel passionately about?**

Count	Percent	
1	2.50%	healthcare, education, equality
1	2.50%	helath, specifically kids.
1	2.50%	Patient health care, campus involvement.
1	2.50%	Privilege, the public system or policy for the poor.
1	2.50%	public transportation to the U. Fair representation in ASUU legislature
1	2.50%	Rape, womens rights, peace in the world, baby seals, voting.
1	2.50%	Social justice, instate tution, racism, LGBTQI
1	2.50%	Social justice/Access to higher ed/equity
1	2.50%	social justive and creating awareness
1	2.50%	Student it needs.
2	5.00%	Sustainability
1	2.50%	Sustainability, LGBT issues/life, wilderness
1	2.50%	Under representation of ethnic students on campus, in ASUU, in greek life. Glass ceilings in corporate environment.
1	2.50%	universal healthcare, quality education for all, basic needs for under privileged
1	2.50%	Voting at the U, domestic violene, arts in schools, health care, campus involvement
1	2.50%	Youth civic engagement and acceptance of young women 12-18
1	2.50%	Youth of tomorrow but also college students today who may not be able to pay for college. We think of youth healthcare but what about when we're older, what then?
40	Respondents	

**Q6. Do you plan to become actively involved in addressing these issues? If so, in what ways?**

Count	Percent	
41	100.00%	
Count	Percent	
1	2.44%	I plan on volunteering a lot and being a service learning scholar
1	2.44%	being in leadership roles to help address.
1	2.44%	By joining the organizations I need to and voicing my opinion.
1	2.44%	I do. If I run for student body president I will advocate changes to integrate the system and include people of color. In my professional life I wish to shatter glass ceilings.
1	2.44%	I would like to think so. Volunteer.
1	2.44%	If I feel time permits, yes. Starting on my sision and getting others involved with it.
1	2.44%	no, not right now.
1	2.44%	Of course! :) Keeping myself informed about the issue, and thier standing, the way they affect people. Alo my action and awareness can help those who are oppressed. It starts by checking myself (becoming more aware of my privilege), checking others, checkcing the community, maybe some day the world!
1	2.44%	Starting a new community organization, devitalizing peer, helping rock the vote`
1	2.44%	Thourh my vision. Through collaboration.
1	2.44%	yes
1	2.44%	Yes by joining groups at campus and volunteering at organizations that foster these values.
1	2.44%	Yes I plan on directly atteneding the voter turnout for SBO elections and working with yw.
1	2.44%	Yes I plan to continue pushing the fine arts in the lives of everyone.
1	2.44%	Yes I plan to spread the word about campus organizations starting with my friends and branching out. I have a vision and plan of action to all all studens a choice to go to university.
1	2.44%	Yes I want to be involved in helping the cross cultural community in having their voices heard.
1	2.44%	Yes I want to join the different organizations on campus and within the city.
1	2.44%	Yes speaking to others and getting others input on what can be done. The dynamics of what could be done to accomplish stuff.
1	2.44%	Yes! - working with orientation office and administration to promote more active involvement on campus. Sharing my experience of healthcare/insurance with others. -addressing ledgislators to promte importance of health insurance.
1	2.44%	Yes! I want to participate in diversity training on campus!
1	2.44%	Yes! Join existing organizations that address the issues, for now. Also, become more educated about the issues.
1	2.44%	Yes, but my plan is still in the making
1	2.44%	Yes, by achieving my vision.
1	2.44%	Yes, by joining groups on campus and becoming more aware of things I can do to accomplish my vision.
1	2.44%	Yes, by turning my vision into reality.
1	2.44%	Yes, I plan on getting more students informed about voting. I raise domestic violence awareness in my sorority through philanthropy events. Healthcare is my vision so I will do my managable goals and

**Q6. Do you plan to become actively involved in addressing these issues? If so, in what ways?**

Count	Percent	
		fulfill them.
1	2.44%	Yes, I plan to get more and more people to be educated about other countries.
1	2.44%	Yes, I will always reduce, reuse, recycle etc. Once I am a doctor I will tackle global health.
1	2.44%	yes, involvement.
1	2.44%	Yes, one if my vision and the other in my job so yes.
1	2.44%	Yes, participating campaign and put comments. Set up my goal about his and make possibility to do.
1	2.44%	Yes, Speak to studenet groups and work wih them.
1	2.44%	yes, start tutoring children in such schools.
1	2.44%	Yes, through my position in student gov.
1	2.44%	Yes, use SHAC perfaps and volunteer at Primary childrens Also get involved at local food banks.
1	2.44%	Yes, volunteering and finding ways to change the structures
1	2.44%	yes. addressed above
1	2.44%	Yes. Be my contribution.
1	2.44%	yes. don't know yet
1	2.44%	Yes. Many students traditionally do not vote so I will provide them with candidates platforms on issues that affect their future. In runnintg meeting, I will be sure to involve everyone's opinion and not dismiss any idea too quickly. I will seek feed bakk from those who live around me and work to improve conditions.
1	2.44%	yes. Take it one step at a time. Volunteer and get more involved. Do research.
41	Respondents	

**Q7. Please provide feedback on the services provided by Chartwells during LeaderShape.**

Count	Percent	
38	100.00%	
Count	Percent	
1	2.63%	Amanda is amazing!
1	2.63%	Amanda is AWESOME!!! She surpassed expectations! Food was generally great and I enjoyed it very much! The availability of cookis and fruit throughout the day was awesome!
1	2.63%	Amanda Rocked! Produced food that was not bad!
1	2.63%	amanda was incredibly nice and did a great job catering to us.
1	2.63%	Amanda was purely awesome! Tacos were amazing -Have better fruit! It was always too green and not appealing!
1	2.63%	Amazing cookies! Use cups that can be recycled! Not styrofoam More variety, especially for breakfast.
1	2.63%	amazing food awesome chef.
1	2.63%	Amazing! Thanks Amanda!
1	2.63%	ass kickin!
1	2.63%	Aweseom!
1	2.63%	Awesome! I love lunch lady. Breakfast could have been more complete.
1	2.63%	chartwell was very professional and high quality- they were very accomodating and quck to serve
1	2.63%	Charwells was wonderful. I thought the simple meals were the best way to go throughout the week and enjoyed those more than the fancier catered banquet. Amanda was fantastic!
1	2.63%	Cookies=Amazing! I didn't enjoy the dinner w/sponsors-good service, bad food.
1	2.63%	Escellent! Very thankful!
1	2.63%	Excellent food. Maybe less bagels.
1	2.63%	Good food. always on time, good variety.
1	2.63%	Great! Amanda is a very good person! Thank you!
1	2.63%	Great! Thank you!
1	2.63%	Great. Fantastic. The Best.
1	2.63%	I didn't like breakfast. I think there needed to be more options
1	2.63%	I was decent. Wish we had food like the night the sponsors came. Breakfast could've improved-hashbrowns-ohter food besides bagels and cereal. I reall wanted mash potatoes.
1	2.63%	It has pretty good- surprised but it was good
1	2.63%	it was awesome! I heart the cookies!
1	2.63%	It was better than normal chartwells food!
1	2.63%	It was good.
1	2.63%	It wasn't bad. I felt you could've switch up lunch. Sandwiches everyday I don't do that. Also not everyone lvoes candy! So facilitators and family leaders change it up! It's great food, but I like variety in what I eat!
1	2.63%	Thanks for the food!
1	2.63%	Thanks you for providing us this chance. It was so nice to get a lot of experience.
1	2.63%	The food was great, but I wasn't warned when things I'd listed as being allergic to were in the foods,



**Q7. Please provide feedback on the services provided by Chartwells during LeaderShape.**

Count	Percent	
		which could have ended very badly.
1	2.63%	The food was very good!
1	2.63%	The food was way awesome!! our chef Amanda was incredible. I didn't think that many cookies existed!
1	2.63%	They were amazingly awesome!
1	2.63%	very good food, kind chef!
1	2.63%	Very good. Amanda was great!
1	2.63%	Very good. Good job!!
1	2.63%	Wonderful! Thank you!
1	2.63%	Wonderful, I love cookies.
38	Respondents	

**Q8. Please provide feedback on the accommodations provided by East Canyon Resort during LeaderShape.**

Count	Percent	
38	100.00%	
Count	Percent	
1	2.63%	Absolutely great many activiteis for free time.
1	2.63%	accomadations were fantastic minus the fact that i found wasps in my place
1	2.63%	Accomadations were great. No issues. Plenty of space to han on and after program time. Very freindly staff.
1	2.63%	Accomidations were great. Would have been nice to have more than 1 key for six people. Also fitness room could be updated.
1	2.63%	accomodations were very good, no complaints!
1	2.63%	Comfortable beds and plenty of pace. Very nice accomodations
1	2.63%	Excellent
1	2.63%	Excellent I loved this place
1	2.63%	Fantastic!
1	2.63%	Good! :) They were way nice to let us dance longer.
1	2.63%	Good! but could be better! With the dance party being longer!
1	2.63%	Great.
1	2.63%	Hot tubs, rock it hard. rooms nice. Not many extra activities.
1	2.63%	I liked it
1	2.63%	I loved the condos. Everything was clean and tidey and the heaters were amazing. The lacion is amazing.
1	2.63%	It was good except the lady in charge was rude at times!
1	2.63%	It was great! Better than I thought! Beds too creaky though.
1	2.63%	Nice (We needed towels)
1	2.63%	No complaints
1	2.63%	ok- not very bood about towels and sheet change, pillows were flat.
1	2.63%	Pretty nice. Too many wasps! Great hot tub. Great staff! Love apple tree in mini golf!
1	2.63%	Really really great. Although the store hours weren't really what were posted.
1	2.63%	So much fun. Loved the bunk beds! Great hot tub!
1	2.63%	Sufficient. Big and roomy environment. Wish their was service.
1	2.63%	Take the plastic cheets off the beds... No hot water to shower, other than that it was great.
1	2.63%	The condos were great! No complaints
1	2.63%	There were a lot of wasps. The rest of it was great
1	2.63%	They were excellent! Much nicer than the dorms!
1	2.63%	They were really great, but hte pilloows weren't very good.
1	2.63%	They were very nice and were happy. thought it was nice when they opened the pool.
1	2.63%	They were way good, especially for the things I didn't think we'd have. IT was easy to get things done when needed.
1	2.63%	Those are good environment to learn leadership and I hope the close time of the wall would be extended to build more relationshipo.
1	2.63%	Very comfortable, beautiful scenery
1	2.63%	Very nice condos, no intruders.
1	2.63%	Very Nice!
1	2.63%	Very nice, No complaints
1	2.63%	Very nice. The bathrooms could be bigger, and/or it would be really nice to have mirrors in the bedrooms.
1	2.63%	we needed more pillows and blankets. Otherwise the facilties were very accomodating. Also, make it easier to hook up IPODS and such. I love the piano!

**Q8. Please provide feedback on the accommodations provided by East Canyon Resort during LeaderShape.**

Count	Percent
38	Respondents

**Q9. Do you believe that Fall Break is an ideal time to hold LeaderShape. If not, when would you suggest?**

Count	Percent
38	100.00%

Count	Percent	
1	2.63%	At first I didn't but now I agree with holding it over fall breakq
1	2.63%	I do not think it is an ideal time but I do not know when else it would be done
1	2.63%	I think it is because people can immediately use it.
1	2.63%	I think that fall break is good because after school gets out or during the summer, there is less control for me of what I can or cannot do.
1	2.63%	I think this is a great time because we still have almost the whole school year to utilize the skills we have learned.
1	2.63%	I would prefer a hotter time of year so we can be outside more!
1	2.63%	No, summer
1	2.63%	No, summer is how it usually is.
1	2.63%	No, well maybe? Consider winter break?
1	2.63%	Not exactly, I missed out on AFB. May?
1	2.63%	Spring break may be better temperature wise. Although, this is Utah, so you never know. I like it in fall because we have the rest of the year to incorporate what we learned.
1	2.63%	Sure why not. Kids are out of school and ready to start the year off with a head on their shoulders 2
1	2.63%	think it were held in spring people wouldn't have the chance to act on some of their ideas.
1	2.63%	Sure, if it doesn't snow!
1	2.63%	Yeah but it sucks that it's over by the time u get back.
4	10.53%	yes
3	7.89%	Yes
1	2.63%	YES I do believe it is an ideal time
1	2.63%	Yes I do, because I would not be willing to miss school for it.
1	2.63%	Yes I do. People aren't too burned out by fall. Later in the year, they are, and wouldn't want to go.
1	2.63%	Yes it is
1	2.63%	Yes it is!
1	2.63%	Yes! Almost perfect! We can start implementing what we learn right away! :)
1	2.63%	Yes, especially having a few days to relax afterward before getting back into classes.
1	2.63%	Yes, fall break, not much to do.
1	2.63%	yes, it's a great break from school
1	2.63%	Yes, It's not quite snowy but not quite warm enough to do a lot. I think it's perfect but maybe give a choice for maybe a summer or fall break.
1	2.63%	Yes, It's perfect because nobody has school during this time
1	2.63%	Yes, spring bring or the end of the summer could be good times, too!
1	2.63%	Yes.
1	2.63%	Yes. It is when many freshmen need guidance and direction on how to become a leader.
1	2.63%	Yes. Not too cold, not too hot
1	2.63%	Yes. Perfect timing. A little cold though!
1	2.63%	Yes. WE have the open scheduled time now and I think it's a good use of time

38	Respondents
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**Q10. Do you believe that \$150 is an appropriate and affordable cost for LeaderShape. If not, what amount would you suggest?**

Count	Percent
38	100.00%

Count	Percent	
1	2.63%	yes
1	2.63%	At first I found it a little high, but when I heard how costly it is for registration, etc. it made sense. The sponsorships help a lot and I think it would be a good idea to say that students can be sponsored on the information posters.
1	2.63%	Cost didn't affect me, but it sounds reasonable!
1	2.63%	Definitely!
1	2.63%	Depending on students SES. This price seems valuable
1	2.63%	I think it is a good amount. I would have paid \$200 even.
1	2.63%	I think it is too cheap in a way.

