



University of Utah Office of Orientation Annual Report September 2010—August 2011

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Highlights 2011

- 5,471 students participated in some form of Orientation for Fall 2011.
- For Fall 2011 we transitioned from offering One-Day programs to Two-Day programs with no overnight stay.
 - For Fall 2011 1,367 first-year students attended 6 Two-Day programs, averaging 227 students per program
- For Fall 2011 1,802 transfer students attended 11 One-Day programs, averaging 163 students per program.
- First-Year students were guaranteed college/departmental advising for all Overnight and Two-Day sessions.
- Departmental advising was offered at two of the transfer One-Day programs and these two programs were geared specifically toward out of area students.
- 2,969 transfer students and 2,614 first-year students completed an evaluation at the conclusion of their orientation program using a combination of handheld iPod Touches and a web based survey, which enabled us to gather and analyze data on a daily basis.
- Approximately 87.6% of students attending Orientation identified a specific area in which to major while 12.4% were undecided. 70.1% indicated that they intend to work less than 20 hours per week.
- 92.5% indicated that they know who to contact for information about their major courses, while 93.8% and 84.3% could recall three General Education and Bachelors Degree requirements, respectively.
- 1,049 parents and family members participated in a comprehensive Orientation program designed to best fit their needs.
- The Outdoor Orientation had 32 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 1299 students opting to participate in the day and a half program.
- Starting Fall 2011, all incoming students were required to complete the Accuplacer math placement exam to place into their math course.
- For the first time since 1999 the Matriculation Fee was raised, from \$70 to \$125. A portion of the increase was allotted to fund orientation, as well as the newly required Accuplacer math placement exam.

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 2010 through August 2011.

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: Two-Day Orientation, which is a comprehensive 1 ½ day experience without an overnight component (only offered prior to fall semester); 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 fifth year, we offered a different approach to using the outdoors in conjunction with orientation programming. 32 students participated in this program, a decrease of 19 from the program in 2010 which attracted a record number of 51 students. The 51 students that attended in 2010 were an increase of 2 students from the program in 2009 and an increase of 39 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 that does not include academic advising. We offer orientation programs just prior to the beginning of each semester for all students that are a condensed version of the more extensive programs and do not offer academic advising. Additionally, the On-line Orientation is available for transfer and first-year students if they are unable to come to campus for a campus based program. Other programs have been developed to promote engagement in the University and development of students. These programs include Connecting U Days (formerly known as University Preview Day) and Welcome Week

(specifically Plazafest- formally known as Getting U Started). 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 an Undergraduate Bulletin and New Student Resource Guide
- Gain an understanding of General Education and University Graduation Requirements
- Complete the Accuplacer math placement exam. (this requirement is new for fall 2011)
- 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*.

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 2011, 1299 students participated in the Ten Overnight programs. The overnight programs have continued to grow over the past nine years as the institution continues to support these programs and encourage incoming students to participate in these orientation programs. This is the largest number of students to participate in the Overnight programs since they were instituted.

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 concluded with all students taking the Accuplacer math placement exam to provide them with the most appropriate placement into math courses.

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 University College 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, asked any final questions and picked up an Orientation t-shirt at the checkout table.

For the eighth 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 first time we invited students interested in Pre-medicine to participate in the Science, Engineering, and Mines and Earth Science Overnight program. This effort was to allow Pre-medicine students an option of this or the Health Sciences Overnight and to alleviate continually growing numbers at the Health Sciences program.

For the sixth 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 first year, we offered an Overnight program for students interested in the College of Architecture and Planning. This program was offered in conjunction with the pre-existing Fine Arts program and was well received by a small number of incoming students.

For the fourth 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. The College of Business, Humanities, and Social and Behavioral Science partnered to offer an overnight program for fall 2010. Fall 2010 was the first year Social and Behavioral Science has participated in a specialized overnight program. Fall 2011 is the second year that these three colleges have partnered to offer a specialized overnight. These additional programs were well received by the Colleges and attended well by incoming students. Conversations continue with the College of Education about their interest in offering an overnight program to students in their discipline for fall 2012.

We partnered with the Center for Ethnic Student Affairs (CESA) for the fifth year to include students participating in programs sponsored by their office in an Overnight program. CESA, the Utah Opportunities Scholars (UOS), and the First Scholars program required students working with them to participate in one of two general overnight programs. 100 students participated in the first General Overnight program and 5 participated in the second. The students in this population came to orientation early on the first morning to meet with the advisors in CESA and the First Scholars program and meet other members of their cohorts prior to the start of the General program. This was a worthwhile endeavor and will be pursued again in 2012.

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, 2009, 2010, and 2011 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 37 students participate in this program.

The remaining four 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 B* and the cost for a student to participate in the Overnight program was reduced from \$60.00 for 2010 to \$35 for 2011. The cost reduction for participation in an Overnight program was made possible through an increase in the matriculation fee that all students pay with their first semester tuition bill.

Two-Day Orientation

Ideally, it would be beneficial if all incoming first-year students participated in an 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 first time, for Fall 2012, a new Two-Day Orientation program was designed to provide students with a similar experience to the Overnight without having the requirement of staying overnight on campus. The new Two-Day programs were offered to first-year students with the goal of providing a more comprehensive introduction to the University, similar to that of the Overnight Orientation programs. This new Two-Day program format was only offered for Fall 2011 and replaced the First-Year One-Day programs historically offered during the month of July. A total of 1367 first-year students participated in the six Two-Day programs offered. The program schedule was identical to that of the Overnight orientations, except that students left after they completed their math placement exam and returned the following morning to complete the program. Schedules for the First-Year Two-Day program can be found in *Appendix C*

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 in a condensed amount of time. Programs are generally offered in two variations, one designed for incoming first-year students (only offered for Spring and Summer semesters) and the other specifically addressing the needs of transfer students (offered for Spring, Summer, and Fall semesters).

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. At select One-Day programs, students have the opportunity to meet 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. A list of program dates and a copy of the schedules for spring and summer semesters are included in *Appendices D and E*.

Transfer students participating in One-Day sessions for Fall 2011 represent the largest segment of students engaging in any form of orientation programming. For Fall 2011, 11 transfer programs were offered and 1,802 transfer students participated. This represents an average of

163 students per session. Orientation dates for fall 2011 programs are included in *Appendix F*. A schedule for Transfer One-Day programs are found in *Appendix G*.

To receive registration eligibility, transfer students are required to meet with an academic advisor within their respective department and attend a Transfer Orientation program. First-Year students are not required to meet with an advisor prior to registering for their first semester of classes. Academic advising was offered as a component of all First-Year One-Day programs. Transfer students, however, were offered two different options to complete their orientation. Two of the eleven Transfer Orientation programs included meeting with an academic advisor in an effort to serve students from out of area 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 in 2004 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 became required to complete orientation and meet with an academic advisor before they were able to register for classes. By offering some orientations with advising and others without, the students receive the information they desire in a format that is most suitable for them. There are inherent challenges with the current format of Transfer Orientations that will be evaluated and addressed for 2012.

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 2011 are included in *Appendix H*.

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.

In 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 the pilot program for fall 2007. The number of participants has steadily increased to 38 students for fall 2008, 49 students in 2009 and 51 students in 2010. Starting in 2009 two different dates were offered for this program. In 2010, 28 students participated in the first program and 23 students attended the second program. In 2011, 32 students attended this program, 12 students participated in the first program and 20 students attended the second program. The students spent two 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. Historically, 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. However, due to unusually high levels of water run-off and rain the activities were limited to hiking and rock-climbing for the safety of the participants. 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. On the evening of the third day, the students stayed on campus and participated in activities in the Student Union. Of the students participating in this program, 25 of them were from out of state. This particular program does an amazing job of connecting students to each other and the University. Students paid \$225.00 for the entire program which covered the cost of their lodging,

all of their meals, transportation and equipment used on the outdoor trips. Reference *Appendix I* for the complete schedule.

It is recommended that the cost of the program be examined when planning for fall 2012. Due to the increase in matriculation fee and the resultant lowering of the cost of an Overnight program from \$65 in 2010 to \$35 in 2011, it is thought that students were priced-out of participating in the Outdoor. Opportunities for subsidizing the cost further will be explored for fall 2012.

A new orientation program was piloted for fall 2011 in an effort to better serve students on track to receive the Regents Scholarship offered by the Utah Board of Regents. Students on track to receive this scholarship are required to show proof of a full credit load schedule by July 1 to the office administering the scholarship. Students on track for this scholarship that expressed interest in the University of Utah were contacted by the Office of Orientation as a reminder of the deadline and an encouragement to attend one of the overnight programs in June. Students were notified that if they could not attend a June program that they could attend the Regents Scholars program on May 20-21, 2011 to fulfill their orientation requirement at the University of Utah and the requirement to show proof of a schedule to the Board of Regents office. The program was modeled after the Two-Day orientations offered during the month of July. Thirty students participated in this program. While the students participating in this program expressed having a positive experience, it will not be offered as an option for 2012 due to low interest, poor timing during the year, and the amount of resources used to offer a large program for a small population of students. For fall 2012 the Office of Orientation will continue to partner with the Board of Regents office in terms of preemptive communication with these students, but will have them attend an Overnight program in June to meet their July 1st deadline. Reference *Appendix J* 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 with information about University Graduation Requirements, Bachelor's Degree Requirements, and are given 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 was administered enabled us to ensure the students were gaining some of the information necessary by requiring them to complete and pass quizzes on the information provided by the On-line Orientation. Another update to this program was undertaken during the 2009-2010 academic year. We altered the format in which the information was presented by including video and audio files of the information. Additionally, the information was transcribed allowing a student to read the information if they desired. Our goal in doing this was to provide the information that was more accessible to students, more interactive, and met a variety of different learning styles. 579 students completed the On-line Orientation for fall 2011. A report outlining the participation in the on-line by status and location is included in *Appendix K*.

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 has 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 have continued with the same registration policy that was implemented for fall 2003 and have 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 and Family Orientation

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. Seven years ago, parent and family orientation programming was provided in conjunction with all Overnight sessions only. In 2005, efforts were exerted to include a separate parent and family program track for all first-year specific One Day sessions in addition to the Overnight Orientation programs, the Outback Orientation, and the one program independent from student orientation. In 2011, parent and family programs were provided in conjunction with all Overnight and Two Day sessions – as well as the Outdoor Orientations – and one independent program on the Friday before Fall semester 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 & Family Programs Coordinator position was dedicated to providing this specific population with meaningful programming and information, beginning with Parent & Family Orientation Programs. The Parent & 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 programming.

Parent & Family Orientation Programs, with the goal of acquainting parents and family members with the living learning center and opportunities available to students across campus, were held in the Olpin Student Union for Two Day programs, the Alumni House and various Upper Campus locations during Overnight programs, and the Heritage Center for the independent program in August. 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 federal privacy laws concerning education records, 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, services for students with disabilities, and career planning. Participants were provided with 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 campus as the last session of their program. The dates of Parent and Family Orientation in addition to a sample schedule are included in *Appendix L*.

A total of 1,049 parents and family members attended a Parent & Family Orientation Program in 2011, which is 132 more than 2010 and 217 more than 2009. 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.

Connecting U Days (formerly 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 financial aid and scholarships to involvement opportunities and 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.

Upon reaching program capacity in 2010, the option of expanding the number of times we offer the program and possible partnership was explored. A committee was formed with members of the Orientation, Student Recruitment & High School Services, and University Neighborhood Partners staffs. This committee decided to partner our preexisting events (Orientation- Preview Day, Student Recruitment & High School Services- Open Houses, and University Neighborhood Partners- CommUnity Day) into a series of four events renamed Connecting U Days with the goal of serving prospective and admitted students, their families, current students and the community.

Connecting U Days proved to be a visible program that allowed 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 financial aid and scholarships to involvement opportunities and faculty expectations in the classroom. The day was structured

similar to a mini-conference, allowing students, parents, and community members to participate in a variety of activities.

Connecting U Days was offered on November 20, 2010; January 22, 2011; March 5, 2011; and April 2, 2011 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 of Utah. On April 2, 2011, 254 students and 349 guests (including mostly parents and family members) participated in Connecting U Days, making a total of 603 guests. A copy of the Connecting U Days Schedule is included in *Appendix M* and a copy of the Connecting U Days Evaluation is included in *Appendix N*.