**Q10. Do you believe that \$150 is an appropriate and affordable cost for LeaderShape. If not, what amount would you suggest?**

Count	Percent	
1	2.63%	I think it was good as long as there are sponsors to help cover cost.
1	2.63%	I think it's appropriate. many students including myself, had sponsors, so it wasn't really an issue.
1	2.63%	I think so because lots of organizations are willing to sponsor you anyway.
1	2.63%	I wouldn't have paid 150, maybe 50.
1	2.63%	it is pretty affordable, considering the number of days and meals.
1	2.63%	It was affordable for me but don't get me wrong, \$100 would be even better.
1	2.63%	no
1	2.63%	no opinion I was sponsored.
1	2.63%	Sure I was sponsored so I don't know
1	2.63%	Very manageable for the accommodations and everything we experienced Very easy to get sponsored
1	2.63%	Yeah, I had to pay out of pocket and I think way worth it! I loved it!
9	23.68%	yes
1	2.63%	Yes \$150 is appropriate, Free is better though...
1	2.63%	Yes I do. But I also think there should be scholarships for the few people who can't afford to come and have no sponsor.
1	2.63%	Yes! :)
1	2.63%	Yes! It was still out of my reach but perhaps facilitating connections w/sponsor might help.
1	2.63%	Yes! It's not too small, not too little. Just right
1	2.63%	Yes, appropriate
1	2.63%	Yes, but I was fortunate enough to have this cost covered!
1	2.63%	Yes, any reduction in cost is nice.
1	2.63%	Yes, great time.
1	2.63%	Yes, it's an excellent price knowing now what I get.
1	2.63%	Yes.
38	Respondents	



## Appendix C: Leaning to Lead Schedule

# *Learning To Lead Conference*

*Presented by the Office of Leadership Development, ASUU, and UPC*

### **Welcome/Overview**

Sharon Holladay - Projects Coordinator  
Kari Ellingson - Associate Vice President for Student Development

*Saltair Room*

2:05-2:20pm

### **Opening Keynote**

Michael Benitez, Jr.

*Saltair Room*

2:20-3:30pm

### **Breakout Session I**

3:30-4:20pm

- **Institutional White Privilege**

Presenter: Rob Davies

This session focuses on how White Privilege has been imbedded into major institutions in the United States and the effects this has on all people. During this session you will learn about the concept of White Privilege, a White Identity Development Model, and how our education, banking, employment, and housing systems have created a country where wealth and education have been systematically funneled towards white individuals and away from people of color.

*Collegiate Room*

- **LeaderShape Reunion**

Presenters: Trisha Jensen & Michelle Jones

Come reunite with Leadershapers! Join us for the opportunity to share, ask questions, and get additional support on the vision statements you created while at the LeaderShape Institute ®. LeaderShape participants from all years welcome.

*Panorama East*

- **Hot Topics on Campus**

Presenter: Lori McDonald

Good leaders pay attention to what is happening around them. This session will place you in an exciting discussion about current issues facing students at the University of Utah.

*Parlor A*

- **Understanding Legal Challenges in Immigration**

Presenter: Charles Kuck

This session will explore legal challenges for undocumented immigrants as well as advocacy opportunities in the State of Utah and in Congress. This will be a discussion with Charles Kuck, President of the American Immigration Lawyers Association, members of the University of Utah community, student leaders, and local advocates.

*Theatre*

### **Breakout Session II**

4:30-5:20pm

- **Uncovering Biases: You can Leave your Guilt Behind**

Presenter: Deb Daniels

This workshop will examine ways of uncovering your biases and will help you understand how guilt prohibits progress. You will also learn how to become an effective ally.

*Collegiate Room*

- **Life after the U**

Presenters: Rick Henriksen, Amanda Hatton, & Basim Motiwala

Have you been wondering what's in store for you when you graduate? How will you apply your student leadership skills as you take the next step? This session offers three great perspectives from two former student leaders and one student leader graduating in May who have very different paths.

*Panorama East*

- **Moving your Organization from Good to Great**

Presenter: Jay Wilgus

In his renowned book "Good to Great: Why Some Companies Make the Leap and Other's Don't," author Jim Collins discusses the secrets of what differentiates a good organization from a great one. This session explores Collins' work as it relates to your student organization and will provide key insights into how to take your efforts to the next level.

*Parlor A*

- **Leadership in the Effort to End Sexual Violence**

Presenter: Joe Vess

One of the most important skills a leader can attain is the ability to advocate on behalf of those whose voices are not being heard. Nationally renowned speaker and activist Joe Vess, Director of Consulting and Training for Men Can Stop Rape, will lead this discussion about becoming an ally and advocate in the effort to end sexual violence in our community.

*Room 161*

**Friday, February 20, 2009 • The University of Utah**



# Schedule Continued

**Closing Keynote**  
Michael Benitez, Jr.

*Saltair Room* 5:30-6:00pm

**Questions and Answers with Keynote Speaker**  
Michael Benitez, Jr.

*Saltair Room* 6:00-6:15pm

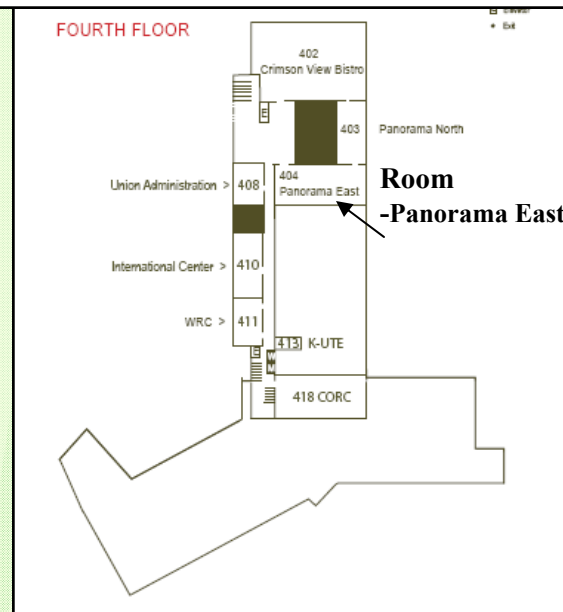
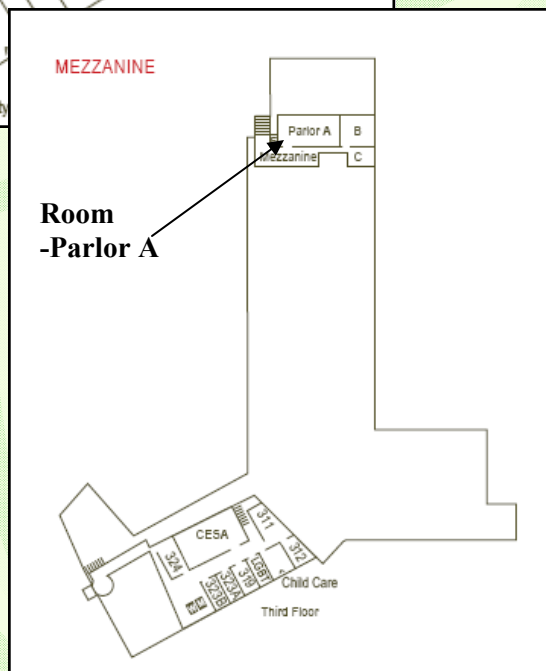
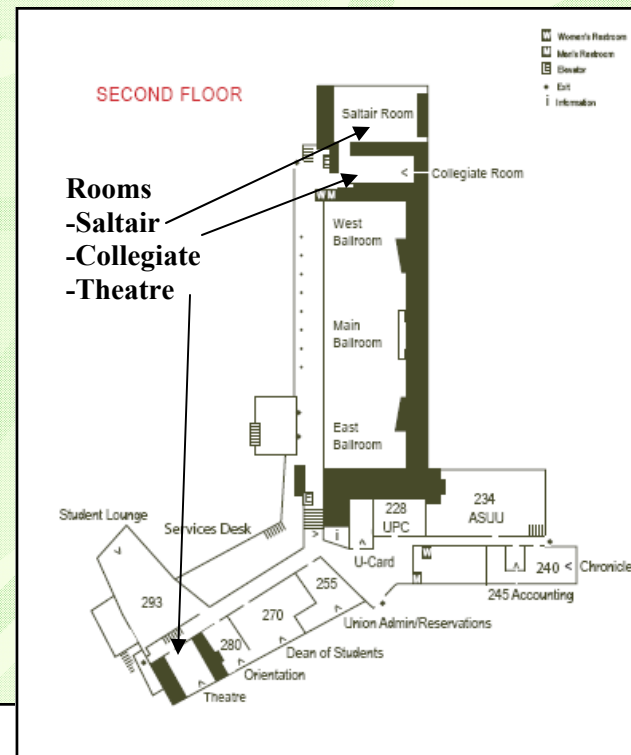
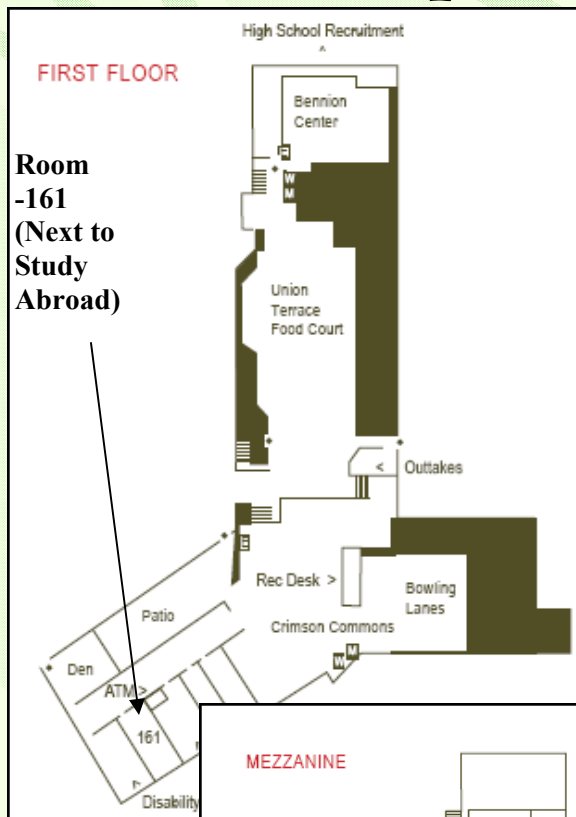
**Wrap-Up/Evaluations**

*Saltair Room* 6:15-6:30pm

**Reception with Michael Benitez, Jr.**

*Panorama East* 6:30-7:30pm

## Map of Student Union



## **Appendix D: Learning to Lead Conference Evaluation Highlights**

### Evaluation Highlights- 17 Turned In

- Refreshments and Michael good.
- Info on Leadership Opportunities available on campus/in community
- More on how to be a leader
- More interaction/engagement
- Maybe Privilege not just white privilege
- Wish LGBTQ issues presented
- Different day during the week, not Friday
- How to work with other student leaders on campus
- Have the schedule available online before hand-know what to expect/available

## Appendix E: Learning to Lead Conference Budget

<b>Learning to Lead Budget</b>				
<b><u>Item</u></b>	<b><u>Cost</u></b>	<b><u>Quantity</u></b>	<b><u>Total</u></b>	<b><u>Donations</u></b>
<b>Printing</b>				
Learning to Lead Handbills	\$0.13	400	\$51.75	
Learning to Lead Posters	\$1.02	150	\$153.38	
Learning to Lead Schedules	\$0.93	100	\$93.25	
Miscellaneous Printing	\$15.00	1	\$15.00	
<b>Keynote Speaker</b>				
Speaker Fee	\$3,500.00	1	\$3,500.00	
Flight	\$462.90	1	\$462.90	
Hotel Room	\$75.00	1	\$75.00	
Food	\$60.23	1	\$60.23	
<b>Union Building</b>				
Room Reservations	\$184.00	1	\$184.00	
Food from Chartwells	\$481.85	1	\$481.85	
<b>Miscellaneous</b>				
Gifts for Presenters	\$49.02	1	\$49.02	
Additional Supplies	\$25.00	1	\$25.00	
Recording Conference	\$75.00	1	\$75.00	
<b>Donations</b>				
From ASUU				\$3,500.00
From UPC				\$500.00
Non-Student Attendance				\$10.00
<b><u>Total Amount</u></b>			\$5,226.38	
<b><u>Donations</u></b>				\$4,010.00
<b><u>Adjusted Amount</u></b>			\$1,216.38	

## **Appendix F**

### **Undergraduate Studies 2020 Opportunities and Possibilities: Foundations in Leadership Fall 2008**

3 credit hours

#### **Instructors:**

Gwen Fears  
Director, Orientation and Leadership Development  
[gfears@sa.utah.edu](mailto:gfears@sa.utah.edu)  
Office: 280 Union  
Phone: 801.581.7069

Lori McDonald  
Associate Dean of Students  
[lmcdonald@sa.utah.edu](mailto:lmcdonald@sa.utah.edu)  
Office: 270 Union  
Phone: 801.581.8061

Office hours – by appointment

#### **Class Time:**

12:25 – 1:45 pm T, H Union Room 323

#### **Course Text:**

Nye, Joseph S. Jr. (2008) *The Powers to Lead*. Oxford University Press.

#### **Course Overview:**

Everyone has the capacity to be a leader, everyone is a teacher and everyone is a learner. A leader is someone who is able to effect positive and significant change for the betterment of others, community and society. Leadership involves collaboration, teamwork and establishing relationships that can lead to positive and transformational change.

The primary purpose of this course is to facilitate learning opportunities and experiences that provide students with the knowledge, mind-set and skills to assume key leadership positions on campus and in the community. Throughout the semester, students will become acquainted with a variety of leadership theories and practices that will increase their effectiveness as a leader both at the University and in the community. In addition, students will learn a great deal about themselves, their peers and the University.

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodations.

All printed information for this course can be made available in alternative format with prior notification to the Center for Disability Services.



## **Course Objectives:**

### **Cognitive goals:**

1. Understand the complex nature of leadership in today's society.
2. Understand the existing and emerging theories, models, and philosophies of leadership.
3. Understand the principles of leadership as they apply to academic disciplines.
4. Understand ethical issues facing leaders and address issues such as plagiarism, academic dishonesty, etc.
5. Understand one's own leadership styles and implications associated with these styles.

### **Affective goals:**

1. Increase self-awareness of who students are in their roles as individuals, leaders, and team members.
2. Respect the worth and dignity of all people and understand the premise of inclusive leadership.
3. Increase awareness of one's impact on others.
4. Gain an understanding of ethical responsibilities as leaders.

### **Behavioral goals:**

1. Demonstrate the ability to work effectively with others in a group.
2. Demonstrate the ability to use and integrate various theoretical approaches to leadership in analyzing and solving problems.
3. Demonstrate effective skills in reading, writing and oral presentation.
4. Demonstrate the ability to effectively use computer technology to collect, disseminate and present information, including web, email, PowerPoint, etc.

## **Grading/Assignments:**

### **Class Participation and Discussion of Readings:**

Since this is a seminar class and is experiential in nature, regular attendance and participation is expected and essential to successful completion of the course. Consequently, this will be a major factor in grades. **The more students miss class the lower their grade will be.** If you need to miss a class or leave early/arrive late, please let us know in advance. Participation in class will be graded based on the amount and level of student involvement as well as observed growth and willingness to learn.

There is an expectation that all participants in the class demonstrate respectful listening skills while maintaining an open dialogue on various opinions and observations. Please be cognizant of others wishing to make remarks and share your time appropriately.

The assigned readings play an important role in the class. Please come to class prepared to discuss what you have read. This may require you to read the assignment more than once and take notes. It is expected that when we discuss a reading, each student will be familiar enough with the material to take an active role in that discussion.

It is expected that all assignments and papers look professional and are free of typos, spelling errors and grammatical mistakes. We expect that you will be thoughtful with your answers to questions on paper and in discussion, that you will give a lot to the course and enjoy the experience.

Please use us as a resource. We expect that you will seek out our help or advice as needed.

We request that student keep their cell-phones in silent/off mode and do not use them during class for conversations or texting.

### **Myers Briggs Type Indicator (MBTI):**

All students will need to complete the MBTI prior to September 18. The MBTI is a personality test designed to assist a person in identifying some significant personality preferences. It has been used in leadership training, career counseling, and in a host of other applications. You will be able to take the assessment on-line at any computer. Since this assessment can only be given with approval of a

counselor, let the Testing Center know that you are a student in UGS 2020. They will have a list of all eligible students. If you encounter any problems, please call the Testing Center at 801-581-8733. It is important that you complete the MBTI by the deadline so that you can participate in the class activity. **The deadline to take the MBTI is September 18, 2008.**

### **Team Service Project:**

The purpose of this assignment is to provide an experience through which students will gain a greater understanding of their roles as leaders and their responsibility for serving the community. Students will work in small groups to identify and complete a community service project on campus or in the local area that would, in some small way, make a difference in the community. The emphasis of this assignment is on both the community service itself and on the process used to complete the project. Groups will work on their project outside of class to complete the community service. Each group member will submit a paper describing the community service project and their observations of their group process during the development and completion of the project. Each group will give a presentation about their service project in class. Each group will submit a one-page proposal and plan for the service project, which is worth 25% of your course grade.

### **Thought Papers:**

Students will complete one-to-two page "thought papers" or other writing activity relating to either a reading or activity in class. Specific assignments for these papers will be given the week prior to the due date. Three thought papers are due during the semester (five points possible per paper for 15% of your final grade); due dates are listed in the syllabus.

### **Exams:**

There will be two exams, one given at midterm and the other at the conclusion of the semester. Material on the exams will include class discussions and activities as well as information from the readings. The final and midterm will count for a total of 20% of your final grade.

### **Leadership on Campus:**

Students will work in pairs for this project. Students will explore a leadership opportunity on campus and interview one to two leaders from that group. They will write a two page paper about the organization and create a poster presentation about a leadership opportunity on the University of Utah campus. The poster will be informative, creative, and professional. The posters will be presented in class and this project is worth 15% of the final grade.

### **Grading:**

A letter grade (A,B,C,D,E) will be given for this course. The grade you receive will depend on the time and effort you invest in the class. The following is a breakdown of the factors considered in the grading process:

Class Participation	25%
Team Service Project	25%
Thought Papers	15%
Exams	20%
Leadership on Campus	15%

### **Extra Credit:**

Extra credit will be offered at times for participating in campus and community events that are related to Leadership Development. Students will be asked to present information, write a short paper, or answer questions about the event. *The first extra credit opportunity will be **PlazaFest, September 3 from 10 am – 1 pm on the Union Plaza.*** Up to five extra credit points can be added to the final grade.

## **Course Schedule**

### **Week One – August 26, 28 - Introductions to class, each other and the course**

Topic: Review of course syllabus; get acquainted, explore our personal definitions of leadership; review Nye's "Dozen Quick Take-Aways"

Reading due Aug. 28: The Powers to Lead, Preface ix-xiii, Appendix 147-148

**August 28: Speaker: Bennion Center representative on the ethics of service**

### **Week Two – September 2, 4- Defining leadership**

PLAZAFEST: WEDNESDAY, SEPT. 3, 10 AM – 1 PM, UNION PLAZA

Topic: What is leadership; How do others define leadership?

Reading due Sept. 2: The Powers to Lead, *Chapter 1, Leadership* (pp 1-26)

### **Week Three – September 9,11- Exploring Power**

Topic: How do leaders use power; what types of power are equated with leadership?

Readings due Sept. 9: The Powers to Lead, *Chapter 2, Leadership and Power* (pp 27-52)

**Sept. 9: Thought Paper #1 due**

**Sept 11: Teams for Service Projects assigned**

### **Week Four – September 16, 18 – Historical Perspectives, Models & Theories**

Topic: Evolution of leadership from trait theory and "Great Man" to "neocharismatic and transformational"

Readings due Sept 16: The Powers to Lead, *Chapter 3, Types and Skills* (pp 53-84)

**Sept. 18: MBTI must be completed  
Leadership on Campus Topic due**

### **Week Five – September 23, 25 – Contextual Intelligence**

Topic: The essentials of "smart power" and strategies for different situations

Readings due Sept 23: The Powers to Lead, *Chapter 4, Contextual Intelligence* (pp 85-108)

**Sept 25: U of U Sustainability Teach-In: Leadership and Environmental Issues**

### **Week Six – September 30, October 2 – The Good, the Bad, and the Ugly**

Topic: Effectiveness and ethics for a democratic future.

Readings due Sept 30: The Powers to Lead, *Chapter 5, Good and Bad Leaders* (pp 109-145)

**October 2: Service Project Proposal due**

### **Week Seven – October 7, 9 – Midterm and Understanding Self**

Topic: Knowing self and relationship of person to leadership.

October 7: MBTI Class activity

October 9: MIDTERM

### **Week Eight – October 14, 16 – No class – Fall Break**

## Week Nine – October 21, 23 – Understanding Self and Communication

Topic: Knowing self and relationship of person to leadership. Importance of knowing and listening to others.

Reading due Oct 23: "Leadership Communication Skills" Hackman, M. Z. & Johnson, C. E. in The Leader's Companion: Insights on Leadership Through the Ages. Wren, J. T. (1995)

*Last day to withdraw from classes: Friday, October 24*

## Week Ten – October 28, 30– Understanding Group Dynamic

Topic: Teamwork-why, what, when and how of building effective teams  
Sustainability Teach-In

Reading due Oct 28: "Sustainability Leadership: Co-creating a Sustainable Future," Ferdig, M. A. (2007) *Journal of Change Management* Vol 7, No. 1, 25-35.

Reading due Oct. 30: "Interacting in Teams and Groups" in *Exploring Leadership For College Students Who Want to Make a Difference*, Komives, S.R., Lucas, N. & McMahon, T. R. (1998)

October 28: Sustainability leadership speakers

**October 30: Leadership on Campus Poster and Paper due**

## Week Eleven –November 4, 6 – Moral Leadership & Integrity

ELECTION DAY: TUESDAY, NOVEMBER 4

Topic: Basics of ethical leadership

Reading due Nov 6: "Building Coalitions and Communities" in *Exploring Leadership For College Students Who Want to Make a Difference*, Komives, S.R., Lucas, N. & McMahon, T. R. (1998)

**November 4: Group meeting time**

## Week Twelve – November 11, 13 – Expanded Definitions of Leadership

Topic: Feminist, multicultural, and critical approaches to leadership

Reading due Nov 11:

**November 11: Thought Paper #2 due**

## Week Thirteen – November 18, 20 – Team Service Projects

**Team Service Projects Presentations**

## Week Fourteen – November 25 - Team Service Projects

Team Service Projects Presentations (if needed)

**November 25: Community Service Papers due**

*\*Note – no class on November 27, Thanksgiving break*

## Week Fifteen –December 2, 4– The Next Steps

Reading due Dec. 2:

**December 4: Thought Paper #3 due**

## Week Sixteen – December 9, 11 - Wrapping up the Semester

Topics: Review for Final Exam; Review Nye's "Dozen Quick Take-Aways", Any last questions

EXAM WEEK – Final Exam Wednesday, December 17, 10:30 am – 12:30 pm

## Appendix G

### ELP 4820 Field Experience Seminar Syllabus

Instructor: Bryan K. Hotchkins,  
Instructor  
Office: MBH Rm. 305B  
Email: bryan.hotchkins@utah.edu

Office Phone: 581-6714

FAX: 585-9395

**Class Dates:** Aug. 28, Sept. 18, Oct. 23, and Nov. 20

**Class Time:** 3:35 to 6:05 PM

**Location:** BUC 206

#### Course Overview

The purpose of this course is to be a companion to the Field Experience required for the *Leadership Minor*. As such, it serves to provide students with a forum for processing their field-based experiences and relating them to their leadership minor coursework. Through this process, the course will help students maximize the knowledge and practical skills gained through the field experience.

#### Learning Outcomes

This course attempts to pursue the following student learning outcomes:

- ❑ Students will understand various types of leadership.
- ❑ Students will understand various types of journaling as a tool for reflection and intellectual growth.
- ❑ Students will understand the concept of culture and how this impacts leadership within an organization.
- ❑ Students will reflect upon the impact of diverse perspectives to leadership, organization culture, and their current field experience.

#### Approach to Learning

This course is a seminar-style course, in which students are largely responsible for their own learning through participation in discussions and written exercises. Because the course relies heavily on students' field-based experiences, it is essential that students come to class ready to participate with each other.

#### Readings

One book will serve as the source for course readings. Course readings are intended to help students process their field experiences in order to gain as much as possible from these experiences. Students are expected to complete reading and written assignments prior to each class session. The following text is the source for the course readings:

Sweitzer, H.F., & King, M.A. (2004). *The successful internship: Transformation and empowerment* (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole.

## Course Requirements

Because this course involves multiple locations and both a seminar instructor and a field experience site supervisor, the grading for the course will be a cooperative effort including both supervisors and students. The payoff for attending this course should not be the final grade, but the “value added” in terms of professional skills, knowledge, and attitudes gained and changed through our time together. The following general guidelines outline how various course requirements will be considered in determining final grades. All of the course requirements support the course objectives, and are therefore essential.

1) Class attendance, Participation, and Instructor Meeting: 15%

The class will meet four times during the course of the semester for 2.5 hours each session. Students are expected to complete all assigned readings prior to each class session and to participate in thoughtful and meaningful discussion during each class session. I will look for the quality of your participation, your individual contributions to the class, and the productivity of your interactions as a member of the class. Attendance, punctuality, and participation will all factor into the determination of the participation portion of your final grade. If emergencies arise, you are expected to notify me as soon as possible and arrange to get class notes from a classmate. Due to the small number of class sessions for this course, more than one absence may constitute grounds for failure of the course.

Individual meeting with me between September 18 and October 23. This is an opportunity to focus on your specific field experience. Contact me via e-mail: [bryan.hotchkins@utah.edu](mailto:bryan.hotchkins@utah.edu) to schedule this appointment.

2) Reflective Journal: 25%

Students will maintain a journal over the course of the semester. The journal should reflect on what you are learning about leadership at your field site, and how that relates to concepts of leadership learned in your coursework. The instructor will provide students with ideas on how to maintain a reflective journal as well as questions to answer within the journal as a way of keeping it focused on applications of coursework to a practical setting. Students will be encouraged to use the journaling guidelines in Chapter 1 of Sweitzer and King.

Journals will be turned in each class session, so you should select a format that allows you to continue journaling while I am working on what you’ve handed in. The journal will be a reflective summary of your thoughts, feelings, trepidations, accomplishments, “ah ha” experiences, interactions, personal growth, insights, challenges, etc. Journaling is most effective when done on a regular basis. *A good guideline for this course is to journal 3 times a week about your experience.* You might elect to journal after each interaction and allow time at the end of the week to reflect upon the experience to this point. Reflecting on leadership models within the field experience should be part of the journal.

- 3) On-site Supervisor Evaluation: 10%  
The student's on-site supervisor will be asked to evaluate the student's performance at the field location. The evaluation will provide feedback to the seminar instructor and the student in the following areas:
- Practical skill development:** timeliness and punctuality, professionalism, communication, decision-making, organization
- Ethical and cultural development:** understanding of the ethics considerations within the chosen field, understanding of the culture of that field or profession, awareness of the experiences of people from underrepresented populations in the field or profession
- Group, organizational, and community context development:** communication, understanding of individual behavior within the organization, awareness of the role of the field/profession within the larger community context, politics within the field/profession
- 4) Student Evaluation: 10%  
Students will provide a self-reflective evaluation of their field experience, with specific attention to the experience itself and the degree to which personal learning objectives were met. Students will also be asked to evaluate their accomplishments in the same three general areas as the on-site supervisor's evaluation.
- 5) Final Paper: 40%  
Students will submit a final paper at the conclusion of the field experience. The seminar instructor will provide students with a list of books focused on different approaches to leadership theory. Students will select a book or theory which they think explains (or does not explain) the leadership dynamics in their field experience site. Students will apply their chosen theory to their site, attempting to connect the theory to a practical setting. Students will be asked to use the lens of their selected theory to develop ideas for how leadership could be improved or enhanced at their field experience site.