In evaluating this program and its purposes, it has been decided that this event is better fitted to the mission of the Office Student Recruitment and High School Services. We will be looking to hand off this program entirely to that office for 2011-2012

Welcome Week Events

Welcome Week took place during the month of August, from the 18th when the Residence Halls opened, through the beginning of September. The purpose of Welcome Week programming is to provide students with the opportunity to learn more about involvement on campus, as well as to meet new people and to feel more comfortable on campus. In previous years, there has been little campus-wide coordination of these activities. The result has been conflicting events, duplication, and less effective marketing. For Fall 2011 events, called Getting U Started, there was an attempt to coordinate across campus. During 2010-2011, a campus committee was convened, chaired by John Francis, then-Senior Associate Vice President for Academic Affairs over Undergraduate Studies. This committee was charged with fostering collaboration and coordination across campus for Welcome Week events. The name was changed from Getting U Started to Welcome Week for Fall 2011. With John Francis transitioning out of his role, the Office of Orientation was charged with coordinating the committee and events for Welcome Week. Orientation worked closely with offices from across campus to plan a calendar of events during this time period, as well as a comprehensive marketing plan. Representatives from the Union Programming Council and Orientation worked together to design marketing materials, including banners, handbills, and staff t-shirts. There are

many organizations on campus that plan events for the first two weeks of school to help students get involved earlier.

This year, the Office of Orientation and Leadership Development coordinated events such as Race Through the U, Parent Event at Red Butte, Campus Tours and Information Booths. For a full calendar of events look in *Appendix O*.

Race Through the U

Race Through The U took place on Friday, August 19th from 11:00 am until 2:00pm. Race Through The U was inspired by the television show, The Amazing Race. Several years ago, there was a similar event. The Office of Orientation and Leadership Development coordinated this event this year. The race started at the Peterson Heritage Center where students received a clue to lead them to different locations around campus. The race was a non-traditional tour of campus for current students and incoming students. Students visited ten locations and competed in different challenges to receive the next clue. The locations included the Outdoor Recreation Program, The Office of Sustainability Gardens, The MUSS tailgate lot, Rice Eccles Stadium, The Huntsman Center, The Union Programming Council, ASUU, Study Abroad, Print and Mail Services and The Campus Store.

Parent Association Picnic at Red Butte Garden

For a full description of the Parent Association Picnic at Red Butte Garden, please reference the Parent Resources year end report, 2010-2011.

Campus Tours

Campus Tours took place on Friday, August 19th and Saturday, August 20th from 10:00am-1:00pm. The tours left from the A. Ray Olpin Student Union Building. In advertising for these tours, students were encouraged to bring their fall class schedule to see where their classrooms were to take place. A total of nine students were given tours during these times. This initiative will be re-evaluated for 2012.

Information Booths

Information Booths took place on Monday, August 22nd through Wednesday, August 24th from 7:00am-2:00pm. The Office of Orientation had a table located at the top of Presidents Circle outside of the John R. Park Building, as well as a table located on the east plaza of the J. Willard Marriott Library. There was also a table located outside of the Union; however, this table was coordinated through the Union Services Desk. The Information Booths provided basic

information to students with questions about classroom locations as well as offices they needed to be in contact with. Next year, it would be a possibility to expand Information Booths and have one located at the Peterson Heritage Center.

PlazaFest

PlazaFest took place on Wednesday, August 31st from 10am-2pm. PlazaFest included student organizations, student support services, colleges and departments across campus. This was an opportunity for students to get involved with the community early in the school year. In 2010, the event was split up into a Student Services Fair and an Involvement Fair. In 2011, it was changed back to one event. There were a total of 175 groups who reserved a table, with approximately 165 attending. Large attractions included a rock climbing wall staffed by Army ROTC, free Coca Cola product provided by the Office of Orientation, and many more.

Plazafest II, The Spring Edition

Plazafest II is a student involvement and resource fair—very similar to the fall Plazafest event. This year we invited all campus organizations including student clubs, departments, and resource offices, and colleges. Plazafest II was held on Wednesday, January 12 from 10:00am to 2:00pm in the Union Ballroom (central and east ballrooms). The purpose of this event was to encourage new students admitted in the spring to get involved on campus and to also allow entering students from the fall semester to check out campus groups again. The first semester can be a little overwhelming so it gives first semester and second semester students a chance to get involved. Plazafest II is also one of the few (if not the only) welcome-back spring events for the general student body.

Approximately 85 campus student groups participated in Plazafest II. This is also a much larger number than in years past. Table presenters gave away books, prizes, and snacks. We had performances from the Break Dancing Club, the Urban Dance Club, and the Swing Dance club. During the event, students had the opportunity to swipe their u-cards to enter a drawing for a prize donated by the Orientation Office. 179 students elected to swipe their card, which recorded their attendance and allowed the office to pull demographic data about the students that attended. Card swiping was a new addition this year and should be used again at future events. The largest draw back was the number of students who attended the event, but elected not to swipe their card. This will need to be addressed to provide more accurate attendance numbers. Advertising

included posters, fliers, handbills, banners, emails, and a Facebook event. In addition we also received recognition and advertisement in the Daily Utah Chronicle prior to and after the event.

Some of the feedback collected from our booth presenter's included:

- Very pleased with the student turn out for the free flu shot clinic
- Great job of putting together essential resources for students
- Staff at the event were very helpful
- The atmosphere was great
- The prize drawing was cool
- We (groups) got a lot of traffic from interested students
- It started on time
- Check-in was fast and efficient
- The table layout was perfect
- Look forward to participating in the future
- Applications for students to apply for positions around the same time as Plazafest II, so it was a huge advantage for to be able to tell students that they could apply right now!
- Not as well attended as fall Plazafest

Matriculation Fee

For the first time since 1999 the Matriculation Fee, a one-time fee paid by all new incoming students, was increased, from \$70 to \$125. The fee increase was requested and initiated by our office and justified by the continually increasing cost of providing services to incoming students, as we assist in their matriculation to the University of Utah. An increase to this fee aligns to institution with other Pac-12 institutions and research institutions around the country. A portion of the increase was allotted to fund orientation, as well as the newly required Accuplacer math placement exam.

Accuplacer Math Placement Exam

Starting Fall 2011, all incoming students were required to complete the Accuplacer math placement exam to place into their math course. The Accuplacer math placement exam score replaced the ACT/SAT math score as the means by which students are placed into the most appropriate math course. Students who had completed Advanced Placement, International Baccalaureate, concurrent enrollment, or who were transferring in math courses were able to

override the Accuplacer score if their outside coursework/tests placed them higher. The exam was offered for first-year students at all Overnight, Two-Day, and Outdoor programs. The test was administered on the evening of the first day of each program, which enabled students to be able to register for their math courses the following day.

The time the exam is offered, the validity of the scores, and those involved in the administration of the exam will be evaluated for 2011-2012 to ensure that we are serving the needs of incoming students and the institution.

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 2011, we offered 2 Transfer Orientation programs, 1 First-Year Orientation program, and 6 combination programs. For summer semester 2011, we offered 1 program for transfer students, 1 for first-year students, and 3 combination programs. See *Appendix P* for a comparison of orientation participation numbers for spring and summer semesters.

In addition to the 11 transfer specific one-day orientations, 6 first-year Two-Day programs, 10 Overnight programs, 2 Outdoor, On-line, and 3 programs held in August we offered specific orientation programs to various populations of students for fall 2011. Various programs brought their cohort of students to orientation on specific days. These groups included: The Health Science LEAP program, Utah Opportunities Scholars, First Scholars, CESA Scholars, Upward Bound, Jump Start, Access program, Regents Scholars, and student athletes.

We worked with the Athletic department for fall 2011 to include the student athletes in the orientations that are offered to all incoming students. We invited student athletes to participate in orientation during a Two-Day program and help spaces for those students. 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 2010. 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 provided 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. In preparation for fall 2011, we partnered with the International Center to develop an On-line Orientation addressing the specific needs of international students. The International Center also revamped the International Orientation schedule, making it a week instead of the one day it had been in years past. The Office of Orientation provided presentations at International Welcome Week that were consistent with the information being given to domestic students. This partnership will need to continue for 2012 as we examine the information received by international and domestic students. It is a high priority that they not only receive consistent information, but also services and information that serves their individual needs.

After eleven years of working with the College of Science to offer a special and separate Orientation program for the Access students, a group of women students who are majoring in a science related field, these students were integrated into the Science, Engineering, and Mines and Earth Science Overnight program for fall 2011. Thirty-five Access students participated in this specialized overnight program for fall 2011.

The National Student Exchange Program conducts a special Orientation for students participating in the program. In fall 2010, 18 students attended the NSE orientation, while 10 new NSE students and 1 continuing NSE students attended in the spring of 2011. 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 2011. Approximately 30 students attended this presentation. For a complete table of orientation program participation, reference *Appendix Q*.

Orientation Participation Fall 2011 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 2011. There are discrepancies with the PeopleSoft program and our inability to generate reports for students that attend multiple programs.

ADMISSION STATUS - Fall 2011	#	%
New Baccalaureate	3,061	56.7%
Accelerated Baccalaureate	444	8.2%
Transfer Baccalaureate	2,174	40.2%
Nontraditional	40	0.7%
Second Baccalaureate	128	2.4%
TOTAL	5,847	

- 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 2nd bachelor's degree.

Attended Not Enrolled Fall 2011 Explanation

At the beginning of every semester, after all orientation programs are 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 using Student Voice, was emailed to each participant's 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 fall semester 2011 for several reasons including, "I will be attending a different institution."; "I will not be attending due to financial reasons."; "I will not attend until a future semester."; 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, attending a different institution, or attending a

different semester. We complete this project for spring and summer terms as well. The data from both of those semesters mirror the results of fall semester. Results of this report can be found in *Appendix R*.

Evaluations and Assessment Projects

Evaluations used for 2011 orientations were designed to provide immediate and accurate reporting. Information was collected from students either online after the finished registering for classes or by an iPod Touch when they checked out from the program. We conducted 2 different types of surveys; one with general questions for participants that attended a Two Day program and another with more specific questions related to the discipline-specific Overnight programs. The results of the evaluations for Overnight, Outdoor, and Two Day programs are included in *Appendix S*. In addition to the specific questions, students were given the opportunity to respond to open ended questions which are also included in *Appendix S*. Reference *Appendix T* for results and Parent and Family Orientation evaluation information.

In addition to conducting satisfaction surveys at all orientation programs, our office has undertaken a variety of assessment projects. During the 2010-2011 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 2010. 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 U* for Fall 2010. We are currently involved in the Benchmarking survey for Fall 2011 and will use these results to make changes to the orientation programs for Fall 2012.

We coordinated an outreach project to contact, by phone, all first year students who attended an Overnight, Outdoor, or Two Day program for fall 2011. Fall 2009 was the first year orientation participants were contacted, focusing on contacting overnight participants in August and again in October. The response from students well-received and the campaign was expanded to all first-year students for fall 2010, with follow-up phone calls made again in October. Orientation Leaders called these students during the last week of July and first couple weeks of August with the basic intention to check in, answer any remaining questions, and serve as a

further resource for students. Students were assigned to Orientation Leaders who led their small group during their Orientation program. A total of just under 3,000 students were contacted. We spoke to about 20.9% of these students, while we left a voicemail for approximately 61% of the students and left a message with a family member of approximately 7.9% of the students. For the other 10% of the students we called, the number we had was either disconnected, a wrong number, or a voicemail had not yet been set up. Of the students we came in contact with, about 650 had successfully registered for classes, while only 16 did not. Reasons for this are among the following: LDS mission, had not yet seen an advisor, attending a different institution, and are going to attend a later semester due to personal or financial reasons. We also made referrals to the approximately 26% of the students we spoke with. Among these referrals were the Admissions Office, the Campus Store, the Housing and Residential Office, the UCard Office, the Mathematics Department, the Financial Aid Office, the Tuition Office, advisors, and the Honors department. We will contact these students again at the end of fall semester to provide resources and information as needed. These students will be contacted again in October to accomplish the same goal of checking in and answering questions.

Information about the Office of Orientation and Leadership Development

What makes the Office of Orientation and Leadership Development Unique?

We are in our 14th 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 work specifically on our website and technology. In preparation for summer, we hire approximately 26 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 credit-hour, upper-division leadership course entitled LDRSP 3960 (formally titled UGS 3960): Leadership Development in Higher Education. The syllabus for LDRSP 3960 can be found in *Appendix V*. 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 W*.

Prior to the beginning of LDRSP 3960 for Spring 2011, an assessment tool was created to evaluate Orientation Leaders on several important aspects of leadership, personal development, and Orientation competency. The identical assessment was completed by Orientation Leaders before LDRSP 3960, at the end of Spring semester, after Intensive Training in June, and after Orientation programs ended in July. The results of these surveys were compared to show changes over time as well as areas where improvement in training is necessary. New Orientation Leaders reported significant gains or no changes in all areas,

however returning Orientation Leaders reported no statistically significant gains throughout the assessment process. For a list of the questions asked in the assessment tool, see *Appendix X*.

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, two half time graduate assistants, four undergraduate students who serve in the role of Program Coordinators throughout the year, and a student staff of approximately 26 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.