Students are expected to turn in written work that is free of grammatical and usage errors as well as typographical errors. Please proofread papers before handing them in. Writing is given a 10% weighting in the determination of the paper's final assessment.

## Course Overview

Date	Topic/Discussion Question	Assignment
Aug. 28 Week 1 of semester	<ul style="list-style-type: none"> <li>• Welcome/Introductions</li> <li>• Course overview</li> <li>• Why did you choose this internship site, and what do you hope to learn?</li> </ul>	
Sept. 18 Week 4 of semester	<ul style="list-style-type: none"> <li>• Developing an understanding of the internship site</li> <li>• What did you anticipate experiencing at your site, and how does this compare with reality?</li> </ul>	<ul style="list-style-type: none"> <li>• Sweitzer &amp; King: Ch. 1-2, 5-9</li> <li>• Journal</li> </ul>
Oct. 23 Week 9 of semester	<ul style="list-style-type: none"> <li>• Learning from the internship site</li> <li>• What are you gaining from your internship?</li> </ul>	<ul style="list-style-type: none"> <li>• Sweitzer &amp; King: Ch. 10-11</li> <li>• Journal</li> </ul>
Nov. 20 Week 13 of semester	<ul style="list-style-type: none"> <li>• What we learned</li> <li>• If you had to do it over, what would you do differently, if anything?</li> <li>• Wrap-up</li> </ul>	<ul style="list-style-type: none"> <li>• Sweitzer &amp; King, Ch. 12-14</li> <li>• Journal</li> <li>• Summary of paper for class</li> <li>• Final paper</li> </ul>

### Accommodations for Persons with Disabilities

In accordance with the Americans with Disabilities Act (Public Law 101-336), students with disabilities requiring special accommodations to meet the expectations of this course are encouraged to bring this to the attention of myself and the Center for Disabled Student Services, 162 Olpin Union Building, 581-5020 as soon as possible. If you have a disability you may speak with me privately, but I cannot make accommodations if I am not aware of your needs. Students with documented disabilities will be accommodated based on the specific disability and as agreed in writing.

### Cell Phone Policy

Please turn phones off during class. It allows us to stay focused on individual experiences that further understand of leadership, culture, and organizations. If this is not possible, please let me know.



## **Appendix H**

### **UGS 4750 Leadership Capstone: Reflections on Leadership Spring 2009**

Day/Time: Thursday from 4:35 to 7:05 PM

Location: SSB 450

3 credit hours

Prerequisites: UGS 2020; ELP 4820; Enrollment in Leadership Minor

Faculty: Sharon A. Aiken-Wisniewski, PhD  
Sr. Associate Dean for Undergraduate Studies  
Phone Contact: 801/581-7787  
E-mail Contact: saiken@uc.utah.edu  
Office Location: SSB 450  
Office Hours: Wednesday from 3 to 4:30 or by appointment

#### **Message from Sharon**

Welcome to the Leadership Capstone! I am excited to spend the Spring 2009 semester with you as we explore the act of leadership at a deeper level. This course has been designed to engage our group in a conversation on leadership that challenges each of us to consider who we are as leaders and how we can enhance our leadership skills. The success of this course in achieving the student learning outcomes will center on respectful dialogue, critical thinking, and personal reflection. I look forward to a challenging exchange for mutual development of our leadership skills.

#### **Required Text**

- ❑ Reframing Organizations: Artistry, Choice, and Leadership, Fourth Edition by Lee G. Bolman and Terrence E. Deal
- ❑ Creating the Multicultural Organization: A Strategy for Capturing the Power of Diversity by Taylor Cox
- ❑ Our Iceberg is Melting: Changing and Succeeding Under Any Condition by John Kotter

#### **Recommended Articles**

TBA

#### **Course Description**

This advanced undergraduate seminar, as the capstone academic experience in the undergraduate Leadership Studies minor, is designed to be both retrospective and integrative, encouraging the student to synthesize relevant concepts and experiences and to formulate her or his own informed perspective on the successes and failures of leadership in contemporary society. Leadership theory, theories of social change, and interdisciplinary approaches to complex global issues will serve as significant parts of the course material.

#### **Course Objectives (Student Learning Outcomes)**

At the end of this course, the student will be able to

- ❑ Communicate an understanding of self as they finish the undergraduate degree and embark on the next destination in life. (Who am I?)
- ❑ Communicate an understanding of leadership types including attributes of specific types. (What is leadership?)
- ❑ Reflect on self as leader in future endeavors. (Who am I as a leader?)
- ❑ Communicate an understanding of leadership within an organization.
- ❑ Understand and explain change models.
- ❑ Understand how to engage change models as a leader.
- ❑ Identify attributes of leadership from numerous activities in their life.

### **Assignments**

ASSIGNMENT	MAXIMUM POINTS	DATE DUE
Participation (140 pts.)	10 points/week/participate	
Paper – Who Am I?	50 points	Jan. 29
Paper – What is Leadership?	50 points	March 5
Paper – Who Am I as a Leader?	75 points	March 26
Group Project – Applying Change Theory Presentation	75 points	April 9
Reflective Journal – Leadership in Daily Life <ul style="list-style-type: none"> <li>❑ What do you observe?</li> <li>❑ What do you do as a leader?</li> <li>❑ How might you do it differently?</li> </ul>	25 points/collected twice	Randomly
Looking for Leadership in Life Paper (Leadership Detectives)	60 points	April 23

- ❑ No extra credit
- ❑ If an assignment is not submitted on Due Date, student must have discuss this with the faculty member at least 24 hours before assignment is due.
- ❑ If an assignment is not submitted due to illness, student must present documentation from medical professional.

### **Grading Guidelines**

Total points available: 500 points

Grade	Point Range
A (93% or higher)	465 or higher
A-(90 to 92%)	450 to 464
B+ (87 to 89%)	435 to 449
B (83 to 86%)	415 to 434
B- (80 to 82%)	400 to 414
C+ (77 to 79%)	385 to 399
C (73 to 76 %)	365 to 384
C- (70 to 72%)	350 to 364
D+ (67 to 69%)	335 to 349
D (63 to 66%)	315 to 334
D- (60 to 62%)	300 to 314
E (59% or less)	Less than 300

\*\*Tardiness will negatively impact participation grade

### **Weekly Topics and Expectations**

<b><u>DATE</u></b>	<b><u>TOPIC</u></b>	<b><u>ASSIGNMENT</u></b>
Jan. 15	<input type="checkbox"/> Intro to course <input type="checkbox"/> Review of Leadership minor curriculum <input type="checkbox"/> MBTI Type Review	*Complete info sheet
Jan. 22	<input type="checkbox"/> Who Am I? <input type="checkbox"/> What is an organization?	Bolman & Deal – pp. 3 to 44
Jan. 29	<input type="checkbox"/> Who Am I? <input type="checkbox"/> The Structural Frame	Bolman & Deal – pp. 45 to 118 Due: Paper – Who Am I?
Feb. 5	<input type="checkbox"/> What is Leadership? <input type="checkbox"/> The Human Resource Frame	Bolman & Deal – pp. 119 - 190
Feb. 12	<input type="checkbox"/> What is Leadership? <input type="checkbox"/> The Political Frame	Bolman & Deal – pp. 191 - 250
Feb. 19	<input type="checkbox"/> What is Leadership? <input type="checkbox"/> The Symbolic Frame	Bolman & Deal – pp. 251 - 310
Feb. 26	<input type="checkbox"/> Integrating the Frames within a Leadership model	Bolman & Deal – pp. 311 - 372
Mar. 5	<input type="checkbox"/> Change within the Bolman & Deal model	Bolman & Deal – pp. 372 - 438 Due: Paper – What is Leadership?
Mar. 12	<input type="checkbox"/> Kotter's Theory of Change	Kotter – Our Iceberg is Melting
Mar. 19	Spring Break	
Mar. 26	<input type="checkbox"/> Complete discussion on Kotter <input type="checkbox"/> Introduce Cox's Model of Change	Due: Paper – Who Am I as a Leader? Cox – pp. 1 – 58
April 2	<input type="checkbox"/> Discuss Cox's Model of Change	Cox – pp 59 - 102
April 9	<input type="checkbox"/> Compare and contrast Cox and Kotter <input type="checkbox"/> Class time to develop and present group project on change.	Cox – pp. 103 – 151  Due: Group Project Presentation
April 16	<input type="checkbox"/> How does change apply to leadership? <input type="checkbox"/> Leadership in Life	
April 23	<input type="checkbox"/> You, Leadership, and Future Application <input type="checkbox"/> Concluding remarks	Due: Looking for Leadership in Life Paper

### **ADA Statement**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. ([www.hr.utah.edu/oeo/ada/guide/faculty/](http://www.hr.utah.edu/oeo/ada/guide/faculty/))

### **Faculty and Student Responsibilities**

All students are expected to maintain professional behavior in the classroom setting, according to Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Student should read the Code carefully and know that are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

**Plagiarism** will result in failing the assignment.

Please refrain from cell phone use, text messaging, e-mailing or other activities that will disengage you from our dialogue. All participants have a responsibility to contribute to the conversation and activities. It is part of your grade. Your compliance is greatly appreciated.

***Note: The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.***

# **University of Utah Parent Resources**

Division of Orientation and Leadership Development



## **September 2008 - August 2009 Annual Report**

Prepared by:

**Mark Pontious**

Assistant Director, Orientation and Leadership Development

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## Highlights – Parent Resources 2008-2009

- 2008 was the second year Parent and Family Weekend was held in Fall semester
  - 51 families attended (150 total participants)
  - Based on their feedback, families indicated they had great experience on campus
  - The weekend was expanded from two days to three
- 2009 was second year to offer a Parent and Family event during Spring semester
  - Nine families attended (23 total participants), 3 families were out-of-state
  - Families had positive experience overall; significant suggestion to market this event much earlier
- Parent Association and Parent and Family Newsletter continued under Parent Resources
  - Parent and Family Newsletter readership continued to increase, reaching 1,562
  - Parent Association Executive Committee established organization's mission

## **Executive Summary**

### **Overview**

The purpose of this report is to provide an overview of the programs and initiatives of Parent Resources, a division of Orientation and Leadership Development at the University of Utah from September 2008 through August 2009. Most “Millennials” - the generation of current typical undergraduate students - have grown accustomed to high levels of involvement from their parents. Actively participating in Parent-Teacher Associations, pushing their children to excel in academics and extracurricular activities, and helping in all major life decisions are examples of ways that parents of Millennials expect to be involved. In efforts to continue parent involvement through their student’s education, many universities have developed specific ways of programming for and communicating with parents and family members of undergraduate students.

Another office at the University of Utah - Student Initiatives - began coordinating parent involvement before 2007, and these responsibilities shifted to the Office of Orientation and Leadership Development in May 2007. These items include the Parent Association, Parent Resources website, and Parent and Family Newsletters.

In May of 2007, the Office of Orientation and Leadership Development hired a new Assistant Director to coordinate the University of Utah’s outreach with parents and family members of undergraduate students. The Office has been offering Parent and Family Orientations for families of new students for over five years, and was charged with exploring additional ways of reaching out to the parent community. Specifically, a new initiative was an annual Fall Parent and Family Weekend.

While it seems logical that the Office of Orientation and Leadership Development coordinates Parent and Family Orientation, it is not a natural fit for other family programming. As a branding idea, Parent Resources was created (unofficially) as a division of Orientation and Leadership Development in February 2008. Every parent and family program - with the exception of Parent and Family Orientation - indicates Parent Resources as the contact office. The first step of branding Parent Resources was to design a website. A parent website existed within the Office of Undergraduate Studies, and this information along with a new website address moved to Parent Resources. The address was changed to [www.parents.utah.edu](http://www.parents.utah.edu), and a screenshot can be viewed in *Appendix A*.

The primary purpose of this website is to provide families with accessible information about the University of Utah and opportunities for involvement. Information on the Parent Resources website includes Parent and Family Events, the Parent Association, and Parent and Family Newsletters. As parent programming continues to grow, this website will become a stronger resource for families, especially families of incoming students.

The remainder of this report focuses on parent programming at the University of Utah in the 2008-2009 academic year. This excludes Parent and Family Orientation because it coincides with student orientation initiatives. For this information, view the 2008-2009 annual report from the Office of Orientation and Leadership Development.



## **Parent and Family Weekend 2008: September 26 - 28**

Coordinating the first annual University-wide Parent and Family Weekend was a primary focus for Parent Resources in its first year. The Director of Orientation and Leadership Development solicited feedback from the Parent Association regarding potential Parent and Family Weekend activities and dates, and this group chose to align Parent and Family Weekend 2007 with University Homecoming. The alignment continued with Parent and Family Weekend 2008. This partnership proved to be positive as the Homecoming Committee assisted with many marketing strategies. See *Appendix B* for the marketing plan.

The schedule of events included a reception on Friday evening, tours of the Utah Museum of Fine Arts and Red Butte Garden, a football game and tailgate lunch on Saturday afternoon, and a brunch on Sunday morning. See *Appendix C* for the schedule. This schedule was designed to provide parents and families with a few exciting events on campus while leaving much of the weekend open for them to choose how to spend time with their students.

### **Friday Events**

The goal for the reception on Friday evening was to connect parents and families with University faculty, staff, and students. Parent Resources invited representatives from many campus areas to offer information and answer questions. See *Appendix D* for the guest list. President Young was selected as the keynote speaker; however, he was unable to attend at the last minute because of international travel plans. In his place, Dave Pershing, Senior Vice President for Academic Affairs, provided opening remarks. Out of 58 participants who registered for the opening reception, 47 attended with 12 campus representatives.