For the first time, we hired an intern through the National Orientation Directors Association Summer Internship program. Megan Flora, from Appalachian State University, worked with our office from May to August as a NODA intern. She served as an additional member of the professional staff and held many of the same supervisory duties as other professional staff members. This was a positive experience for both the orientation staff and the intern and it is recommended that we continue to hire NODA interns for future summers.

The Orientation Team professional staff experienced turnover during the 2010-2011 academic year. Justin Kyremes-Parks filled the vacant Projects Coordinator position in the fall. Additionally, Gwen Fears vacated the Director position in July 2011 to take a position at Miami University. This position has remained vacant with plans to fill it during fall 2011. While the search to fill the Director position is conducted, Trisha Jensen will serve as Interim Director from July 9-October 9, 2011 and Mark Pontious will serve as Interim Director from October 10-January 1, 2012 when the position should be filled.

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-July 2011

Director

Ed. D. – University of Utah, Educational Leadership and Policy (2009)

M. S. – Colorado State University, Student Affairs in Higher Education (1999)

B. A. – Colorado State University, Technical Journalism (1997)

Trisha Jensen – July 2010-present

Assistant Director

M. Ed. – University of Utah, Educational Leadership and Policy (2010)

B. A. – Seattle University, Psychology, (2006)

Mark Pontious – July 2009-present

Assistant Director

M. S. – Florida State University, Higher Education Administration (2009)

B. S. – Bowling Green State University, Education (2007)

Non-Exempt Staff

Justin Kyremes-Parks – October 2010-present

Projects Coordinator

Graduate Assistants

Richard Diaz – August 2009 – May 2011

Graduate Assistant

M. Ed. – University of Utah, Educational Leadership and Policy (2011)

B. U. S. – University of Utah, Social Justice Education (2009)

Sonnaly Khouanphet – August 2010-Present

Graduate Assistant

B. S. – University of Utah, Consumer & Community Studies (2008)

B. S. – University of Utah, Human Development & Family Studies (2008)

Student Program Coordinators

Whitney Louder – Occupational Therapy, Senior
Cheston Newhall – Political Science, Junior
Audrey Lewis – Art Education, Senior
Tim Thaler – Math, Senior

State and National Presentations/ Conferences Attended

Gwen Fears, Mark Pontious, and Trisha Jensen represented the Office of Orientation at the NODAC annual conference held in St. Louis in October 2010. Gwen Fears again served as faculty for the Orientation Professionals Institute at NODAC in October 2010. Trisha Jensen was a participant in the Institute. Mark Pontious and Trisha Jensen also represented the University of Utah Education Leadership and Policy graduate program at the graduate school fair held during the conference. Seventeen students and professional staff attended the NODA Regional Conference in February 2011 in Cedar City, Utah, where several presented educational sessions. The session presented by Trisha Jensen and Sonnaly Khouanphet was selected as the Region III Showcase Winner and awarded an automatic invitation to present at NODAC 2011 in New Orleans, Louisiana in October 2011.

Gwen Fears attended the NASPA Conference in Philadelphia, Pennsylvania, in March 2011. Mark Pontious attended the inaugural Association of Higher Education Parent/Family Program Professionals Conference in Boulder, Colorado, in October 2010. Richard Diaz & Sonnaly Khouanphet attended the NASPA regional conference in Portland, Oregon, in November 2010.

Presentations:

Ackerlind, S., Diaz, R., Proemmel, E., and VanDerLinden, K. (2010) Data with Purpose: Understanding the Mental Health Needs of College Students. Student Affairs Administrators in Higher Education (NASPA) National Conference, Philadelphia, PA.

Anderson, M., Spencer, A., and West, J. (2011). Catch and release: Increase team morale through the FISH! Philosophy. NODA Regional Conference, Cedar City, UT.

Burbank, M., Diaz, R., Felker, J., and Smith, D. (2010) Pathways to Higher Education: A Family Affair. Concurrent session. Student Affairs Administrators in Higher Education (NASPA) State Conference, Salt Lake City, UT.

Chand, D., Diaz, R., and Saliendra, N. (2010) Thriving...Not just Surviving!: Why Cultivating

Students of Color is an Academic Imperative in Higher Education. Student Affairs Administrators in Higher Education (NASPA) State Conference, Salt Lake City, UT.

Diaz, R., (Spring 2011) "Integrating Parent Education and Support in College Access and Persistence Programs: Implications for Practitioners Working with Latino Students." ELP Paper and Presentations: Examples of Pass with Distinction Papers.
<http://www.ed.utah.edu/elp/gradprograms.html>.

Jensen, T. (2011). Engage in leadership: What is your leadership recipe? Westminster Day of Leadership. Salt Lake City, UT.

Jensen, T. (2011). Engage in leadership: What is your leadership style? Bioengineering Student Leader Retreat. Salt Lake City, UT.

Jensen, T., and Khouanphet, S. (2011). Engage in leadership: How do you lead? NODA Regional Conference, Cedar City, UT.

Louder, W., Karalic, K., and Popp, J. (2011). Diversity training: The key to success in a changing world. NODA Regional Conference, Cedar City, UT.

Pontious, M. (2011). Building connections: Engaging parents beyond orientation. NODA Regional Conference, Cedar City, UT.

Pontious, M. (2010). Team building: valuable at all levels. Wells Fargo Bank managers community meeting. Salt Lake City, UT.

Pontious, M. (2011). [Review of the book *Farm City: The Education of an Urban Farmer*]. *Journal of College Orientation and Transition*, 18(3), 9-11.

Leadership Positions, Campus and Community Service

We represent the Office of Orientation at a number of different campus events and make a concerted effort to support other events occurring throughout campus. In addition to these activities, our staff serves on a variety of campus committees:

Gwen Fears	Trisha Jensen	Mark Pontious
Retention Task Force	UAAC Representative	Homecoming Committee
Student Commission	University College liaison	SA Professional Development Com.
Enrollment Management	Transfer Student	Wellness Network
Late Admission Petition Program	Coordinating Council	

Committees from our Office that involve others: Connecting U Days Planning Committee, Welcome Week Planning Committee, LeaderShape Planning Committee

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: Overnight Schedules

Science, Engineering and Mines and Earth Science

Day One – Thursday June 9, 2011

- 12:45pm Check-in at the Peterson Heritage Center
- 1:15pm Welcome to the University of Utah!
Receive a welcome to the University of Utah and an overview of the overnight program. *Chapel*
- 2:00pm 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. *Chapel Glen - outside*
- 2:15pm Discussing the Details – Part I
Introduction to the things that make the University of Utah work:
 Entering Student To-Do List University Graduation Requirements
 General Education Individual and Group Advising
Chapel, Guest House A, B, Dance Room at HC
- 3:15pm 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.
- 5:15pm Dinner at the Heritage Center

Exploring Pre-Health (Optional)
If you are interested in learning what is required to prepare for medical, dental, or veterinary school, grab your dinner and attend this information session. The premed advisor will go over requirements and answer your questions. *Heritage Center Dining Hall*
- 6:00pm Strangers, Streakers, Students, & Tons of Other Stuff: Your University, Your Goals, Your Wellness
Your personal wellness can impact your ability to succeed and thrive at the University of Utah. This presentation will discuss paying attention to, and taking care of, the many dimensions of who you are and accessing campus resources that are here to help. *Chapel*
- 6:40pm Transition to Lower Campus
- 7:00pm Math Placement Exam *Warnock 210, 224, 130, 124*
- 7:30-9:30pm Activities with the Engineering Department
As soon as you have completed the Math Placement Exam, go to the Warnock gallery for some great fun and to get to know a few more people. *Warnock Gallery*
-

Day Two – Friday, June 10, 2011

- 7:30am Check-out and Breakfast at Peterson Heritage Center
- 8:00am Exploring Pre-health (Optional)
If you are interested in learning what is required to prepare for medical, dental, or veterinary school, grab your breakfast first and then drop in on this information session. The premed advisor will go over requirements and answer your questions. This is a repeated session from last night. *Heritage Center Seminar 1*
- Questions about Math Placement (Optional)
If you have questions about the exam you took last night, grab your breakfast first and then drop in to ask your questions. *Heritage Center Lobby*
- 8:30am Exploring Campus
Begin to learn your way around the University of Utah on a campus 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–UC 1010. *1230 Warnock*
- 9:35am 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*
- 9:45am Discussing the Details – Part II
Revisiting the things that make the University of Utah work:
 Entering Student To-Do List University Graduation Requirements
 General Education Individual and Group Advising
1230, 2230, 2250, L110 Warnock
- 10:30am 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.
1230 Warnock
- 11:00am Departmental Visits
Spend time in the Colleges exploring labs and learning about opportunities available to you as a student at the University of Utah. Lab tours, demonstrations and good fun await you. *Various Locations*
Choose from: *The College of Science*
 The College of Mines and Earth Sciences
 The College of Engineering
- 1:00pm Lunch
Information Fair
Select your lunch and sit down with Orientation Leaders and review the information you received during the morning sessions. Take some time to explore the information fair. Many departments from around campus will be available to provide you with information on student services and how to get involved at the University of Utah. *Union Patio*
- Health Sciences LEAP Students (1:15pm)
If you've been admitted to the Health Sciences LEAP program, meet in Parlor B 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. *Union Parlor B*
- 2:00pm Getting Ready for the College Classroom
Receive tips and advice about being a successful college student from top professors and students at the University of Utah. *1230 Warnock*
- 2:30pm 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*
- 3:15pm Course Registration
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, Warnock Engineering
- 4:00p.m. Orientation Check-Out
Once you have completed registration, stop by our check-out station located in the lobby of the Union and pick up a t-shirt and parking validation. This is a great opportunity to ask any remaining questions before wrapping up orientation as well as have your completed schedule reviewed by an orientation staff member. *Corridor Outside of the Orientation Office*
- Travel back to the Heritage Center to pick up your overnight bag.

A special THANKS to our sponsors:

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

General Overnight Orientation Schedule: Fall 2011

12:45pm	Checking In and Checking It Out at the Heritage Center
1:15pm	Saying Hello: A University Welcome A glimpse of life at the U and Orientation Staff Introductions. HERITAGE CENTER 1AB
2:00pm	Small Group Icebreakers Outside on the Lawn <i>Get to know the students you will be spending the next two days with icebreakers and fun activities.</i>
2:45pm	Discussing the Details – Part I <i>Introduction to the things that make the University of Utah work:</i> Entering Student To-Do List University Graduation Requirements General Education Individual and Group Advising 1AB and SEMINAR ROOMS 1 & 2 IN THE HERITAGE CENTER (HC)
3:30pm	Design Your Degree <i>HC 1AB How is designing a degree different from choosing a major? Learn how you can begin to create a unique degree and resources at the U that can help with this process.</i>
4:15pm	Exploring Academic Departments 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 tomorrow afternoon. Most of the academic departments are represented at this time. <ul style="list-style-type: none">• <i>Academic Programs in the Health Sciences – Health, Medical Laboratory Science, Nursing, Pharmacy (HC 1B)</i>• Academic Programs in Engineering, Science, Mines and Earth Science (HC 1A)• <i>Academic Programs in Business, Social and Behavioral Science, Humanities (SEMINAR ROOM 1)</i>• <i>Academic Programs in Education, Fine Arts, Humanities (SEMINAR ROOM 2)</i>
5:15pm	Dinner at the Heritage Center
6:00pm HC 1AB	Strangers, Streakers, Students, & Tons of Other Stuff: Your University, Your goals, Your wellness <i>Your personal wellness can impact your ability to succeed and thrive at the University of Utah. This presentation will discuss paying attention to, and taking care of, the many dimensions of who you are and accessing campus resources that are here to help.</i>
6:40pm	Transition to Lower Campus
7:00pm	Math Placement Exam <i>All first year students starting Fall 2011 are required to take the Accuplacer Math Exam at Orientation. This exam will provide the information necessary to place students into the appropriate math course during their advising session on Day 2 of Orientation. (WARNOCK ENGINEERING BUILDING)</i>
7:30pm	Bowling and Evening Activities at the Union

DAY TWO

8:00am	Breakfast at the Heritage Center
8:00am	Exploring Pre-health (Optional) <i>If you are interested in learning what is required to prepare for medical, dental, or veterinary school, eat your breakfast then attend this information session. The premed advisor will go over requirements and answer your questions.</i> HERITAGE CENTER SEMINAR ROOM 2
8:00am	Exploring Pre-law (Optional) <i>If you are interested in attending law school after you earn your bachelor's degree, eat your breakfast then 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.</i>

HERITAGE CENTER SEMINAR ROOM 1

- 9:00am**
HC 1AB
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.
- 9:30am**
HC 1AB
Transition Programs at the U
This session includes a discussion of how college is different from high school, tips for a smooth transition, and information about classes that can help you succeed.
- 9:35am**
HC 1AB
Learning Communities at the U – LEAP and HONORS
Receive information from the LEAP program and the Honors program and how one or both of these learning communities can contribute to your degree program at the U.
- 9:45am**
Break out Sessions: Choose from one of the following breakout sessions.
LEAP – Learning More about LEAP
Representatives from the LEAP program will be available to answer questions you may have regarding the program and the classes. (HERITAGE CENTER 1AB)
Honors – Learning More about Honors
Representatives from the Honors program will be available to answer questions you may have and provide you with information you will need when registering for Honors course. (HONORS CENTER)
Tips on Transitioning – Info from EDPS 2600 and UC 1010
Gain further information about the courses EDPS 2600 and UC 1010. (HC Seminar Room 1)
- 10:30am**
Discussing the Details – Part II
Revisiting the things that make the University of Utah work:
Entering Student To-Do List University Graduation Requirements
General Education Individual and Group Advising
1AB and SEMINAR ROOMS 1 & 2 IN THE HERITAGE CENTER (HC)
- 11:15am**
Getting Ready for the College Classroom
Receive tips and advice about being a successful college student from top professors and students at the University of Utah.
HERITAGE CENTER 1AB
- 12:00pm**
Exploring Campus
Begin to learn your way around the University of Utah on a campus tour.
- 1:00pm**
Lunch & Information Fair
UNION PATIO *Select your lunch and sit down with Orientation Leaders and review the information you received during the morning sessions. Take some time to explore the information fair. Many departments from around campus will be available to provide you with information on student services and how to get involved at the University of Utah.*
- 2:00pm**
Break for Advising
- 2:30pm**
Grasping the Specifics: College and Departmental Advising
Preparing for class registration. You will receive:
Information about your major
Advising about your undergraduate college
Undecided students will meet with an advisor from University College.
- 3:15pm**
Registering and the Next Step
Finally! Students will register along with the help of Orientation Leaders and Advisors before they check out for classes. Registration locations vary by department.
- 4:00pm**
Orientation Check-Out
Once you have completed registration, stop by our check-out station located in the corridor outside of the Orientation Office in the Union and pick up a t-shirt and parking validation. This is a great opportunity to ask any remaining questions before wrapping up orientation as well as have your completed schedule reviewed by an orientation staff member. They can also direct you to where you can get your UCard picture taken.

Business, Humanities, and Social and Behavioral Sciences

Overnight Orientation Tentative Schedule-Fall 2011

12:45p.m. **Checking In and Checking It Out**
HERITAGE CENTER

1:15p.m. **Saying Hello: A University Welcome**
 A glimpse of life at the U and Orientation Staff Introductions.
Heritage Center 2AB

2:00p.m. **Small group icebreakers**
 Get to know the students you will be spending the next two days with icebreakers and fun activities.
OUTSIDE ON THE LAWN

2:30p.m. **Discussing the Details – Part I**
Introduction to the things that make the University of Utah work:
 Entering Student To-Do List University Graduation Requirements
 General Education Individual and Group Advising
HERITAGE CENTER 2AB and DANCE ROOM

3:15p.m. **COLLEGE BREAKOUT TIME**

College of Social and Behavioral Science

3:15-4:30 **Introduction to the College of Social and Behavioral Science**
 Find out what the College of Social and Behavioral Science is all about and what kinds of classes you will be taking as a Social and Behavioral Science student.
HERITAGE CENTER 2AB

Learn about the behavioral sciences through an activity
 During this session, you will have the opportunity to work as a team and discuss the many aspects of human behavior and nature through a few games, including, the State of Nature game and the Flushing Out Game, looking outside the box.
HERITAGE CENTER 2AB

4:30-5:15 **Opportunities for Social and Behavioral Science students**
 Meet and speak with advisors and Valerie Pozo, Career Services Counselor, learn about opportunities for Social and Behavioral Science Majors.
HERITAGE CENTER 2AB

College of Humanities

3:15-3:40: What can I do with a Humanities degree?
 Learn more about the value of a Humanities degree and find out about majors, minors, and opportunities in the College of Humanities. **DANCE ROOM**

3:40-4:45: An Introduction to Studying in the Humanities
 During this session, you will have an opportunity to experience sample classes like those 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.

-Shock Language: Russian! Introduction to Russian as an example of the many opportunities students have to study languages, explore cultures, and take advantage of international opportunities.

-A mini-creative writing workshop: Get your creative energy flowing! Take part in sample creative writing exercises and learn how creative writing can help you be a stronger college student.

-An introduction to University Forensics: Housed in the Department of Communication, the University's forensics program is an opportunity for any student on campus. Find out about the benefits that come with being a member of the forensics team, including doing service, strengthening skills, and traveling. **DANCE ROOM**

4:45-5:15: Tour of Humanities House

You will walk to historic Officer's Circle to take a tour of the O.C. Tanner Humanities House and learn about the opportunity to be part of a Living & Learning Community, including how you can earn a scholarship to live in the Humanities House.

David-Eccles School of Business

3:15-5:15: Hotbed of Entrepreneurism - Jump into the Fire

In 2010 the University of Utah was recognized as one of the top Universities in the country for start up business. See how great ideas are launched into businesses. The Entrepreneur Center offers hands-on experience designed to prepare students who would like to start their own business or be a part of a start-up company. Students will participate in a business competition where they will create a product, formulate a business plan, and compete for prizes, learning the challenges and rewards of the entrepreneur.

PIERRE LASSONDE CENTER

5:15p.m. Dinner at the Heritage Center

6:00p.m. Strangers, Streakers, Students, & Tons of Other Stuff: Your University, Your goals, Your wellness

Your personal wellness can impact your ability to succeed and thrive at the University of Utah. This presentation will discuss paying attention to, and taking care of, the many dimensions of who you are and accessing campus resources that are here to help.

Heritage Center 2AB

6:40p.m. Transition to Lower Campus

**7:00p.m. Math Placement Exam
Warnock Engineering Building**

7:30pm. Bowling and Evening activities at the Union

DAY 2

7:30a.m. Breakfast

8:00a.m. Exploring Pre-health (Optional)

*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. **HERITAGE CENTER 2A***

Exploring Pre-law (Optional)

If you are interested in attending law school after you earn your bachelor's 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.

HERITAGE CENTER 2B

- 8:30a.m. Exploring Campus**
Begin to learn your way around the University of Utah on a campus tour.
- 9:30a.m. Transition Programs at the U**
This session includes a discussion of how college is different from high school, tips for a smooth transition, and information about classes that can help you succeed.
ORSON SPENCER HALL (OSH) AUDITORIUM
- 9:35a.m. Learning Communities at the U – LEAP and HONORS**
Receive information from the LEAP program and the Honors program and how one or both of these learning communities can contribute to your degree program at the U.
ORSON SPENCER HALL (OSH) AUDITORIUM
- 9:45a.m. Discussing the Details – Part II**
Revisiting the things that make the University of Utah work:

Entering Student To-Do List	University Graduation Requirements
General Education	Individual and Group Advising

ORSON SPENCER HALL (OSH) 111, 234 and 235
- 10:30a.m. 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.
ORSON SPENCER HALL (OSH) AUDITORIUM
- 11:00a.m. COLLEGE TIME**

College of Social and Behavioral Science

Learn what a college classroom is really like in Social and Behavioral Science

During this session you will have the opportunity to be taught by some of the college's most exciting professors. You will experience a real college classroom and be able to ask as many questions as you like (without being graded).

Shira Tracy – Geography

Lisa Diamond – Psychology

Heather Melton – Sociology

Behavioral Science Tower Room 712

12:15am What else can you do while attending the 'U'?

Find out about the many opportunities and options you have to get involved while you are attending the U. See how these opportunities will help you as a Social and Behavioral Science student by meeting current students who are living it.

Hinckley Caucus Room – OSH

Hinckley Internship, Ambassadors, Grad. Students,

College of Humanities

Tour of the College of Humanities

The College of Humanities is the second largest undergraduate college on campus. On this tour, we will visit the departments and programs and the College. You will have the opportunity to hear from faculty, staff, and students in the College and ask questions about why these people have made the College of Humanities their on-campus home.

You will end the tour with an interactive workshop on careers for Humanities majors. You will explore your own passions and learn how these passions can combine with your major to help you map your path from major to career.

David-Eccles School of Business

11:00-12:00 A Taste of Business Thought

Honesty, integrity, social responsibility. Business leaders and decision makers must make choices based on their knowledge, experience, and values. What are your values and how might they guide you in your career? This in depth lecture and discussion will cause you to examine your values and look at business decisions through a variety of lenses and the effects of decisions on you, your business, and your community.

12:00-1:00 Preview of Business Majors

The Business School offers eight undergraduate majors: Business Administration, Accounting, Entrepreneurship, Finance, Information Systems, Management, Marketing, and Operations Management. You won't need to choose a major for several semesters, but you can start learning about them and asking questions now.

1:00p.m.

Lunch

Information Fair

Select your lunch and sit down with Orientation Leaders and review the information you received during the morning sessions. Take some time to explore the information fair.

Many departments from around campus will be available to provide you with information on student services and how to get involved at the University of Utah. **UNION PATIO**

2:00p.m.

Getting Ready for the College Classroom

Receive tips and advice about being a successful college student from top professors and students at the University of Utah.

ORSON SPENCER HALL (OSH) AUDITORIUM

2:30p.m.

Grasping the Specifics: College and Departmental Advising

Preparing for class registration. You will receive:

Information about your major

Advising about your undergraduate college

3:15p.m.

Registering and the Next Step: *REGISTRATION LOCATIONS VARY BY DEPARTMENT*

4:00p.m.

Orientation Check-Out

Once you have completed registration, stop by our check-out station located in the lobby of the Union and pick up a t-shirt and parking validation. This is a great opportunity to ask any remaining questions before wrapping up orientation as well as have your completed schedule reviewed by an orientation staff member.

CORRIDOR OUTSIDE OF ORIENTATION OFFICE

HONORS OVERNIGHT ORIENTATION – FALL 2011

12:45p.m.

Check – In at the Peterson Heritage Center

1:15p.m.

Welcome to the University of Utah!

A glimpse of life at the U and Orientation Staff Introductions.

Chapel

2:00p.m.

Overview of the Honors College

The Honors College gives you the chance to satisfy general education requirements in small classes, taught by distinguished professors and filled with other talented and committed students. Even more important, Honors gives you opportunities beyond the traditional classroom through the Engaged Learning Initiative—in Honors Think Tanks, Honors College Scholars groups, Internships and in a community of excellence.

Chapel

2:45p.m.

How Much Does a Polar Bear Weigh?

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

- 3:30p.m. Discussing the Details – Part I
Introduction to the things that make the University of Utah work:
 Entering Student To-Do List University Graduation Requirements
 General Education Individual and Group Advising
Chapel, Heritage Center 2A, Heritage Center 2B, Heritage Center Dance Room
- 4:15p.m. *Exploring Academic Departments*
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 tomorrow afternoon. Most of the academic departments are represented at this time.
- Academic Programs in the Health Sciences – Health, Medical Laboratory Science, Nursing, Pharmacy
Dance Room
 - **Academic Programs in Engineering, Science, Mines and Earth Science**
Chapel
 - Academic Programs in Business, Social and Behavioral Science, Humanities
Heritage Center 2B
 - Academic Programs in Education, Fine Arts, Humanities
Heritage Center 2A
- 5:15p.m. Dinner at the Heritage Center
- 6:00p.m. Strangers, Streakers, Students, & Tons of Other Stuff: Your University, Your goals, Your wellness
Your personal wellness can impact your ability to succeed and thrive at the University of Utah.
This presentation will discuss paying attention to, and taking care of, the many dimensions of who you are and accessing campus resources that are here to help.
Chapel
- 6:40p.m. Transition to Lower Campus
- 7:00p.m. Math Placement Exam
Warnock Engineering Building
- 7:30pm. Bowling at the Union

DAY 2

- 7:30am Check-out and Breakfast at the Peterson Heritage Center
- 8:00am Exploring Pre-health (Optional)
If you are interested in learning what is required to prepare for medical, dental, or veterinary school, grab a breakfast and attend this information session. The pre-medical advisor will go over requirements and answer your questions.
Heritage Center 2B
- Exploring Pre-law (Optional)
If you are interested in attending law school after you earn your bachelor's degree, grab a breakfast 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.
Heritage Center 2A
- 8:30-10:45am Rotations – 30 minute rotations
Advising with Honors Representatives – *Honors Center*
There is More to College than Classes; Getting Involved on Campus – *Commander's House Main Room*
Discussing the Details – Part II – *Commander's House Back Room*
Getting Ready for the College Classroom – *Chapel*