The Dennis Miller Show and My Fair Lady were additional activities on Friday. Parent Resources partnered with these events run through Kingsbury Hall and Pioneer Theatre so families could register for them on the Parent and Family Weekend website instead of coordinating with multiple ticket offices. For the Dennis Miller Show, 27 participants purchased tickets, while six participants purchased tickets for My Fair Lady.

### **Saturday Events**

Events on Saturday included the Alumni 5K and Kids 1K, tour of Red Butte Garden, tour of the Utah Museum of Fine Arts (UMFA), Tailgate Dinner Party, and football game against Weber State University. The Tailgate Dinner Party was the only event coordinated by Parent Resources while the others were campus partnerships. Seven participants registered for and participated in the Alumni 5K (no participants registered children for the Kids 1K).

The premier event of Parent and Family Weekend was the Saturday tailgate and football game versus Weber State. Parent Resources purchased and reserved a block of 85 tickets for the football game as an estimate of the number of participants to expect. Before the football game, Parent Resources partnered with the Division of Student Affairs and Chartwells (the campus food provider) to organize a joint Parent and Family Weekend/Student Affairs Tailgate Lunch. All Student Affairs Directors were invited to the tailgate, and this event was included in the Parent and Family Weekend registration cost. Approximately 12 Directors attended and, while 113 Parent and Family Weekend participants registered for the tailgate, 72 attended.

### **Sunday Events**

Sunday's activity was a closing brunch in the Heritage Center dining hall. The goal was to provide a closing event while showcasing on-campus food options for students. During the

brunch, Jerry Basford, Associate Vice President for Student Affairs, presented to families about the University's Campus Master Plan. Forty-two participants registered, while 28 attended. The space in the dining hall was not ideal for this event because the background noise from students eating made it difficult for families to hear Dr. Basford's presentation.

### **Registration and Attendance**

An online registration system was used, allowing parents and families to register and make payment through the Parent Resources website. Since there was no University funding for Parent & Family Weekend 2008, Parent Resources negotiated many prices with campus partners.

- 1) Football tickets were purchased at a discounted rate of \$30 each, thanks to University Athletics. John Francis, Senior Associate Vice President for Academic Affairs, and Barb Snyder, Vice President for Student Affairs, agreed to further reduce this cost by together subsidizing each ticket by \$10.
- 2) Kingsbury Hall provided discounts for Dennis Miller Show tickets.
- 3) Red Butte Garden and UMFA were offered as free events.
- 4) Chartwells offered discounts for the Tailgate Dinner Party and the Closing Brunch.
- 5) The University Guest House offered a price of \$75 per room, per night

Below is the cost for each event. See *Appendix E* for the entire Parent and Family Weekend budget.

Friday, September 26

Opening Reception	\$10 per person
Dennis Miller Show	\$40 or \$45 per person (depending on seat)
My Fair Lady	\$30 or \$49 per person (depending on seat)

Saturday, September 27

5K	\$25 per person, \$18 per student
Kids 1K Fun Run	\$12 per person 12 and under
Red Butte Garden	Free
Museum of Fine Arts	Free
Tailgate Dinner Party	\$10 per person
Football Game	\$40 per person (includes Tailgate Party)

Sunday, September 28

Closing Brunch	\$5 per person
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### **The Guest House**

With hopes of many participants traveling to Parent and Family Weekend from out-of-state, Parent Resources negotiated a contract with the University Guest House to block rooms for the weekend. Twenty rooms were reserved initially for each night (Friday and Saturday) at \$75 per night. Four families reserved a room for Friday and Saturday nights, while three families reserved a room for Saturday night only.

After Parent and Family Weekend, Parent Resources asked the Guest House to cross reference the entire participant list to check for additional reservations that families made directly with the Guest House. Ten families booked rooms directly with the Guest House instead of making these reservations through Parent Resources. They also received a \$75 nightly rate; however, this amount was taxed if participants booked through the Guest House directly. In total, 17 families stayed at the University Guest House during Parent and Family Weekend.

## **Marketing**

Marketing for Parent and Family Weekend 2008 began much earlier than in 2007. The first major strategy was to advertise the weekend at Parent and Family Orientation 2008. Families heard about the weekend during the orientation program and the weekend was advertised heavily in the Parent and Family Resources Calendar they received. See *Appendix B* for the marketing plan.

## **Family of the Year**

Based on a similar practice at other universities, the University of Utah introduced a Family of the Year award to coincide with Parent and Family Weekend. The goal with this award is to honor a family that displays exceptional enthusiasm and support for the University. Family of the Year was advertised in conjunction with Parent and Family Weekend.

Nomination forms were available on the Parent Resources website. The only requirement was for the family to include a current student at the University of Utah. Any current student could nominate his or her family, and the student served as the contact person during the selection process. See *Appendix F* for the nomination form.

The 2008 University of Utah Family of the Year was the Ghaibi Family. The family was recognized at the Opening Reception of Parent & Family Weekend and given a plaque detailing their honor. The family was then given three complimentary tickets to the Utah v. Weber State football game, where they were also recognized. Their story was also published on the Parent Resources website.

## **Evaluation**

Following Parent and Family Weekend, Parent Resources e-mailed an electronic evaluation to all participants. There were 47 evaluation recipients, and 17 completed responses (36 %). Some notable data are 94 % had an enjoyable experience at Parent and Family Weekend and over 90 % were pleased with the timing, while almost 24 % reported difficulty in finding locations on campus. The complete results of this evaluation are in *Appendix G*.

## **Suggestions for Future Parent and Family Weekends**

Overall, Parent and Family Weekend 2008 was a success. The participants seemed to have a pleasant experience on campus and their feedback on the evaluation supports this. Specifically, there are some suggestions to consider in the future:

- Continue to partner with more activities on campus
- Create a much stronger campus presence: larger signs, advertising to University office and departments
- Provide activities for families to get to know one another (e.g., low risk ice breaker at the opening reception)
- Explore feasibility of free events because they had extremely low attendance
- Partner with Parent Association for marketing strategies
- Offer at least one outdoor activity
- Explore assisting families in finding campus locations: provide shuttle transportation for families who might have difficulty in walking, place staff strategically on campus to help with directions
- Locate better space for closing brunch

## **Parent and Family Spring Event 2009: February 20-21**

In light of the 2008 Spring Event's relative success, Parent Resources chose to again offer a Spring Parent and Family Event in 2009. The event was marketed as an opportunity for local families to visit campus, cheer on the University of Utah women's gymnastics team, and enjoy some local attractions.

### **Friday Activities**

The premier activity of the Spring Semester Event was the Friday night Utah women's gymnastics meet. A pre-meet reception was included in the cost of registration for the meet and this reception was held in the Huntsman Center Lounge. Several University administrators were invited to the reception: Barb Snyder, Vice President of Student Affairs; Kari Ellingson, Associate Vice President for Student Affairs; John Francis, Senior Associate Vice President for Academic Affairs; and Gwen Fears, Director of Orientation and Leadership Development. Seven families (18 total participants) attended the reception, along with Kari Ellingson, Gwen Fears, and Johnathan Luster – a representative from Parent Resources.

### **Saturday Activities**

Two activities were scheduled for Saturday: skiing/snowboarding in Little Cottonwood Canyon and the Romeo & Juliet play. Parent Resources partnered with Alta Ski Area and Snowbird Ski and Summer Resort to offer discounted tickets for all day skiing or snowboarding. Participants could select tickets only or tickets plus transportation to and from these ski areas (coordinated by Parent Resources) when registering online. Unfortunately, no families registered to ski or snowboard as part of the 2009 Spring Semester Event.

Parent Resources also partnered with the Pioneer Theatre Company to offer tickets for the evening showing of Romeo & Juliet. Participants could select either main floor or balcony seats when registering online. One family of two selected main floor seats for Romeo & Juliet.

### **The Guest House**

With hopes of participants traveling to Salt Lake City from out-of-area, Parent Resources negotiated a contract with the University Guest House to block rooms. Twenty rooms were reserved initially for each night (Friday and Saturday). One family of three reserved a room at the Guest House for both nights.

### **Marketing and Registration**

The Parent and Family Spring Semester Event was marketed to participants of Fall Parent and Family Weekend 2008, members of the Parent Association, prior attendees of Parent and Family Orientation, and recipients of the Parent and Family Newsletter. Postcards were mailed to over 400 Parent Association members in early January 2009, and these postcards were followed with an e-mail reminder in early February.

Families registered online through the Parent Resources website, and they could select the specific activities that they planned to attend. The cost for each activity was:

- Gymnastics meet with pre-meet reception \$10
- Skiing or snowboarding with transportation included \$60
- Skiing or snowboarding with no transportation \$60
- Romeo & Juliet \$26 or \$40 (based on seat)
- Guest House Room \$75 daily

Nine families (23 total guests) attended the 2009 Parent and Family Spring Semester Event. Six families traveled from within Utah, and three from out-of-state (two from California and one from Nevada). Eighteen guests participated in the gymnastics meet and pre-meet reception, two guests attended Romeo & Juliet, and no guests registered to ski or snowboard in Little Cottonwood Canyon. One family of three registered for a two-night stay in the University Guest House. Please see *Appendix H* for the Spring Semester Event budget.

### **Suggestions for Future Spring Semester Events**

Twenty-three participants was an increase from 19 in 2008; however, Parent Resources hoped for higher registration numbers, ideally growing to more than 30 participants. With this in mind, an overarching suggestion is to evaluate the value of offering a parent and family event during the Spring semester. Below are specific suggestions for future years:

- Brand the Spring Semester Event better with a clever name (e.g., Winter Weekend, Spring Fling)
- Huntsman Center Lounge was very nice space, but expensive
- Gymnastics meet seemed like great athletic option
- Offer activities at cheaper costs
- Begin marketing in November/December

### **Parent Association**

The Parent Association at the University of Utah was created in 2006, and this organization transitioned to Parent Resources in May 2007. This organization was created to provide direct involvement opportunities for parents of undergraduate students.

### **Mission**

The mission statement of the Parent Association is:

*The Parent Association at the University of Utah serves to enhance communication among students, parents, family members, and the University through providing and publicizing opportunities for open dialogue with administrators, disseminating useful University information, and promoting the health and wellness of all aspects of student life. (Approved February 2009)*

In addition to the responsibilities listed in the mission statement, a primary function of the Parent Association is to provide parents with a voice. Parents and families play a vital role in the University community, and this organization provides a platform to organize efforts and discuss issues.

### **Membership**

Membership is open and free to all parents and family members of undergraduate students. When the organization was founded, membership cost \$50 annually or \$150 for a lifetime membership. This cost was revisited in Fall of 2006, and the Executive Committee decided to offer membership at no cost hoping to make the Parent Association accessible to all families. The Parent Association advertises to parents during Parent and Family Orientation and through the Parent Resources website. Most members join during orientation.

## **Executive Committee**

During the 2008-2009 academic year, there were eight members of the Parent Association Executive Committee, with students who began in Fall 2006 and Fall 2008. This group met once during the Fall semester, once in the Spring semester, and once during the Summer. One of the major projects of this committee was to expand awareness of the Association as well as membership, both in general and on committees. This involved more expansive marketing through a Facebook page for parents as well as a larger presence on campus. The larger presence was accomplished by continuing to speak at every Parent and Family Orientation session as well as through scheduling a table at the Heritage Center during opening weekend.

The role of the Executive Committee is to provide leadership and direction to the Parent Association general membership. As the Executive Committee grows, this group will take on University projects and ask Parent Association members who are interested to assist with these projects. Parent Resources will help add new Executive Committee members in early Fall 2008. The goal is to add four new members each year who will serve on the Executive Committee for three years.

## **Parent and Family Newsletters**

Parent & Family newsletters continued to be sent by Parent Resources and were done so five times during the 2008-2009 academic year. The goal of Parent and Family Newsletters is to keep families in the University community informed of happenings on campus. This includes policy updates, departmental events, academic deadlines, and student opportunities.

## **Distribution**

As of August 2008, the distribution list included over 1,400 recipients. This was an increase over the 1,100 recipients in May 2007 when Student Initiatives sent the newsletter. In the 2007-2008 year. The Parent and Family Newsletter was sent on September 2, November 17, December 1, February 2, and April 6. All newsletters are archived on the Parent Resources website ([www.parents.utah.edu](http://www.parents.utah.edu)). To view a sample Parent and Family Newsletter, please see *Appendix I*.

## **Design and Formatting**

An e-mail invitation was sent at least one month before each distribution date to request articles for the Parent and Family Newsletter. This message went to student affairs offices, academic offices, support services, and other University entities. It was suggested that each area submit articles that pertained to upcoming events, policies, and/or deadlines instead of offering standard advertisements for their services. This would allow for a richer, more informative newsletter.