- 10:45am Honors Mock Lecture
Enjoy a taste of what it will be like to be a student in an Honors class taught by award winning professor, Margaret Toscano.
Chapel
- 11:30am Honors Panel
Hear from Honors students about the many academic and social opportunities you can choose to participate in as an undergraduate.
Chapel
- 12:00pm Exploring Campus
Begin to learn your way around the University of Utah on a campus tour.
- 1:00pm Lunch & Information Fair
Select your lunch and sit down with Orientation Leaders and review the information you received during the morning sessions. Take some time to explore the information fair. Many departments from around campus will be available to provide you with information on student services and how to get involved at the University of Utah. Union Patio
- 2:00pm Break for advising
- 2:30pm Grasping the Specifics: College and Departmental Advising
*Preparing for class registration. You will receive:
Information about your major
Advising about your undergraduate college
Undecided students will meet with an advisor from University College
Various Locations Across Campus*
- 3:15p.m. Registering and the Next Step
Registration Locations Vary by Department
- 4:00p.m. Orientation Check-Out
*Once you have completed registration, stop by our check-out station located in the lobby of the Union and pick up a t-shirt and parking validation. This is a great opportunity to ask any remaining questions before wrapping up orientation as well as have your completed schedule reviewed by an orientation staff member.
Corridor Outside of the Orientation Office*

A special THANKS to our sponsors:

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

Undecided Overnight Orientation - Fall 2011

- 12:45p.m. **Checking In and Checking It Out**
HERITAGE CENTER
- 1:15p.m. **Saying Hello: A University Welcome**
A glimpse of life at the U and Orientation Staff Introductions. **HERITAGE CENTER 1 AB**
- 2:00p.m. **Small group icebreakers**
OUTSIDE ON THE LAWN
- 2:45p.m. **Discussing the Details – Part I**
Introduction to the things that make the University of Utah work:

Entering Student To-Do List	University Graduation Requirements
General Education	Individual and Group Advising

HERITAGE CENTER

3:30p.m. **Design Your Degree (University College)**
HERITAGE CENTER 1AB

4:15p.m. **Exploring Academic Departments**

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 this afternoon. Most of the academic departments are represented at this time.

- *Academic Programs in the Health Sciences – Health, Medical Laboratory Science, Nursing, Pharmacy* **HERITAGE CENTER SEMINAR ROOM 1**
- **Academic Programs in Engineering, Science, Mines and Earth Science** HERITAGE CENTER 1A
- *Academic Programs in Business, Social and Behavioral Science, Humanities* **HERITAGE CENTER 1B**
- *Academic Programs in Education, Fine Arts, Humanities* **HERITAGE CENTER SEMINAR ROOM 2**

5:15p.m. **Dinner at the HERITAGE CENTER**

6:00p.m. **Strangers, Streakers, Students, & Tons of Other Stuff: Your University, Your goals, Your wellness**

Your personal wellness can impact your ability to succeed and thrive at the University of Utah. This presentation will discuss paying attention to, and taking care of, the many dimensions of who you are and accessing campus resources that are here to help. **HERITAGE CENTER 1 AB**

6:40p.m. **Transition to Lower Campus**

7:00p.m. **Math Placement Exam**
VARIOUS LOCATIONS

7:30pm. **Bowling at the Union**

DAY 2

7:30a.m. **Breakfast**

8:00a.m. **Exploring Pre-health (Optional)**

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. **Seminar Rm 1**

Exploring Pre-law (Optional)

If you are interested in attending law school after you earn your bachelor's 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. **Seminar Rm 2**

8:45a.m. **Discussing the Details – Part II**

Revisiting the things that make the University of Utah work:

Entering Student To-Do List
General Education

University Graduation Requirements
Individual and Group Advising

Heritage Center

9:30a.m. **Transition Programs at the U**

1AB and SEMINAR ROOMS 1 & 2 IN THE HERITAGE CENTER (HC)

- 3:15pm** **College Breakout Time**
HC 1AB *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!*
- 4:20pm** **Strangers, Streakers, Students, & Tons of Other Stuff: Your University, Your goals, Your wellness**
HC 1AB *Your personal wellness can impact your ability to succeed and thrive at the University of Utah. This presentation will discuss paying attention to, and taking care of, the many dimensions of who you are and accessing campus resources that are here to help.*
- 5:00pm** **Dinner at the Heritage Center**
- 5:35pm** **Meet out front of the Heritage Center in your groups**
- 5:45pm** **Exploring Campus**
Begin to learn your way around the University of Utah on a campus tour.
- 7:00pm** **Math Placement Exam**
All first year students starting Fall 2011 are required to take the Accuplacer Math Exam at Orientation. This exam will provide the information necessary to place students into the appropriate math course during their advising session on Day 2 of Orientation. (WARNOCK ENGINEERING BUILDING)

7:30pm **Bowling and Evening Activities at the Union**

Day Two

- 7:30am** **Breakfast at the Heritage Center**
- 8:45am** **Discussing the Details – Part II**
Revisiting the things that make the University of Utah work:
Entering Student To-Do List University Graduation Requirements
General Education Individual and Group Advising
HSEB 2938, 2948, 2680, and 1750
- 9:30am** **Transition Programs at the U**
HSEB 1750 *This session includes a discussion of how college is different from high school, tips for a smooth transition, and information about classes that can help you succeed.*
- 9:45am** **Learning Communities at the U – LEAP and HONORS**
HSEB 1750 *Receive information from the LEAP program and the Honors program and how one or both of these learning communities can contribute to your degree program at the U.*
- 10:00am** **College Rotations**
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.

10:00am-11:15am **Rotation I**
11:45am-1:00pm **Rotation II**

Rotations Include: Nursing; Pharmacy; Medical Laboratory Science; Pre-Med; Physical Therapy/Occupational Therapy; Exercise and Sport Science; Parks Recreation and Tourism/Health Education

- 1:00pm Lunch at Fort Douglas Picnic Area**
Select your lunch and sit down with Orientation Leaders and review the information you received during the morning sessions.
- 2:00pm There is More to College than Classes; Getting Involved on Campus**
HSEB 1750 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.
- 2:15pm Getting Ready for the College Classroom**
HSEB 1750 Receive tips and advice about being a successful college student from top professors and students at the University of Utah.
- 2:30pm Grasping the Specifics: College and Departmental Advising**
Preparing for class registration. You will receive: Information about your major & advising about your undergraduate college
- 3:15pm Registering and the Next Step**
Students will register along with the help of Orientation Leaders and Advisors before they check out for classes.
- 4:00pm Orientation Check-Out**
Once you have completed registration, stop by our check-out station located in the lobby of the Heritage Center and pick up a t-shirt. This is a great opportunity to ask any remaining questions before wrapping up orientation as well as have your completed schedule reviewed by an orientation staff member. They can also direct you to where you can get your UCard picture taken.

Fine Arts Overnight Orientation Schedule

Wednesday, June 29-Thursday, June 30 2011

- 12:45pm Checking In and Checking It Out**
HERITAGE CENTER
- 1:15pm Saying Hello: A University Welcome**
A glimpse of life at the U and Orientation Staff Introductions.
HERITAGE CENTER 1B
- 2:00pm Small group icebreakers**
Get to know the students you will be spending the next two days with icebreakers and fun activities.
OUTSIDE ON THE LAWN
- 2:30pm Discussing the Details – Part I**
Introduction to the things that make the University of Utah work:

Entering Student To-Do List	University Graduation Requirements
General Education	Individual and Group Advising

HERITAGE CENTER 1A, 1B, SEMINAR ROOM 1 &2
- 3:15pm Travel to Lower Campus**
Go with your Orientation Leaders on a shuttle down to lower campus.
- 3:30pm Getting to Know U and the College of Fine Arts!**

Get to know the arts programs at the U – as well as the students with whom you will be spending the next two days – and the next four years! We will start in one of the University's premier performance facilities, *Kingsbury Hall*.

5:30pm Dinner on President's Circle

6:15pm Strangers, Streakers, Students, & Tons of Other Stuff: Your University, Your goals, Your wellness

Your personal wellness can impact your ability to succeed and thrive at the University of Utah. This presentation will discuss paying attention to, and taking care of, the many dimensions of who you are and accessing campus resources that are here to help.
MARRIOTT CENTER FOR DANCE, HAYES-CHRISTENSEN THEATER

6:50pm Travel to Exam Location

7:00pm Math Placement Exam

All first year students starting Fall 2011 are required to take the Accuplacer Math Exam at Orientation. This exam will provide the information necessary to place students into the appropriate math course during their advising session on Day 2 of Orientation.
WARNOCK ENGINEERING BUILDING

7:30pm Bowling and Evening Activities at the Union

DAY TWO

7:30am Breakfast at the Heritage Center

8:30am Exploring Campus

Begin to learn your way around the University of Utah on a campus tour.

9:30am Transition Programs at the U

This session includes a discussion of how college is different from high school, tips for a smooth transition, and information about classes that can help you succeed.
UTAH MUSEUM OF FINE ARTS

9:35am Learning Communities at the U – LEAP and HONORS

Receive information from the LEAP program and the Honors program and how one or both of these learning communities can contribute to your degree program at the U.
UTAH MUSEUM OF FINE ARTS

9:45am Discussing the Details – Part II

Revisiting the things that make the University of Utah work:

Entering Student To-Do List

University Graduation Requirements

General Education

Individual and Group Advising

UTAH MUSEUM OF FINE ARTS AND FILM AND MEDIA ARTS BUILDING

10:30am 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.
UTAH MUSEUM OF FINE ARTS

11:00a.m. 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 explore current trends in contemporary art-making as well as discuss what the future holds for you here at the University of Utah.

MARRIOTT CENTER FOR DANCE, HAYES-CHRISTENSEN THEATER

- 1:00pm** **Lunch & Information Fair**
Select your lunch and sit down with Orientation Leaders and review the information you received during the morning sessions. Take some time to explore the information fair. Many departments from around campus will be available to provide you with information on student services and how to get involved at the University of Utah.
UNION PATIO
- 2:00pm** **Getting Ready for the College Classroom**
Receive tips and advice about being a successful college student from top professors and students at the University of Utah.
UNION THEATER
- 2:30pm** **Grasping the Specifics: College and Departmental Advising**
Preparing for class registration. You will receive:
Information about your major
Advising about your undergraduate college
- 3:15pm** **Registering and the Next Step**
Finally! Students will register along with the help of Orientation Leaders and Advisors before they check out for classes.
MARRIOTT LIBRARY
- 4:00pm** **Orientation Check-Out**
Once you have completed registration, stop by our check-out station located in the lobby of the Union and pick up a t-shirt and parking validation. This is a great opportunity to ask any remaining questions before wrapping up orientation as well as have your completed schedule reviewed by an orientation staff member.
CORRIDOR OUTSIDE OF THE ORIENTATION OFFICE
-

Architecture Overnight Orientation Schedule

Wednesday, June 29-Thursdays, June 30 2011

- 12:45pm** **Checking In and Checking It Out**
HERITAGE CENTER
- 1:15pm** **Saying Hello: A University Welcome**
A glimpse of life at the U and Orientation Staff Introductions.
HERITAGE CENTER 1B
- 2:00pm** **Small group icebreakers**
Get to know the students you will be spending the next two days with icebreakers and fun activities.
OUTSIDE ON THE LAWN
- 2:30pm** **Discussing the Details – Part I**
Introduction to the things that make the University of Utah work:
Entering Student To-Do List University Graduation Requirements
General Education Individual and Group Advising
HERITAGE CENTER 1A, 1B, SEMINAR ROOM 1 &2
- 3:15pm** **Travel to Lower Campus**

Red Shuttle: 3:13pm

- 3:30pm** **The School of Architecture: An Introduction to Design**
The Studio, where architecture students spend the majority of their time, will be a primary focus of your experience at the School of Architecture. After a brief tour of the architecture studios, students will begin exploring their creativity by using current digital design tools in our computer lab. ARCH 235 and STUDIO SPACE
- 5:30pm** **Dinner on President's Circle**
- 6:15pm** **Strangers, Streakers, Students, & Tons of Other Stuff: Your University, Your goals, Your wellness**
Your personal wellness can impact your ability to succeed and thrive at the University of Utah. This presentation will discuss paying attention to, and taking care of, the many dimensions of who you are and accessing campus resources that are here to help.
MARRIOTT CENTER FOR DANCE, HAYES-CHRISTENSEN THEATER
- 6:50pm** **Travel to Exam Location**
- 7:00pm** **Math Placement Exam**
All first year students starting Fall 2011 are required to take the Accuplacer Math Exam at Orientation. This exam will provide the information necessary to place students into the appropriate math course during their advising session on Day 2 of Orientation.
WARNOCK ENGINEERING
- 7:30pm** **Bowling and Evening Activities at the Union**
-