## **E-mail Hotline**

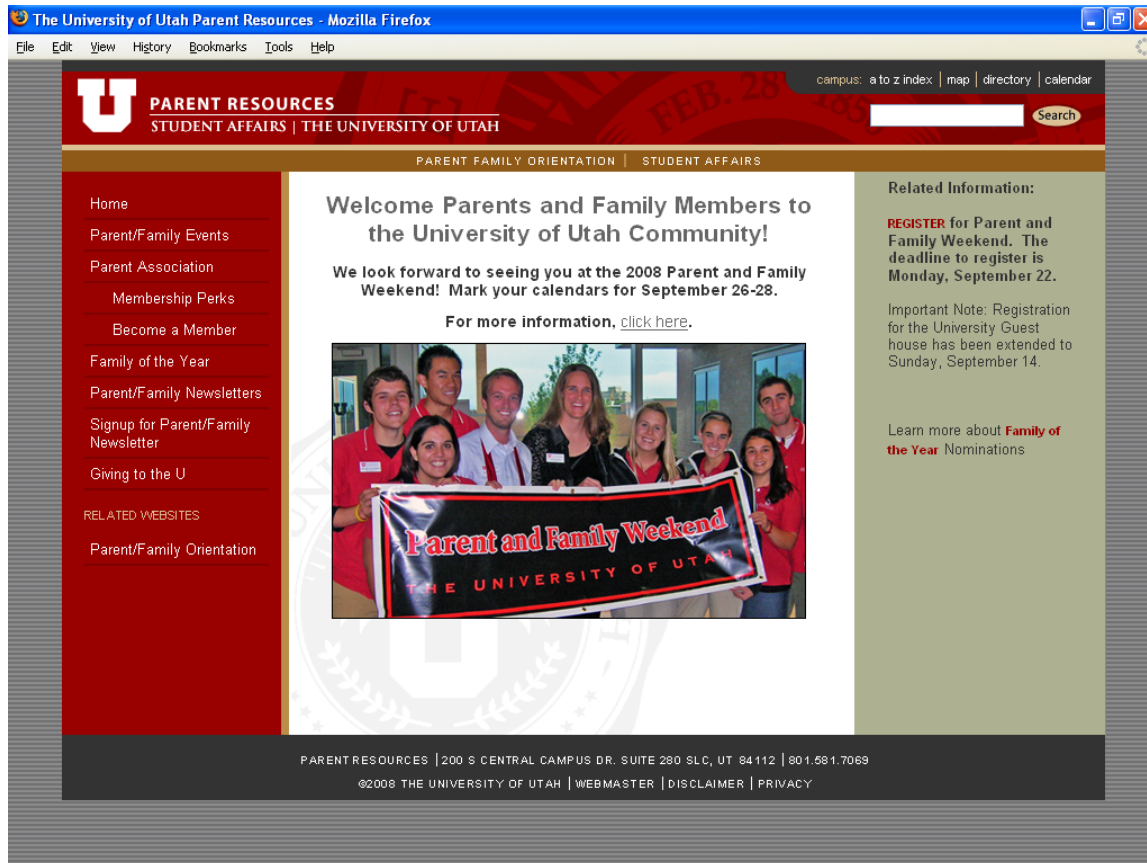
Along with the Parent Association and Parent and Family Newsletter, an e-mail hotline for parents shifted to Orientation and Leadership Development from Student Initiatives in May 2007. This e-mail – [askdrbrown@ugs.utah.edu](mailto:askdrbrown@ugs.utah.edu) – was created by Dr. Hugh Brown who was the former Director of Student Initiatives. During Parent and Family Orientation 2007, the new Director from Student Initiatives advertised this e-mail address as an avenue for parents and

family members to use if their questions were not being answered by typical University channels.

The Dr. Brown e-mail address was forwarded to Johnathan Luster's e-mail account in August 2007. During the 2007-2008 academic year, only one parent used this e-mail hotline. Since Dr. Brown no longer works at the University of Utah, Parent Resources plans to phase out this e-mail hotline. In addition, contact information for Johnathan Luster and other Orientation staff exists on the Parent Resources website. This e-mail address/hotline is no longer advertised or used.

## Appendices

### Appendix A: Screenshot of Parent Resources website





## **Appendix B: Parent and Family Weekend Marketing Plan**

### **Parent and Family Weekend**

Summer	Flyers at Alumni Events
Summer	Parent and Family Orientation
August	Flyers at Residence Halls Move-In
August	E-mail to Parent Association
August	E-mail to 2007 PF Weekend participants
August-September	August and September U News and Views (to the U Alumni)
August-September	Flyers in Union Plaza Display Case
August-September	Flyers at ASUU, Union Lobby, and Married Student Housing
August-September	Advertising on Homecoming website
September	University Event Calendar
September	Flyers for Residence Hall floors
September	Parent and Family Newsletter
September	E-mail to Honors, LEAP, Greek students, RA's, LDSSA, and MUSS

### **Family of the Year**

August	Flyers at Residence Halls Move-In
August	E-mail to Parent Association
August-September	August and September U News and Views (to the U Alumni)
August-September	Flyers in Union Plaza Display Case
August-September	Flyers at ASUU, Union Lobby, and Married Student Housing
September	Flyers for Residence Hall floors
September	Parent and Family Newsletter
September	E-mail to Honors, LEAP, Greek students, RA's, LDSSA, and MUSS

## Appendix C: Parent and Family Weekend Schedule

### Friday, September 26

5:30pm	Opening Reception	Crimson View Room, Student Union
7:00pm	Dinner, On Your Own	Local Restaurants
7:00pm	Dennis Miller	Kingsbury Hall
8:00pm	My Fair Lady	Pioneer Theatre

### Saturday, September 27

8:30am	5K Race	Alumni House
9:30am	Kids 1K Fun Run	Alumni House
10:30am	Red Butte Garden and Arboretum	Red Butte
2:00pm	Utah Museum of Fine Arts	UMFA
4:00pm	Tailgate Dinner Party	Grass Lawn North of Student Union
6:00pm	Football Game versus Weber State	Stadium

### Sunday, September 28

11:00am	Brunch / Closing Reception	Heritage Center
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## Appendix D: Guest List for Friday Night Reception

Name	Department/Title	Attended
John Francis	Sr. Associate Vice President for Academic Affairs	Yes
Kari Ellingson	Associate Vice President for Student Affairs	Yes
Gwen Fears	Director of Orientation and Leadership Development	Yes
Johnathan Luster	Assistant Director of Orientation and Leadership Development	Yes
Paul Brinkman	Senior Vice President for Budget and Planning	Yes
Dave Pershing	Senior Vice President for Academic Affairs	Yes
Jeff Webb	Associate Director of LEAP	Yes
Erica Marken	Director of Student Initiatives	Yes
Sharon Aiken-Wisnewski	Associate Dean, Undergraduate Studies	Yes
Tom Richmond	Assistant Director of Honors College	Yes
Annie Nebeker-Christensen	Dean of Students	Yes
Sarah Mills	Student Coordinator in Orientation and Leadership Development	Yes
Barb Snyder	Vice President for Student Affairs	No
Lorris Betz	Senior Vice President for Health Sciences	No
Octavio Villalpando	Associate Vice President for Diversity	No
Jennifer Molock Williams	Assistant Vice President for Diversity	No

## Appendix E: Parent and Family Weekend Budget

Item	Cost	Quantity	Total Paid	Cost	Quantity	Total Received	Notes
University Guest House Rooms	\$75.00	10	\$750.00	\$75.00	10	\$750.00	
Chartwells: Food for Reception	\$3.21	65	\$208.85				
Crimson View Room Rental for Reception	\$105.00		\$105.00				
Friday Reception Registration				\$5.00	53	\$265.00	
Chartwells: Food for Tailgate Lunch	\$9.00	110	\$990.00				
Football Tickets	\$30.00	85	\$2,550.00				
Football Tickets / Tailgate Registration				\$30.00	80	\$2,400.00	
Tailgate Only Registration				\$10.00	29	\$290.00	
Football Ticket Monday from John and Barb				\$10.00	85	\$850.00	
Brunch	\$4.00	30	\$120.00	\$5.00	42	\$210.00	
Dennis Miller Orchestra	\$41.50	19	\$788.50	\$45.00	19	\$855.00	
Dennis Miller Main Floor	\$37.00	8	\$296.00	\$40.00	8	\$320.00	
My Fair Lady Main Floor	\$49.00	6	\$294.00	\$49.00	6	\$294.00	
Postcard Advertising with Alumni		100	\$37.20				
Adversiting: Half-sheet Handouts		600	\$137.50				
Parking on Friday	\$35.00		\$35.00				No charge for Saturday
Gifts / Decorations from Campus Store	\$0.00		\$0.00				Used from 2007 and
US Map from Barnes and Noble	\$0.00		\$0.00				Homecoming
Miscellaneous (e.g., pens, nametags)	\$10.00		\$0.00				Used from 2007
<b>Total:</b>			<b>\$6,312.05</b>			<b>\$6,234.00</b>	
<b><u>Note: Family of the Year Donations</u></b>							
Football Tickets and Tailgate	\$30.00	3	\$90.00				
Plaque	\$65.00	1	\$65.00				
<b>Total:</b>			<b>\$155.00</b>				

## Appendix F: Family of the Year Nomination Form

### 2008 Family of the Year Nomination Form

*The University of Utah Family of the Year is an honor awarded to one outstanding family in the University community. All families that include a current undergraduate student at the U are eligible. In conjunction with Parent and Family Weekend, the University will honor its Family of the Year at the Weekend's opening reception on Friday, September 26, and at the football game against Weber State University on Saturday, September 27.*

*Our goal with the selection process is to learn each nominated family's story. We are not necessarily searching for a family with the most alumni or a family that attends every athletic event. Instead, the University's Family of the Year will demonstrate exceptional enthusiasm, dedication, and support for the University of Utah and their student.*

*Nomination forms are due to the Office of Parent Resources – a division of Orientation and Leadership Development – by 5:00pm on Thursday, September 11. You can fax, e-mail, or mail these forms. Our contact information is located on the second page. The family's current student will serve as the contact person, and we will conduct an interview with your student to learn more about each family. These interviews will take place on September 16 and 17, and we will contact your student to set up a time when we receive the family's nomination.*

*Eligible families **MUST** be able to attend Parent and Family Weekend: September 26-28, 2008.*

#### Application Information

Student Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Permanent Address: \_\_\_\_\_  
Street City State Zip

E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

Immediate Family Members (include ages of children only):

_____	_____	_____	_____
Name	Relationship to Student	Utah Alumni (yes or no)	Age
_____	_____	_____	_____
Name	Relationship to Student	Utah Alumni (yes or no)	Age
_____	_____	_____	_____
Name	Relationship to Student	Utah Alumni (yes or no)	Age
_____	_____	_____	_____
Name	Relationship to Student	Utah Alumni (yes or no)	Age
_____	_____	_____	_____
Name	Relationship to Student	Utah Alumni (yes or no)	Age
_____	_____	_____	_____
Name	Relationship to Student	Utah Alumni (yes or no)	Age

(continued on next page)

The University of Utah



## 2008 Family of the Year Nomination Form

*Either below or on a separate sheet, please answer the following questions:*

1. Why should your family be selected as the 2008 University of Utah Family of the Year?
2. How has your family supported you as a student and/or the University of Utah?

### **Submitting your Nomination Form:**

**Mail**

Attn: Johnathan Luster  
200 S. Central Campus Dr. # 280  
Salt Lake City, UT 84112

**E-mail**

Attach form and send to  
[jluster@sa.utah.edu](mailto:jluster@sa.utah.edu)

**Fax**

Attn: Johnathan Luster  
801-585-5114

The University of Utah



## Appendix G: Parent and Family Weekend Evaluation Results (n=17)

**Q1. Please indicate your level of agreement with the following statements: - The information on the Parent and Family Weekend website was easy to understand.**

Count	Percent	
8	47.06%	Strongly agree
7	41.18%	Agree
2	11.76%	Disagree
0	0.00%	Strongly disagree
0	0.00%	Not applicable
17		Respondents

**Q2. Please indicate your level of agreement with the following statements: - Registering for Parent and Family Weekend online was a simple process.**

Count	Percent	
9	52.94%	Strongly agree
8	47.06%	Agree
0	0.00%	Disagree
0	0.00%	Strongly disagree
0	0.00%	Not applicable
17		Respondents

**Q3. Please indicate your level of agreement with the following statements: - After registering for Parent and Family Weekend, I was satisfied with the amount of communication from Parent Resources.**

Count	Percent	
13	76.47%	Strongly agree
4	23.53%	Agree
0	0.00%	Disagree
0	0.00%	Strongly disagree
0	0.00%	Not applicable
17		Respondents

**Q4. Please indicate your level of agreement with the following statements: - The information in the e-mails I received after registering for Parent and Family Weekend was useful.**

Count	Percent	
11	64.71%	Strongly agree
6	35.29%	Agree
0	0.00%	Disagree
0	0.00%	Strongly disagree
0	0.00%	Not applicable
17		Respondents

**Q5. Please indicate your level of agreement with the following statements: - Before arriving on campus for Parent and Family Weekend, I understood the schedule of events.**

Count	Percent	
13	76.47%	Strongly agree
4	23.53%	Agree
0	0.00%	Disagree
0	0.00%	Strongly disagree
0	0.00%	Not applicable
17		Respondents

**Q6. Please indicate your level of agreement with the following statements: - While I was on campus for Parent and Family Weekend, I was able to find event locations easily.**

Count	Percent	
7	41.18%	Strongly agree
6	35.29%	Agree
2	11.76%	Disagree
2	11.76%	Strongly disagree
0	0.00%	Not applicable
17		Respondents

**Q7. Please indicate your level of agreement with the following statements: - The materials included in the folder I received when I checked-in at Parent and Family Weekend were useful.**

Count	Percent	
7	41.18%	Strongly agree
10	58.82%	Agree
0	0.00%	Disagree
0	0.00%	Strongly disagree
0	0.00%	Not applicable
17		Respondents

**Q8. Please indicate your level of agreement with the following statements: - The cost of Parent and Family weekend was appropriate.**

Count	Percent	
9	52.94%	Strongly agree
7	41.18%	Agree
0	0.00%	Disagree
1	5.88%	Strongly disagree
0	0.00%	Not applicable
17		Respondents

**Q9. Please indicate your level of agreement with the following statements: - I enjoyed my stay at the University Guest House.**

Count	Percent	
6	35.29%	Strongly agree
0	0.00%	Agree
0	0.00%	Disagree
0	0.00%	Strongly disagree
11	64.71%	Not applicable
17		Respondents

**Q10. Please indicate your level of agreement with the following statements: - Overall, I was satisfied with my experience at Parent and Family Weekend.**

Count	Percent	
11	64.71%	Strongly agree
5	29.41%	Agree
1	5.88%	Disagree
0	0.00%	Strongly disagree
0	0.00%	Not applicable
17		Respondents

**Q11. Please indicate your level of agreement with the following statements: - I would consider returning to campus for future parent and family events.**

Count	Percent	
10	58.82%	Strongly agree
5	29.41%	Agree
2	11.76%	Disagree
0	0.00%	Strongly disagree
0	0.00%	Not applicable
17		Respondents

**Q12. Please rate your satisfaction with the following events:**

**Friday - Opening Reception**

Count	Percent	
6	35.29%	Excellent
1	5.88%	Above average
2	11.76%	Average
2	11.76%	Below average
0	0.00%	Extremely poor
6	35.29%	Not applicable
17		Respondents