DAY TWO

- 7:30am** **Breakfast at the Heritage Center**
- 8:30am** **Exploring Campus**
Begin to learn your way around the University of Utah on a campus tour.
- 9:30am** **Transition Programs at the U**
This session includes a discussion of how college is different from high school, tips for a smooth transition, and information about classes that can help you succeed.
UTAH MUSEUM OF FINE ARTS
- 9:35am** **Learning Communities at the U – LEAP and HONORS**
Receive information from the LEAP program and the Honors program and how one or both of these learning communities can contribute to your degree program at the U.
UTAH MUSEUM OF FINE ARTS
- 9:45am** **Discussing the Details – Part II**
Revisiting the things that make the University of Utah work:
 Entering Student To-Do List University Graduation Requirements
 General Education Individual and Group Advising
 UTAH MUSEUM OF FINE ARTS AND FILM AND MEDIA ARTS BUILDING
- 10:30am** **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.
UTAH MUSEUM OF FINE ARTS
- 11:00am** **Design Exploration Activities and Meet the School of Architecture Director**

Students will spend time investigating design through a series of hands-on exercises which will introduce them to the design process. We will finish by meeting the School of Architecture's Director, and practicing Architect, Prescott Muir.
ARCH 235 and STUDIO SPACE

1:00pm

Lunch & Information Fair

Select your lunch and sit down with Orientation Leaders and review the information you received during the morning sessions. Take some time to explore the information fair. Many departments from around campus will be available to provide you with information on student services and how to get involved at the University of Utah.
UNION PATIO

2:00pm

Getting Ready for the College Classroom

Receive tips and advice about being a successful college student from top professors and students at the University of Utah.
UNION THEATER

2:30pm

Grasping the Specifics: College and Departmental Advising

Preparing for class registration. You will receive:
Information about your major
Advising about your undergraduate college

3:15pm

Registering and the Next Step

Finally! Students will register along with the help of Orientation Leaders and Advisors before they check out for classes.
MARRIOTT LIBRARY

4:00pm

Orientation Check-Out

Once you have completed registration, stop by our check-out station located in the lobby of the Union and pick up a t-shirt and parking validation. This is a great opportunity to ask any remaining questions before wrapping up orientation as well as have your completed schedule reviewed by an orientation staff member.
CORRIDOR OUTSIDE OF THE ORIENTATION OFFICE

Appendix C: Two-Day Schedule First-Year

First-Year Orientation — Fall 2011

- 12:45p.m.** **Checking In and Checking It Out**
EAST BALLROOM, UNION
- 1:15p.m.** **Saying Hello: A University Welcome**
A glimpse of life at the U and Orientation Staff Introductions. **MAIN BALLROOM, UNION**
- 2:00p.m.** **Small group icebreakers**
OUTSIDE ON THE LAWN
- 2:45p.m.** **Discussing the Details – Part I**
Introduction to the things that make the University of Utah work:
 Entering Student To-Do List University Graduation Requirements
 General Education Individual and Group Advising
UNION – VARIOUS ROOMS
- 3:30p.m.** **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.
MAIN BALLROOM, UNION
- 4:00p.m.** **Strangers, Streakers, Students, & Tons of Other Stuff: Your University, Your goals, Your wellness**
Your personal wellness can impact your ability to succeed and thrive at the University of Utah. This presentation will discuss paying attention to, and taking care of, the many dimensions of who you are and accessing campus resources that are here to help.
MAIN BALLROOM, UNION
- 4:45p.m.** **Dinner**
2nd FLOOR OF THE UNION
- 5:45p.m.** **Exploring Campus**
Begin to learn your way around the University of Utah on a campus tour.
- 7:00p.m.** **Math Placement Exam**
All first year students starting Fall 2011 are required to take the Accuplacer Math Exam at Orientation. This exam will provide the information necessary to place students into the appropriate math course during their advising session on Day 2 of Orientation.
WARNOCK ENGINEERING BUILDING

DAY TWO

- 8:00a.m.** **Tour Residential Living**
Take a tour of the Residence Halls while getting additional information about living on campus. Meet in the Union Lobby at this time to take the shuttle system to upper campus.
MEET IN THE UNION LOBBY
- 8:30a.m.** **Exploring Pre-health (Optional)**
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. **PANORAMA EAST, UNION**
- Exploring Pre-law (Optional)**
If you are interested in attending law school after you earn your bachelor's 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. **PARLOR A, UNION**

- 9:00a.m. Day Two Begins for All Students**
Be ready to go in the Union Ballroom!
- 9:15a.m. Transition Programs at the U**
*This session includes a discussion of how college is different from high school, tips for a smooth transition, and information about classes that can help you succeed. **UNION MAIN BALLROOM***
- 9:20a.m. Learning Communities at the U – LEAP and HONORS**
*Receive information from the LEAP program and the Honors program and how one or both of these learning communities can contribute to your degree program at the U. **UNION MAIN BALLROOM***
- 9:30a.m. Break out Sessions: Choose from one of the following breakout sessions.**
- LEAP – Learning More about LEAP**
*Representatives from the LEAP program will be available to answer questions you may have regarding the program and the classes. **CRIMSON VIEW, UNION***
- Honors – Learning More about Honors**
*Representatives from the Honors program will be available to answer questions you may have and provide you with information you will need when registering for Honors courses. **MAIN BALLROOM, UNION***
- Tips on Transitioning – Info from EDPS 2600 and UC 1010 .**
*Gain further information about the courses EDPS 2600 and UC 1010. **PANORAMA EAST, UNION***
- 10:15a.m. Discussing the Details – Part II**
Revisiting the things that make the University of Utah work:
- | | |
|-----------------------------|------------------------------------|
| Entering Student To-Do List | University Graduation Requirements |
| General Education | Individual and Group Advising |
- UNION – VARIOUS ROOMS**
- 11:15a.m. Design Your Degree (University College)**
*How is designing a degree different from choosing a major? Learn how you can begin to create a unique degree and resources at the U that can help with this process. **MAIN BALLROOM***
- 12:00p.m. Exploring Academic Departments**
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 this afternoon. Most of the academic departments are represented at this time.
- *Academic Programs in the Health Sciences – Health, Medical Laboratory Science, Nursing, Pharmacy **PANORAMA EAST, UNION***
 - *Academic Programs in Engineering, Science, Mines and Earth Science **CRIMSON VIEW, UNION***
 - *Academic Programs in Business, Social and Behavioral Science, Humanities **SALTAIR ROOM, UNION***
 - *Academic Programs in Education, Fine Arts, Humanities **WEST BALLROOM, UNION***
- 1:00p.m. Lunch**
Information Fair
*Select your lunch and sit down with Orientation Leaders and review the information you received during the morning sessions. Take some time to explore the information fair. Many departments from around campus will be available to provide you with information on student services and how to get involved at the University of Utah. **UNION PATIO***
- 1:45p.m. Getting Ready for the College Classroom – MAIN BALLROOM**
Receive tips and advice about being a successful college student from top professors and students at the University of Utah.
- 2:15p.m. Break for advising**
- 2:30p.m. Grasping the Specifics: College and Departmental Advising**

Preparing for class registration. You will receive:

Information about your major

Advising about your undergraduate college

Undecided students will meet with an advisor from University College.

3:15p.m.

Registering and the Next Step

Finally! Students will register for classes along with the help of Orientation Leaders and Advisors before they check out. Registration locations vary by department.

4:30p.m.

Orientation Check-Out

Once you have completed registration, stop by our check-out station located in the lobby of the Union and pick up a t-shirt and parking validation. This is a great opportunity to ask any remaining questions before wrapping up orientation as well as have your completed schedule reviewed by an orientation staff member.

CORRIDOR OUTSIDE OF ORIENTATION OFFICE

Appendix D: Spring 2011 Dates and Program Schedule

Orientation Dates for Spring Semester 2011

One-Day Programs

1	*Transfer	No Advising	Tuesday, November 16, 2010	8:30a.m.-12 p.m.
2	Freshmen	w/ Advising	Wednesday, November 17, 2010	8:30a.m.-1 p.m.
3	*Transfer	No Advising	Monday, November 22, 2010	3:30-7 p.m.

Combination Programs

4	Thursday, December 2	8:30a.m.-12 p.m.
5	Saturday, December 11	8:30a.m.-12 p.m.
6	Wednesday, December 15	3:30-7 p.m.
7	Wednesday, January 5	8:30a.m.-12 p.m.

Final Combination Programs

8	Monday, January 10	1:30-5 p.m.
9	Tuesday, January 11	8:30 a.m.-12 p.m.

Spring Semester begins: Monday, January 10th

On-line Orientation – Reservation access: Monday, October 18th

Pre Online

Freshman in-state
Freshman out-of-state
Transfer in-state
Transfer out-of-state
2nd Bachelors

Post Online – Registration access: Friday, December 3rd

Freshman in-state
Freshman out-of-state
Transfer in-state
Transfer out-of-state
2nd Bachelors (no hold needing to be removed)

Appendix D: Spring 2011 Dates and Program Schedule

Orientation – Spring 2011 First-Year & Transfer Orientation Program

- 3:30p.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/PANORAMA EAST, UNION
- 3:50p.m. Saying Hello: A University Welcome
Be sure to introduce yourself to the other individuals around you.
- 4:00p.m. Entering Student Information
During this session, students will be led through the undergraduate bulletin and the academic calendar as well as other information that new students at the University of Utah need to be familiar with.
- 4:25p.m. Discussing the Details
We will discuss information that first-year 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
- 5:45p.m. Choose from the following options:
Check your Schedule
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
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 for classes.
Transfer students who have met with an advisor and all First-Year students – Orientation leaders will be available to assist as you register for Spring Semester classes in a University Computer Lab.
- Campus Tour
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 to complete a quick evaluation. This is also a great time to stop by the UCard Office in the Union Lobby to get your picture taken for your student ID card.

Appendix D: Summer 2011 Dates and Program Schedule

Orientation Dates for Summer Semester 2011- 1116

One Days

- | | | | |
|---|------------------|---------------------------|-----------------------------------|
| 1 | Transfer – Comp. | Tuesday, March 29, 2011 | 8:30am – 1 pm
ADVISING at 11am |
| 2 | Freshmen | Wednesday, March 30, 2011 | 8:30am – 1 pm
ADVISING at 11am |

Combination (*freshmen and transfers*)

- | | | |
|---|--------------------------|---------------|
| 3 | Monday, April 11, 2011 | 3:30 – 7pm |
| 4 | Saturday, April 30, 2011 | 8:30am – 12pm |
| 5 | Tuesday, May 10, 2011 | 8:30am – 12pm |

Reservations begin: Tuesday, February 15
Summer semester begins: Monday, May 16

On-line Orientation – Reservation access: Tuesday, February 15

Pre Online

- 1 Freshman in-state
- 2 Freshman out-of-state
- 3 Transfer in-state
- 4 Transfer out-of-state
- 5 2nd Bachelors

Post Online – Registration access: Wednesday, April 27

- 1 Freshman in-state
- 2 Freshman out-of-state
- 3 Transfer in-state
- 4 Transfer out-of-state
- 5 2nd Bachelors (no hold needing to be removed)

Appendix D: Summer 2011 Dates and Program Schedule

Orientation – Summer 2011 First-Year & Transfer 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.
SALTAIR ROOM/PANORAMA EAST, UNION
- 8:50a.m. Saying Hello: A University Welcome
Be sure to introduce yourself to the other individuals around you.
- 9:00a.m. Entering Student Information
During this session, students will be led through the undergraduate bulletin and the academic calendar as well as other information that new students at the University of Utah need to be familiar with.
- 9:25a.m. Discussing the Details
We will discuss information that first-year 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
- 10:45a.m. Choose from the following options:
Check your Schedule
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
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 for classes.
- Transfer students who have met with an advisor and all First-Year students – Orientation leaders will be available to assist as you register for Summer Semester classes in a University Computer Lab.*
- Campus Tour
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 to complete a quick evaluation. This is also a great time to stop by the UCard Office in the Union Lobby to get your picture taken for your student ID card

Appendix F: Fall 2011 Dates

Orientation Dates Fall 2011

Intensive Training – *reserve Pano East from 8am-6pm*

Wednesday, May 25-Friday, May 27

Tuesday, May 31-Friday, June 3

Monday, June 6

Dress Rehearsal – *reserve Saltair, 311, 312, 319, 323 A&B, Den, Collegiate*

Tuesday, June 7

36- Regents Scholars Program –

Friday, May 20 - Saturday, May 21 (starts 4:00pm on Day 1 and ends at 4:30pm on Day 2)

Transfer Programs – *reserve: Saltair*

1- Wednesday, April 20 – 8:30am-12:30pm

2- Thursday, April 28 – 1pm-5pm

3- Tuesday, May 3 – 4pm-8pm

4- Wednesday, May 11 – 8:30am-12:30pm

5- Friday, May 20 – 12pm-5:30pm – comprehensive w/ advising – for out of area students

6- Wednesday, June 1 – 8:30am-12:30pm

7- Tuesday, June 7 – 1pm-5pm

8- Saturday, June 25 – 8:30am-12:30pm

9- Wednesday, July 6 – 4pm-8pm

10- Monday, July 18 – 8:30am-2pm – comprehensive w/ advising – for out of area students

11- Thursday, July 28 – 1pm-5pm

First-Year Extended Programs

\$35, Begins at 12:45pm on Day 1 and ends at 4:00pm on Day 2

\$25 per person for Parent Programs (\$5 at the door for Day 1 dinner)

(all exceptions to prices or start times listed below in bold)

12- Overnight #1 – Thursday, June 9-Friday, June 10 – Science/Eng/Mines/Premed

13- Overnight #2 – Monday, June 13-Tuesday, June 14 – General

14- Overnight #3 – Wednesday, June 15-Thursday, June 16 – Bus/Hum/SBS

15- Overnight #4 – Thursday, June 16-Friday, June 17 – Honors

16- Overnight #5 – Monday, June 20-Tuesday, June 21 – Undecided

17- Overnight #6 – Thursday, June 23-Friday, June 24 – General

18- Overnight #6 – Thursday, June 23-Friday, June 24 – CESA #1 (**\$?**) Parents (**\$15**)

19- Overnight #7 – Monday, June 27-Tuesday, June 28 – Health Sciences

20- Overnight #8 – Wednesday, June 29-Thursday, June 30 – Fine Arts/ Architecture

21- Overnight #9 – Thursday, June 30-Friday, July 1 – General

22- Overnight #10 – Tuesday, July 5-Wednesday, July 6 – General

23- Overnight #10 – Tuesday, July 5-Wednesday, July 6 – CESA #2 (**\$?**) Parents (**\$15**)

- 24- Outdoor #1 – Monday, June 20-Thursday, June 23 (\$225, 12:45pm, Noon)
- 25- Outdoor #2 – Monday, July 11-Thursday, July 14 (\$225, 12:45pm, Noon)

First-Year Two-Day Programs

- \$35, Begins at 12:45pm on Day 1 and ends at 4:30pm on Day 2
- \$25 per person for Parent Programs (\$5 at the door for Day 1 dinner)
- 26- #1 – Thursday, July 7 - Friday, July 8
- 27- #2 – Monday, July 11 - Tuesday, July 12
- 28- #3 – Wednesday, July 13 - Thursday, July 14
- 29- #4 – Friday, July 15 - Saturday, July 16
- 30- Non-Traditional Program - Saturday, July 16
- 31- #5 – Monday, July 18 - Tuesday, July 19
- 32- #6 – Wednesday July 20 - Thursday, July 21

Combination Orientation – Freshmen and Transfer Students

- 33- Monday, August 1 – 1:30-5 p.m.
- 34- Tuesday, August 9 – 8:30a.m.-12pm
- 35- Wednesday, August 17 – 1:30-5 p.m.

PlazaFest

Wednesday, August 31 10a.m.-2p.m.

Specialty Orientation Dates:

- 36- Regents Scholars – Friday, May 20-Saturday, May 21
- Non-Traditional Program - Saturday, July 16
- Athlete Orientation –
- Access Women - w/ *Science/Eng/Mines/Premed overnight* Thurs, June 9-Fri, June 10 –
- CESA/ First Scholars Students – w/ *General overnight* either Thurs, June 23-Fri, June 24 or
- Tues, July 5-Wed, July 6
- Utah Opportunities Scholars –
- 37- Online On Campus Orientation- Friday, August 19th 9am-2pm

Pre-Online Orientation – Reservation Access: April 13

- 1- Transfer out-of-state
- 2- Freshmen out-of-state
- 3- Transfer in-state
- 4- Freshmen in-state
- 5- 2nd Bachelors

Post Online Orientation – Registration Access:

- 1- Transfer out-of-state – June 8
- 2- Freshmen out-of-state – July 5
- 3- Transfer in-state – July 1
- 4- Freshmen in-state – July 22
- 5- 2nd Bachelors- N/A

Appendix G: One-Day Transfer Schedule

Orientation – Fall 2011– Transfer Student Program

- 8:30a.m. Checking In and Checking It Out
Check-in and check out the information stands. 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
- 8:45a.m. Saying Hello: A University Welcome
Be sure to introduce yourself to the other individuals around you.
- 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.
- 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 (DARS) 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.
- 10:45a.m. Registration Information
Students will be introduced to the services available on the web and the on-line registration system.
- 11:00a.m. Registration
If you're still not sure about the courses you have selected, or have a question about how your credit has transferred, stay here before heading to register or wrapping up orientation for the day.
- Register for Classes
If you have completed the requirement of speaking with an academic 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 academic advisor yet, check the Undergraduate Bulletin for a listing of contact phone numbers. Once you have spoken with an academic advisor, you will receive registration eligibility.*

Campus Tour – LEAVE FROM SALTAIR ROOM

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.

Appendix H: August Orientation Program Schedule- Fall 2011
Orientation – Fall 2011
First-Year & Transfer 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.
- 8:50a.m. Saying Hello: A University Welcome
Be sure to introduce yourself to the other individuals around you.
- 9:00a.m. Entering Student Information
During this session, students will be led through the undergraduate bulletin and the academic calendar as well as other information that new students at the University of Utah need to be familiar with.
- 9:25a.m. Discussing the Details
We will discuss information that first-year 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
- 10:45a.m. Registration Information
Students will be introduced to the services available on the web and the on-line registration system.
- 11:00a.m. Choose from the following options:
- Check your Schedule
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
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 for classes.

Transfer students who have met with an advisor and all First-Year students – Orientation leaders will be available to assist as you register for Fall Semester classes in a University Computer Lab.
- Campus Tour
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 to complete a quick evaluation. This is also a great time to stop by the UCard Office in the Union Lobby to get your picture taken for your student ID card.

Appendix I: Outdoor Schedule

Outdoor Orientation 2011

- 12:45pm Checking In and Checking It Out**
Check into Orientation. Orientation Leaders will direct you to the room to store your luggage.
East Ballroom, Union
- 1:15pm Saying Hello: A University Welcome**
A glimpse of life at the U and Orientation Staff Introductions.
Main Ballroom, Union
- 2:00pm Small group icebreakers outside on the lawn**
- 2:45pm Discussing the Details – Part I**
Introduction to the things that make the University of Utah work:
Entering Student To-Do List University Graduation Requirements
General Education Individual and Group Advising
Room 312, Union
- 3:30pm 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.
Main Ballroom, Union
- 4:00pm Strangers, Streakers, Students, & Tons of Other Stuff: Your University, Your goals, Your wellness**
Your personal wellness can impact your ability to succeed and thrive at the University of Utah. This presentation will discuss paying attention to, and taking care of, the many dimensions of who you are and accessing campus resources that are here to help.
Main Ballroom, Union
- 4:45pm Dinner in the Union Building**
- 5:45pm Exploring Campus**
Begin to learn your way around the University of Utah on a campus tour.
- 7:00pm Math Placement Exam**
Warnock Engineering Building
- Walk up to Upper-Campus and Check into Residence Halls**
Orientation Leaders will have your luggage on upper-campus for you to pick up.
- 9:00pm Pre-Trip Meeting and Night Activities**
Outdoor Recreation Program

Day Two

- 7:45am Check out of Residence Halls and store luggage**

Remember to bring your camping gear and day trip packs

- 8:00am Breakfast at the Outdoor Recreation Program**
- 8:30am Preparation for Outdoor Trips**
Divide into field site groups and receive appropriate equipment.
- 9:00am Depart for Rock Climbing at Red Rocks Site in Draper**
- 4:00pm Depart from Rock Climbing**
Head to Tanner Flat Campground in Little Cottonwood Canyon.
- 5:00pm Arrive at Campsite**
Everyone help set up camp.
- 8:00pm Dinner** courtesy of Outdoor Recreation
Dinner Clean-up & Night Activities

Day Three

- 7:00am Rise and Shine!**
Break down camp
- 7:45am Breakfast** courtesy of Outdoor Recreation
- 8:30am Clean-Up and Finish Packing Camp**
- 10:15am Depart for Snowshoeing at Twin Lakes Pass, Alta**
- 4:00pm Arrive Back on Campus**
Help clean and put away equipment at ORP.
- 4:30pm Check back into Residence Halls**
- 5:30pm Discussing the Details—Part II**
Revisit the things that make the University of Utah work:
 Entering Student To-Do List University Graduation Requirements
 General Education Individual and Group Advising
Heritage Center Seminar Room 1
- 6:30pm Getting Ready for the College Classroom**
Receive tips and advice about being a successful college student from top professors and students at the University of Utah.
Heritage Center Seminar Room 1
- 7:00pm Dinner at the Heritage Center**
- 8:00pm Evening Activities at ORP**

Day Four

- 8:00am Check Out and Eat Breakfast**

Heritage Center

9:00am Closing Activity

Grassy Area behind Heritage Center

10:00am Grasping the Specifics: College and Departmental Advising

Preparing for class registration. You will receive:

Information about your major

Advising about your undergraduate college

Undecided students will meet with an advisor from University College.

Various Locations

11:00am Making It Happen

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.

Marriott Library

Orientation Check-Out

Once you have completed registration, stop by our check-out station and pick up a t-shirt and parking validation. This is a great opportunity to ask any remaining questions before wrapping up orientation.

Corridor Outside of Office of Orientation

Return to the Heritage Center to get your belongings!

Appendix J: Regents Scholars Program Schedule

First-Year Orientation- Fall 2011 Regent's Scholars: May 20-21, 2011

- 4:00p.m. Checking In and Checking It Out (Get UCard picture taken at this time)**
SALTAIR ROOM, UNION
- 4:15p.m. Saying Hello: A University Welcome**
A glimpse of life at the U and Orientation Staff Introductions.
SALTAIR ROOM, UNION
- 4:30p.m. Small group icebreakers**
- 5:00p.m. Discussing the Details – Part I**
Introduction to the things that make the University of Utah work:
Entering Student To-Do List University Graduation Requirements
General Education Individual and Group Advising
SALTAIR ROOM, UNION
- 5:45p.m. Dinner**
SALTAIR ROOM, UNION
- 6:30p.m. Exploring Campus**
Begin to learn your way around the University of Utah on a campus tour.
- 7:15p.m. Math Placement Exam**
VARIOUS LOCATIONS

DAY 2

- 8:30a.m. 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.
SALTAIR ROOM, UNION
- 9:00a.m. Strangers, Streakers, Students, & Tons of Other Stuff: Your University, Your goals, Your wellness**
Your personal wellness can impact your ability to succeed and thrive at the University of Utah. This presentation will discuss paying attention to, and taking care of, the many dimensions of who you are and accessing campus resources that are here to help.
SALTAIR ROOM, UNION
- 9:30a.m. Transition Programs at the U**
This session includes a discussion of how college is different from high school, tips for a smooth transition, and information about classes that can help you succeed.
SALTAIR ROOM, UNION
- 9:35a.m. Learning Communities at the U – LEAP and HONORS**
Receive information from the LEAP program and the Honors program and how one or both of these learning communities can contribute to your degree program at the U.
SALTAIR ROOM, UNION
- 9:45a.m. Break out Sessions: Choose from one of the following breakout sessions.**
LEAP – Learning More about LEAP – PARLOR A, UNION

Representatives from the LEAP program will be available to answer questions you may have regarding the program and the classes.

Honors – Learning More about Honors – SALTAIR ROOM, UNION

Representatives from the Honors program will be available to answer questions you may have and provide you with information you will need when registering for Honors courses.

Tips on Transitioning – Info from EDPS 2600 and UC 1010 – COLLEGIATE ROOM, UNION

Gain further information about the courses EDPS 2600 and UC 1010.

10:15a.m. Discussing the Details – Part II

Revisiting the things that make the University of Utah work:

Entering Student To-Do List University Graduation Requirements
General Education Individual and Group Advising

SALTAIR ROOM, PARLOR A, PARLOR B, and COLLEGIATE ROOM

11:15a.m. Design Your Degree (University College)

How is designing a degree different from choosing a major? Learn how you can begin to create a unique degree and resources at the U that can help with this process.

SALTAIR ROOM, UNION

12:00p.m. Exploring Academic Departments

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 this afternoon. Most of the academic departments are represented at this time.

- Academic Programs in the Health Sciences – Health, Medical Laboratory Science, Nursing, Pharmacy **PARLOR A, UNION**
- Academic Programs in Engineering, Science, Mines and Earth Science **COLLEGIATE ROOM, UNION**
- Academic Programs in Business, Social and Behavioral Science, Humanities **SALTAIR ROOM, UNION**
- Academic Programs in Education, Fine Arts, Humanities **WEST BALLROOM, UNION**

1:00p.m. Lunch

Select your lunch and sit down with Orientation Leaders and review the information you received during the morning sessions.