**Q13. Please rate your satisfaction with the following events:****Friday - Dennis Miller Show**

Count	Percent	
4	23.53%	Excellent
0	0.00%	Above average
0	0.00%	Average
0	0.00%	Below average
0	0.00%	Extremely poor
13	76.47%	Not applicable
17		Respondents

**Q14. Please rate your satisfaction with the following events:****Friday - My Fair Lady**

Count	Percent	
4	23.53%	Excellent
0	0.00%	Above average
0	0.00%	Average
0	0.00%	Below average
0	0.00%	Extremely poor
13	76.47%	Not applicable
17		Respondents

**Q15. Please rate your satisfaction with the following events:****Saturday - 5K**

Count	Percent	
4	23.53%	Excellent
1	5.88%	Above average
0	0.00%	Average
0	0.00%	Below average
0	0.00%	Extremely poor
12	70.59%	Not applicable
17		Respondents

**Q16. Please rate your satisfaction with the following events:****Saturday - Red Butte Garden**

Count	Percent	
3	17.65%	Excellent
1	5.88%	Above average
0	0.00%	Average
0	0.00%	Below average
0	0.00%	Extremely poor
13	76.47%	Not applicable
17		Respondents

**Q17. Please rate your satisfaction with the following events:****Saturday - Utah Museum of Fine Arts (UMFA)**

Count	Percent	
2	11.76%	Excellent
1	5.88%	Above average
0	0.00%	Average
0	0.00%	Below average
0	0.00%	Extremely poor
14	82.35%	Not applicable
17		Respondents

**Q18. Please rate your satisfaction with the following events:****Saturday - Tailgate Dinner Party**

Count	Percent	
7	41.18%	Excellent
2	11.76%	Above average
1	5.88%	Average
1	5.88%	Below average
1	5.88%	Extremely poor
5	29.41%	Not applicable
17	Respondents	

**Q19. Please rate your satisfaction with the following events:****Saturday - Utah versus Weber State football game**

Count	Percent	
12	70.59%	Excellent
1	5.88%	Above average
1	5.88%	Average
0	0.00%	Below average
0	0.00%	Extremely poor
3	17.65%	Not applicable
17	Respondents	

**Q20. Please rate your satisfaction with the following event:****Sunday - Closing Brunch**

Count	Percent	
1	5.88%	Excellent
1	5.88%	Above average
2	11.76%	Average
1	5.88%	Below average
0	0.00%	Extremely poor
12	70.59%	Not applicable
17	Respondents	

**Q21. Were there events during Parent and Family Weekend that you registered for but did not attend?**

Count	Percent	
7	50.00%	Yes (please explain)
Count	Percent	
1	14.29%	5k run
1	14.29%	couldn't find the tailgate party. lot 43 was full. shouldn't have to pay for brunch when food was free for parents that weekend.our son had made plans to go out to dinner with friends at last minute so didn't attend dennis miller show.asked for a refund but was told no.
1	14.29%	friday and sunday events, we just had other conflicting plans or we would have attended them, we loved the saturday activities
1	14.29%	Museum
1	14.29%	Opening reception, didn't go because when we picked up our materials for the weekend it was too early to go and we didn't want to 1)wait around for it to start and wanted to get in dinner before we went to My Fair Lady.
1	14.29%	The tailgate party. We stopped by briefly and it seemed nice. Our son was bringing a friend to the game so we had to spend our time getting a ticket and buying a sweatshirt. The t-shirts were a really nice touch.
1	14.29%	We registered for the art museum and for the parent tailgate party. It was too hard to get around everywhere. We didn't know how we would get from the tailgate party and the game without having to leave so early. Also, we ended up staying at the Marriott, because we were confused. We thought there was only one hotel on campus, and pulled into the wrong one.
7	50.00%	No

**Q18. Please rate your satisfaction with the following events:****Saturday - Tailgate Dinner Party**

Count	Percent
-------	---------

14	Respondents
----	-------------

**Q22. We will offer another parent and family event during the Spring semester (February 20-21) that will include a Gymnastics meet and possible ski/snowboarding trip. Would you have interest in returning to campus for this event?**

Count	Percent
-------	---------

12	85.71%	Yes (please explain)
----	--------	----------------------

Count	Percent	
1	8.33%	depends on the activities planned
1	8.33%	I am pretty sure we would.
1	8.33%	I plan on attending because I feel it is a good opportunity to learn about what is going on at the U and to see my student.
1	8.33%	My answer is closer to Maybe, living in Utah I have access to skiing and to most activities offered to the public on campus if I so choose. The parent and family events allow us as parents to have an organized event to share some quality time with our students so I think it is a good idea.
1	8.33%	Please get out information early as parents that have to travel on airline flights need as much notice as possible in order to get seats and at reasonable prices.
1	8.33%	Sound like fun events.
1	8.33%	Would be interested in gymnastics meet, but not ski trip.
1	8.33%	would love to attend both the gymnastics and ski trip

2	14.29%	No (please explain)
---	--------	---------------------

Count	Percent	
1	50.00%	It depends
1	50.00%	When we arrived on campus, we thought everyone would know about parent/family weekend. None of the workers, staff, or employees even knew that it WAS parent/family weekend. I think everyone who works at U of U should be informed of this. It took us an hour to find the "welcoming" reception. I thought the tickets were a little high for this event. (We bought for five people)

14	Respondents
----	-------------

**Q23. How did you hear about Parent and Family Weekend?**

Count	Percent
-------	---------

14	100.00%
----	---------

Count	Percent	
1	7.14%	a mailing
1	7.14%	During Honors College orientation
1	7.14%	Email
1	7.14%	Email.
1	7.14%	i believe we received a mailer to our home -- it is also listed on the U calendar that we received during orientation
1	7.14%	member of parent association, also saw it on the calendar and was informed of it at orientation
1	7.14%	Newsletter
1	7.14%	On the U of U website through the parent resources part.
1	7.14%	Orientation
1	7.14%	Parent Association website.
1	7.14%	school website
1	7.14%	Via e-mail, I think.
1	7.14%	While attending the parent organization I signed up for information about the parent group and was sent email information.
1	7.14%	your emails

14	Respondents
----	-------------

**Q24. Do you have suggestions on how to market this event to other parents and family members?**

<b>Count</b>	<b>Percent</b>	
10	100.00%	
<b>Count</b>	<b>Percent</b>	
1	10.00%	?
1	10.00%	email
1	10.00%	Enforce to parents that this is also an opportunity to visit with faculty and senior leadership of the University. We were surprised that as many faculty members and leaders came to the opening reception, mingled with the parents and actually listened to our input about the University as we perceive it. This is huge and you should be placing this out front as this is what parents care about.
1	10.00%	Freshman parents and parents who live out of the area seem to be the most interested. I am sure your aware most students don't inform parents of activities, so direct mailing to parents seems best.
1	10.00%	I don't know - there definitely seemed to be a low-turnout. We were surprised.
1	10.00%	I know you are trying to save paper but a mailing would be effective.
1	10.00%	I think you did a great job.
1	10.00%	Make a bigger deal out of it. When I went to Oregon State Univ, they had a huge Mothers weekend. The Mothers got a special pin and every year they attended got an add-on to it. It seemed it was a prestige thing to have , especially with multiple add-ons.
1	10.00%	no
1	10.00%	No.
10	Respondents	

**Q25. Were you pleased with the timing (September 26-28) of Parent and Family Weekend? If not, please suggest other dates/times of year.**

<b>Count</b>	<b>Percent</b>	
13	100.00%	
<b>Count</b>	<b>Percent</b>	
1	7.69%	A little close to fall break. The parents will be seeing their kid very soon after p/f weekend.
1	7.69%	Fine
1	7.69%	For the Freshman yes. We were able to go buy stuff that our Student realized he needed.
1	7.69%	good timing; good weather; before Fall Break
1	7.69%	It was okay
1	7.69%	The dates were good for my family.
2	15.38%	yes
1	7.69%	Yes
1	7.69%	Yes!
1	7.69%	Yes, very much so.
2	15.38%	Yes.
13	Respondents	

**Q26. Were there any events/activities that you wish would have been included in Parent and Family Weekend?**

Count	Percent		
7	100.00%		
	Count	Percent	
	1	14.29%	?
	1	14.29%	biking or whitewater rafting trip
	1	14.29%	enjoyed everything
	1	14.29%	It would be hard to put more activities on the agenda. I would like to see the opening reception be held earlier and perhaps promoted as more of a meet and greet, there was a bit of a rush to get to the next activity.
	1	14.29%	might have been nice to have the Tailgating closer to other Tailgating and pep-related activities
	1	14.29%	No.
	1	14.29%	No. We didn't take advantage of many because we recently moved from Utah and had many friends to see.
7	Respondents		

**Q27. Please provide us with additional feedback and/or suggestions.**


Cou nt	Percent	
9	100.00%	
	Count	Percent
	1	11.11%
	1	11.11%
	1	11.11%
	1	11.11%
	1	11.11%
	1	11.11%
	1	11.11%
	1	11.11%
	1	11.11%
9	Respondents	

## Appendix H: Parent & Family Spring Event Budget

### Spring Event Budget

<u>Item</u>	<u>Cost</u>	<u>Quantity</u>	<u>Total Paid</u>	<u>Cost</u>	<u>Quantity</u>	<u>Total Received</u>	<u>Notes</u>
Postcard Printing	\$0.24	488	\$118.19				
Postcard Mailing	\$0.27	480	\$129.60				
Huntsman Room Rental	\$300.00	1	\$300.00	\$300.00	1	\$300.00	From Parent Association
Gymnastics Tickets	\$3.00	30	\$90.00	\$3.00	18	\$54.00	
Food for Reception	\$134.40	1	\$134.40	\$7.00	18	\$126.00	From Chartwells
Linens for Room	\$5.00	13	\$65.00				From Chartwells
Romeo and Juliet	\$40.00	2	\$80.00	\$40.00	2	\$80.00	
Guest House Room	\$85.00	2	\$170.00	\$75.00	2	\$150.00	Three guests in room
<b><u>Total</u></b>			<b>\$1,087.19</b>			<b>\$710.00</b>	\$377.19 difference \$247.79 due to postcard

## Appendix I: Sample Parent and Family Newsletter



# Parent and Family Newsletter

## The University of Utah

**December 1, 2008****Volume 7, Number 2**

As students wrap up the Fall semester, we wish them the best while preparing for final exams (final exam period is December 15-19). Also, we hope you and your student have a wonderful holiday season! In this issue, you will find information on:

<a href="#">Parent and Family Spring Semester Event</a>	<a href="#">LEAP</a>
<a href="#">ASUU Recyclemania and Rock the U</a>	<a href="#">National Student Exchange (NSE)</a>
<a href="#">Academic Advisors Encourage Success</a>	<a href="#">PlazaFest II</a>
<a href="#">Business Fast Track</a>	<a href="#">Student Employment</a>
<a href="#">Counseling Center</a>	<a href="#">Undergraduate Studies (UGS) 1010</a>
<a href="#">Housing &amp; Residential Education</a>	<a href="#">Union Programming Council</a>

Look for the next edition of the Parent and Family Newsletter on February 2, 2009, and please let me know if you would like information on particular topics.

Johnathan Luster  
Assistant Director, Parent Resources | Orientation and Leadership Development  
[jluster@sa.utah.edu](mailto:jluster@sa.utah.edu) | 801-585-1141


**Parent and Family Spring Semester Event 2009** [Back to Top](#)

Mark your calendars for the Parent and Family Spring Semester Event: **February 20-21, 2009**. Join other families as we cheer on the University of Utah Women's Gymnastics team against the University of Michigan and participate in a ski/snowboarding trip at one of Utah's premier resorts.


More information as well as pricing is available on [www.parents.utah.edu](http://www.parents.utah.edu). We look forward to seeing you in February!

**ASUU Recyclemania and Rock the U** [Back to Top](#)

The Associated Students of the University of Utah's (ASUU) Sustainability Board will be competing for the second year in the recycling competition, **Recyclemania!** Colleges and universities across the country compete in this event from January 18 - March 28, 2009. We will be participating in the paper and cardboard categories. Our goals are to place in the top 50 schools for both categories and to beat BYU! To help us win, encourage your students to save their recyclable paper and cardboard then place these items in the appropriate receptacles from January 18 - March 28! Visit [www.recyclemania.com](http://www.recyclemania.com) for more information.

**ROCK THE U**

In its third year, **Rock the U** has raised more than \$163,000! It is a student-run philanthropy dedicated to raising money and awareness for defeating cancer. The 26.2 hour dance marathon on March 27-28, 2009, will feature fun activities, food, and plenty of dancing. The common link between all participants is their willingness to join in honor/memory of someone affected by cancer or simply to give back to the community by raising money for this cause. Anyone can donate at [www.active.com/donate/rocktheu09](http://www.active.com/donate/rocktheu09). We welcome contributions from individuals and corporations as we work diligently to raise money for the Huntsman Cancer Foundation! If you have questions, please contact ASUU at 801-581-2788 or [rocktheu09@gmail.com](mailto:rocktheu09@gmail.com).



**Important  
DATE!**



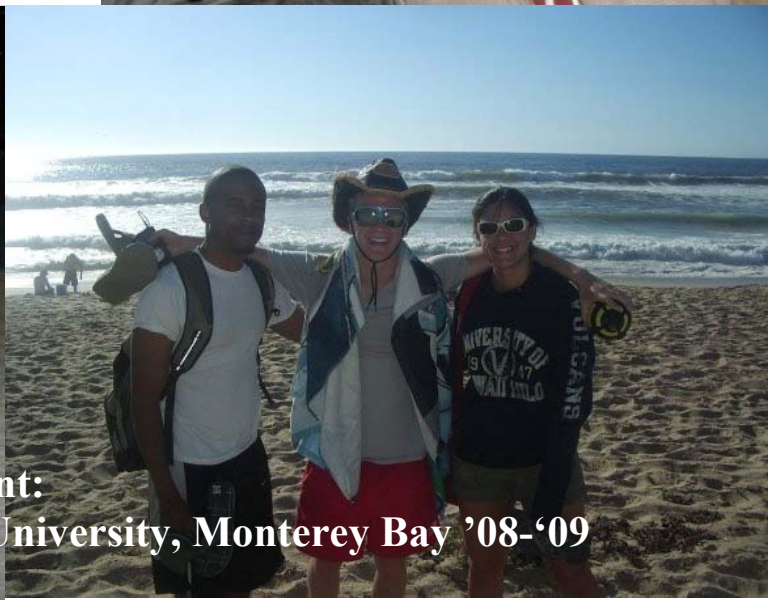


**National Student Exchange  
Year End Report  
August 2008- July 2009**

**Prepared By:  
Michelle Jones  
Assistant Director**



**Photos courtesy of exchange student:  
Corey Whale, to California State University, Monterey Bay '08-'09  
& Orientation Spring 2009**





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Appendix A.....	National Student Exchange Placement Chart
Appendix B.....	Student Exchange Details, 2008-2009 Outgoing and Incoming
Appendix C.....	National Student Exchange Assessment Results

## **Highlights – National Student Exchange 2008-2009**

- All outgoing University of Utah students were placed at either their first or second choice school at the placement conference in March of 2008 for exchange in the 2008-2009 academic year.
- All incoming students ranking the University of Utah as their first choice at the placement conference in March of 2008, were accepted for exchange to the University of Utah for the 2008-2009 academic year.
- The number of outgoing University of Utah students placed on exchange during the 2008-2009 academic year increased nearly 24% over the 2007-2008 academic year, and the incoming placements increased over 22%.
- In the 2008-2009 academic year, the University of Utah's outgoing completion rate increased from 76% to 81%, and the incoming completion rate also increased from 50% to 80%, both above the national average of 74%.

## **Executive Summary**

### **Overview**

The purpose of this report is to provide an overview of the National Student Exchange (NSE) program at the University of Utah from August 2008 through July 2009. The Office of Orientation and Leadership Development assumed responsibility for the University of Utah's NSE program in January 2006. After being housed within Undergraduate Studies for ten years, the NSE program moved under the direction of a new coordinator within the Office of Orientation and Leadership Development. This move was a result of several factors, including the need for a more student-centered location on campus and a reaction to the steady decrease in student participation over the last several years. The Office of Orientation and Leadership Development was an ideal place to relocate for several reasons. The Office of Orientation and Leadership Development had partnered with Undergraduate Studies and the NSE program over the past several years, supplying orientation services and matriculation fee waivers. Therefore, the Office of Orientation and Leadership Development had existing basic knowledge of the NSE program. Additionally, the Office of Orientation and Leadership Development maintains relationships with academic advisors and various student support services across campus, who serve as an integral part of the exchange process.

### **National Student Exchange Mission**

*The National Student Exchange (NSE) is a not-for-profit, membership consortium of accredited, four-year colleges and universities in the United States, its territories, and Canada which have joined together for the purpose of sharing their educational resources and exchanging students among its member institutions.*

*The only program of its kind offering tuition reciprocal exchanges across the United States and Canada, NSE serves as the national resource for inter-institutional study opportunities.*

*NSE offers study opportunities at diverse university settings and provides access to a wide array of courses and programs; field experiences, co-op, and internship options; and resident assistant, honors, and study abroad experiences.*

*NSE is administered by a central office staff and governed by a Council elected from within the membership. Funding comes from institutional membership fees and student application fees.*

*NSE, with a reputation for quality service, maintains a strong and viable consortium through continuous communication and on-going assessment of the needs and interests of the membership.*

The National Student Exchange program is a consortium of 208 institutions of higher education within the United States, its territories, and Canada. The program allows undergraduate students the opportunity to attend any of the participating institutions for up to one academic year. Students pay either tuition at their home institution, designated Plan B students, or the host institution's in-state tuition, designated Plan A students. Participation in the National Student Exchange program provides students the opportunity to:

- Broaden personal and educational perspectives
- Explore and appreciate new cultures
- Learn from prominent professors
- Access courses not offered at the students' home campuses
- Explore new areas of study
- Live in different geographic areas
- Investigate graduate or professional schools
- Look for future employment opportunities

The majority of students are placed for exchange by NSE coordinators, at the Annual National Student Exchange conference, held in March prior to the academic year in which students intend to exchange. Following the placement conference, some institutions remain open for placement; therefore, many students are also placed post-conference, upon agreement of NSE coordinators. Consortium-wide, 2,877 students completed an exchange during the 2008-2009 academic year, and over 97,000 since its inception in 1968.

### **National Student Exchange Office**

The NSE program has been coordinated out of the Office of Orientation and Leadership Development in Suite 280 of the Olpin Student Union Building since January 2006. Immediately prior to being located in the Union, the NSE Office was in the Sill Center and coordinated by Undergraduate Studies. The University of Utah NSE program also has a presence online at [www.ugs.utah.edu/nse](http://www.ugs.utah.edu/nse). This site is continually updated and is a supplement to the information found on the NSE headquarters website at [www.nse.org](http://www.nse.org).

## **National Student Exchange Intern**

In Fall 2006, the University of Utah NSE program offered an internship to an undergraduate student who was a former NSE participant. Rachel Bowman served as the NSE intern during the 2006-2007 academic year. An internship was not offered for the 2007-2008 or 2008-2009 academic year, with plans to offer a student mentorship position in 2009-2010.

## **National Student Exchange Eligibility and Application**

All students are screened by their home institution's NSE coordinator before placement occurs. Students must meet the requirements set by the National Student Exchange Consortium, as well as complete an application process, which may vary among institutions. All of the NSE requirements listed below are applicable at the time of application, at the completion of the term prior to the student's exchange and while on exchange.

- Full-time enrollment at the home campus
- Minimum home campus cumulative GPA of 2.5 (4.0 scale)
- Good academic standing as defined by the home institution
- No incomplete grades from previous terms
- No current or pending probationary status due to academic dishonesty or misconduct
- No outstanding financial obligations to the home institution
- No current or pending probationary or disciplinary action for violation of codes of student conduct
- Must not be on probation, parole, or have any pending legal judgments

In addition to the requirements listed above, students at the University of Utah wishing to exchange must go through an application process, which includes an essay on why the student wishes to exchange, meeting with the University of Utah NSE coordinator, and supplying 2 references (one academic and one personal), along with transcripts and other scholastic and placement preference information. Students are able to rank up to 8 institutions which they are interested in exchanging to. Students are chosen by the NSE coordinator based upon their ability to meet the requirements and their perceived ability to complete the exchange successfully, as well as be a quality representative of the University of Utah. The NSE coordinator will attempt to place students at the institution which they have ranked first. If the student is not placed at their first choice institution, an attempt will be made to place them at their second choice institution, and then on down their ranked list. If more than one student from the University of Utah wishes to be placed at the same institution, the NSE coordinator will rank these students. This ranking will be seen by the host NSE coordinator as they are deciding whom to accept.

## **National Student Exchange Marketing**

The University of Utah National Student Exchange Office promotes the program in a variety of ways. Professional posters are placed around campus in both the Fall and Spring semesters, advertising not only the NSE program, but also NSE Information Sessions that are held in the Union building twice a year. Facebook advertisements are also used to promote the program and the information sessions. Letters are sent via email each semester to all Freshmen and Sophomore students who are academically eligible to participate in NSE, inviting them to attend information sessions and/or make an appointment with the NSE coordinator.

Representatives from the NSE Office are present and tabling at both PlazaFest and the Major Expo each year. Additionally, the program is presented to academic advisors in all Colleges at a University Academic Advising Committee (UAAC) meeting.

## **Placement Conference**

Each year representatives from all 208 member schools meet at the Annual NSE Conference to share best practices and place exchange students for the following academic year. Placements may be made after the conference and are deemed post-conference placements; however, the majority of placements occur at the conference. At the March 2008 Annual NSE Conference in Minneapolis, Minnesota 26 outgoing students were placed and 33 incoming students were accepted for the 2008-2009 academic year. These figures are greater than the 2007 Annual NSE Conference, in Boise, Idaho, with 21 and 27 students, respectively placed for the 2007-2008 academic year. All outgoing students were placed at either their first or second choice schools, while 1 outgoing student was rejected by all preferred host schools in 2007; 2 were rejected in 2006.

Additionally, in March 2009, in Raleigh, North Carolina, placements were made for the 2009-2010 academic year: 21 outgoing and 19 incoming students were placed. Our incoming placements were significantly lower, due not to lack of interest, but in order to balance tuition plans with our outgoing students. There was a larger than usual proportion of students wishing to come to the University on Plan B, as compared to Plan A, as has been in the past. Placement decisions are based on space availability at each host institution, proper access of courses in the student's area of study, housing availability, as well as the balancing of tuition payments. Students who have been placed on exchange in a prior academic year and not completed the exchange, or students who list only 1 or 2 possible sites for exchange are the most likely to be

rejected by one or more schools. Students who are flexible with their choices of institutions are the most likely to be placed. Placement Conference statistics can be found in *Appendix A*.

### **Placement Statistics**

When taking into consideration placements made for the entire 2008-2009 academic year, including both conference placement and post-conference placements, an increase was seen in incoming students between the 2007-2008 and 2008-2009 academic years, while the outgoing placement total remained exactly the same. In the 2008-2009 academic year 32 students from the University of Utah were placed at 25 different institutions. Similarly, in 2007-2008 a total of 32 students were sent on exchange to 23 different schools. The University of Utah accepted 40 students from 30 different institutions in 2008-2009, while having only 35 students from 24 institutions in 2007-2008. The University of Utah figures are higher than the national average of 19 students placed per institution on both incoming and outgoing placements. Total Placement statistics can be found in *Appendix A*.

### **Completion Statistics**

Not all students who are placed for an exchange complete the exchange. Some decide to withdraw placement for a variety of different reasons including personal, academic and financial. The completion rate is calculated by dividing the number of students who complete an exchange, by the number of students who were placed on exchange for a given academic year. It is the goal of the University of Utah National Student Exchange Office to increase the completion rate each year. In order to increase the completion rates of both incoming and outgoing students, attempts have been made to increase communication from the time the student first indicates interest in exchange to the time the student exchanges and securing students earlier registration dates and access to housing applications. Students who do not complete exchange lose their application fee, which for 2008-2009 was \$160.

For the 2007-2008 academic year, the University of Utah's outgoing student completion rate was 76%, and the incoming completion rate was 50%. In 2008-2009, the University of Utah's outgoing completion rate increased to 81%, and the incoming completion rate also increased to 80%, both above the national rate of 74%. Completion statistics can be found in *Appendix A*. Details on both outgoing and incoming exchange students can be found in *Appendix B*.

### **Outgoing Placement Meetings**

Each year, a week following the Placement Conference in March, Placement Meetings are held in which outgoing students are made aware of their placement status, receive contact information for their host institution NSE coordinator, complete Placement Acceptance Forms, sign Liability Waivers, and walk through the process of how to complete their Course Contract forms, which ensure course transfer upon return to the University of Utah. Other topics addressed include policy and time frame differences between institutions, culture shock, and how to successfully return to the University of Utah upon completion of their exchange. Students who cannot make the Placement Meeting make appointments to see the NSE coordinator on an individual basis.

### **Incoming National Student Exchange Orientation**

Each semester in which incoming exchange students are beginning their exchange at the University of Utah, typically Fall and Spring semester, an NSE Orientation is held to help the exchange students transition to Salt Lake City and the University. Orientations include information about campus, resources, student involvement and community events. Undergraduate Bulletin and Student Resource Guides and Course Catalogs are also made available. At least one University of Utah current student, and sometimes a continuing incoming exchange student will be present to assist the exchange students' transitions. All paperwork for the semester is completed, questions are answered and a short campus tour is given. Exchange students also learn to use TRAX and experience downtown for dinner. During the Fall semester, students attended a free outdoor concert at the Gallivan Center together at the conclusion of Orientation, and during the Spring Semester students went Ice Skating together at the Gallivan Center. This Spring was the first semester that the National Student Exchange program partnered with the International Exchange program. Approximately 13 International Students joined the NSE students for dinner and ice skating. In the Spring, all 13 new NSE students and 3 continuing students attended orientation.

### **National Student Exchange Assessment**

Both incoming and outgoing exchange students are sent a satisfaction survey during the last week of their final semester on exchange. The assessment was first administered in 2007-2008. The survey completion rate for 2008-2009 incoming students was 56% and 77% for outgoing students. The results of this assessment gave us information on how to improve the



program as well as feedback about their experience. Outgoing students indicated some frustration with figuring out which courses they could take on exchange would transfer back and count at the University of Utah. Courses contracts will be addressed in even more depth than usual at next year's Placement Meeting. Additionally, the University of Utah NSE coordinator will speak with advisors at UAAC to help advisors understand how to appropriately assist students in this process. Incoming students were mostly satisfied with the NSE orientation and the transition process. Orientation will continue in the same form for the 2009-2010 academic year. The complete results from the assessment can be found in *Appendix C*.

### **National Student Exchange Partnerships**

The National Student Exchange program at the University of Utah would not be possible without the outstanding partnerships that exist across campus. Student Recruitment and High School Services promotes NSE to prospective students. The Admissions office works hard to expedite NSE student admissions, and in conjunction with the Registrar, allows incoming exchange students Junior priority registration. Income Accounting assists in tuition and fee allocation and troubleshooting, while Financial Aid assists students with funding both incoming and outgoing exchanges. University College, Transfer Admissions and Departmental Advisors work with outgoing students in their areas with course selection and course transfer. Housing and Residential Education works to provide incoming students on-campus housing and a successful stay at the University of Utah. Finally, Continuing Education allows incoming students the ability to participate in the National Outdoor Leadership School (NOLS) program through NSE.

### **Summary**

The University of Utah community supports and encourages campus efforts to continue offering exchange opportunities for the student body. During the 2008-2009 school year, the National Student Exchange program worked to continue exchange programs and reach out to more and more students at the University of Utah. The National Student Exchange program will continue to provide this opportunity.