SALTAIR ROOM, UNION

Exploring Pre-health (Optional)

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.

COLLEGIATE ROOM, UNION

Exploring Pre-law (Optional)

If you are interested in attending law school after you earn your bachelor's 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.

PARLOR A, UNION

1:45p.m. Getting Ready for the College Classroom

Receive tips and advice about being a successful college student from top professors and students at the University of Utah.

SALTAIR ROOM, UNION

2:15p.m.

Break for advising

2:30p.m.

Grasping the Specifics: College and Departmental Advising

Preparing for class registration. You will receive:

Information about your major

Advising about your undergraduate college

Undecided students will meet with an advisor from University College.

3:15p.m.

Registering and the Next Step: REGISTRATION LOCATIONS VARY BY DEPARTMENT

4:30p.m.

Orientation Check-Out

Once you have completed registration, stop by our check-out station located in the lobby of the Union and pick up a t-shirt and parking validation. This is a great opportunity to ask any remaining questions before wrapping up orientation as well as have your completed schedule reviewed by an orientation staff member.

CORRIDOR OUTSIDE OF ORIENTATION OFFICE

A special THANKS to our sponsors:

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

Appendix K: Fall 2011 Online Status and Location By State

Freshman Participants by Location		Transfer Participants by Location	
State	# of Students	State	# of Students
No State Shown	4	No State Shown	
Alabama	3	Alabama	1
Alaska	3	Alaska	1
Arkansas		Arkansas	
Arizona	3	Arizona	1
California	16	California	4
Colorado	4	Colorado	1
Connecticut	3	Connecticut	1
Delaware		Delaware	
Florida	1	Florida	
Georgia	3	Georgia	1
Hawaii	1	Hawaii	
Iowa		Iowa	
Idaho	5	Idaho	
Illinois	3	Illinois	1
Indiana		Indiana	
Kansas		Kansas	
Louisiana		Louisiana	
Massachusetts	4	Massachusetts	
Maryland	2	Maryland	
Maine	1	Maine	
Michigan	4	Michigan	3
Minnesota	2	Minnesota	1
Missouri	4	Missouri	1
Montana	4	Montana	
Nebraska		Nebraska	
New Hampshire	32	New Hampshire	2
New Jersey	3	New Jersey	
New Mexico	2	New Mexico	
Nevada	1	Nevada	
New York	6	New York	2
North Carolina	3	North Carolina	1
North Dakota	2	North Dakota	1
Ohio		Ohio	
Oklahoma		Oklahoma	
Ontario		Ontario	
Oregon	4	Oregon	
Pennsylvania	6	Pennsylvania	1
Rhode Island	1	Rhode Island	
South Carolina	2	South Carolina	1
South Dakota		South Dakota	
Tennessee	1	Tennessee	
Texas	2	Texas	

*Utah	174		*Utah	291
Vermont			Vermont	
Virginia	1		Virginia	
Washington	5		Washington	2
West Virginia			West Virginia	
Wisconsin	2		Wisconsin	
Wyoming			Wyoming	
Total:	317		Total:	317
Percentage from Utah:	55%		Percentage from Utah:	92%
Percentage from other states:	45%		Percentage from other states:	8%

Appendix K: Fall 2011 Online Status and Location By Utah Cities

Freshman Participants by Location		Transfer Participants by Location	
Utah Cities	# of Students	Utah Cities	# of Students
Alpine		Alpine	1
Alta		Alta	
American Fork	1	American Fork	1
Aurora		Aurora	
Benjamin	1	Benjamin	1
Benson		Benson	
Blanding		Blanding	
Bluffdale		Bluffdale	
Bountiful	5	Bountiful	13
Brigham City		Brigham City	
Castle Valley		Castle Valley	
Cedar City		Cedar City	
Cedar Hills		Cedar Hills	
Centerville	4	Centerville	5
Clearfield		Clearfield	
Clinton		Clinton	
Coalville		Coalville	
Cottonwood Heights	3	Cottonwood Heights	5
Draper	3	Draper	7
Eagle Mountain	1	Eagle Mountain	1
Eden		Eden	
Ephraim		Ephraim	
Fairview		Fairview	
Farmington	3	Farmington	6
Farr West		Farr West	
Ferron		Ferron	
Fielding		Fielding	
Fruit Heights	2	Fruit Heights	
Glenwood		Glenwood	
Grantsville		Grantsville	
Gunnison		Gunnison	
Harrisville		Harrisville	1
Hill AFB		Hill AFB	
Heber		Heber	1
Helper		Helper	
Herriman	1	Herriman	2
Highland	1	Highland	
Holladay	6	Holladay	11
Hooper		Hooper	
Huntsville		Huntsville	
Hurricane		Hurricane	
Hyde Park		Hyde Park	

Hyrum		Hyrum	
Ivins		Ivins	1
Kamas	1	Kamas	1
Kanab		Kanab	
Kaysville	6	Kaysville	8
Kearns		Kearns	1
La Verkin		La Verkin	1
Laketown		Laketown	
Layton	2	Layton	2
Leeds		Leeds	
Lehi	1	Lehi	
Levan		Levan	
Lindon		Lindon	1
Logan	1	Logan	1
Magna	1	Magna	1
Manti		Manti	1
Mapleton	1	Mapleton	1
Midvale	3	Midvale	8
Midway	3	Midway	2
Moab		Moab	
Morgan		Morgan	1
Mountain Green		Mountain Green	
Murray	3	Murray	6
North Salt Lake	2	North Salt Lake	2
Neola	1	Neola	1
Nephi		Nephi	
Newton		Newton	
North Logan		North Logan	
North Ogden		North Ogden	
Oak City		Oak City	
Ogden		Ogden	4
Orangeville		Orangeville	
Orem	1	Orem	9
Panguich		Panguich	
Park City	4	Park City	7
Parowan		Parowan	
Payson	1	Payson	
Peoa		Peoa	
Pleasant Grove		Pleasant Grove	1
Pleasant View		Pleasant View	
Price		Price	
Providence		Providence	
Provo	1	Provo	6
Richfield		Richfield	
Riverdale		Riverdale	
Riverton	1	Riverton	5
Roosevelt		Roosevelt	
Roy		Roy	1

South Jordan	2		South Jordan	6
St. George	1		St. George	3
Salem			Salem	
Salt Lake City	77		Salt Lake City	96
Sandy	9		Sandy	17
Santa Clara			Santa Clara	
Santaquin			Santaquin	
Saratoga Springs			Saratoga Springs	
South Jordan			South Jordan	6
South Ogden	1		South Ogden	1
South Salt Lake			South Salt Lake	1
South Weber			South Weber	
Spanish Fork			Spanish Fork	1
Springville	1		Springville	1
Stansbury Park			Stansbury Park	
Stockton			Stockton	
Syracuse			Syracuse	
Summit			Summit	
Taylorsville	2		Taylorsville	9
Tooele	2		Tooele	4
Tremonton			Tremonton	
Vernal			Vernal	1
Virgin			Virgin	
Washington			Washington	1
Wellsville			Wellsville	
Wendover			Wendover	
West Bountiful	1		West Bountiful	1
West Jordan	3		West Jordan	12
West Valley City	3		West Valley City	10
Woods Cross			Woods Cross	
Non-Listed			Non-Listed	
Total:	166		Total:	297

Appendix K: Summer 2011 Online Status and Location By State

First-Year Participants by Location		Transfer Participants by Location	
State	# of Students	State	# of Students
No State Shown		No State Shown	
Alabama		Alabama	
Alaska		Alaska	
Arizona		Arizona	1
Arkansas		Arkansas	
California	2	California	3
Colorado	1	Colorado	
Connecticut		Connecticut	
Delaware		Delaware	
Florida		Florida	1
Georgia		Georgia	
Hawaii		Hawaii	
Idaho	1	Idaho	1
Illinois		Illinois	1
Indiana		Indiana	
Iowa		Iowa	
Kansas		Kansas	
Kentucky		Kentucky	
Louisiana		Louisiana	
Maine		Maine	
Maryland		Maryland	1
Massachusetts	1	Massachusetts	
Michigan		Michigan	
Minnesota		Minnesota	
Missouri		Missouri	
Montana		Montana	
Nebraska		Nebraska	
Nevada	1	Nevada	
New Hampshire		New Hampshire	
New Jersey		New Jersey	
New Mexico		New Mexico	
New York		New York	
North Carolina		North Carolina	
North Dakota		North Dakota	
Ohio		Ohio	
Oklahoma		Oklahoma	
Oregon	1	Oregon	
Pennsylvania		Pennsylvania	
Rhode Island		Rhode Island	
South Carolina		South Carolina	
South Dakota		South Dakota	
Tennessee		Tennessee	
Texas	2	Texas	1

*Utah	17		*Utah	63
Vermont			Vermont	
Virginia			Virginia	
Washington			Washington	2
West Virginia			West Virginia	
Wisconsin			Wisconsin	
Wyoming			Wyoming	
Total:	26		Total:	74
Percentage from Utah:	65.38%		Percentage from Utah:	85.14%
Percentage from other states:	34.62%		Percentage from other states:	14.86%

Appendix K: Spring 2011 Online Status and Location By State

Freshman Participants by Location		Transfer Participants by Location	
State	# of Students	State	# of Students
No State Shown		No State Shown	1
Alabama		Alabama	
Alaska		Alaska	
Arkansas		Arkansas	
Arizona		Arizona	1
California		California	6
Colorado	1	Colorado	
Connecticut		Connecticut	
Delaware		Delaware	
Florida		Florida	1
Georgia		Georgia	
Hawaii		Hawaii	
Iowa		Iowa	
Idaho	1	Idaho	
Illinois		Illinois	2
Indiana		Indiana	
Kansas		Kansas	1
Louisiana		Louisiana	
Massachusetts		Massachusetts	1
Maryland		Maryland	
Maine		Maine	
Michigan		Michigan	1
Minnesota	1	Minnesota	
Missouri		Missouri	
Montana		Montana	
Nebraska		Nebraska	
New Hampshire		New Hampshire	1
New Jersey		New Jersey	
New Mexico		New Mexico	
Nevada		Nevada	
New York		New York	
North Carolina		North Carolina	1
North Dakota		North Dakota	
Ohio		Ohio	
Oklahoma		Oklahoma	
Ontario		Ontario	
Oregon		Oregon	2
Pennsylvania		Pennsylvania	1
Rhode Island		Rhode Island	
South Carolina		South Carolina	
South Dakota		South Dakota	
Tennessee		Tennessee	
Texas		Texas	1

*Utah	55		*Utah	190
Vermont			Vermont	
Virginia			Virginia	
Washington			Washington	
West Virginia			West Virginia	
Wisconsin			Wisconsin	1
Wyoming	1		Wyoming	1
Total:	59		Total:	212
Percentage from Utah:	93%		Percentage from Utah:	90%
Percentage from other states:	7%		Percentage from other states:	10%

Appendix L: Fall 2011 Parent Orientation Dates and Program Schedules

Parent & Family Orientation Dates – Fall 2011

Concurrent with First-Year Overnight Programs –

Day 1 – 1pm – 6pm, Day 2 – 8:45am – 4:15pm

Overnight #1 – Thursday, June 9-Friday, June 10 – Science/Engineering/Mines/Earth Science

Overnight #2 – Monday, June 13-Tuesday, June 14 – General

Overnight #3 – Wednesday, June 15-Thursday, June 16 – Business/Humanities/Social & Behavioral Science

Overnight #4 – Thursday, June 16-Friday, June 17 – Honors

Overnight #5 – Monday, June 20-Tuesday, June 21 – Undecided

Overnight #6 – Thursday, June 23-Friday, June 24 – General

Overnight #7 – Monday, June 27-Tuesday, June 28 – Health Sciences

Overnight #8 – Wednesday, June 29-Thursday, June 30 – Fine Arts/Architecture

Overnight #9 – Thursday, June 30-Friday, July 1 – General

Overnight #10 – Tuesday, July 5-Wednesday, July 6 – General

Outdoor #1 – Monday, June 20-Tuesday, June 21

Outdoor #2 – Monday, July 11-Tuesday, July 12

Concurrent with First-Year Two-Day Programs

Day 1 – 1pm – 6pm, Day 2 – 8:45am – 4:15pm

#1 – Thursday, July 7-Friday, July 8

#2 – Monday, July 11-Tuesday, July 12

#3 – Wednesday, July 13-Thursday, July 14

#4 – Friday, July 15-Saturday, July 16

#5 – Monday, July 18-Tuesday, July 19

#6 – Wednesday July 20-Thursday, July 21

Late Program Concurrent with Residence Hall Move-in

Friday, August 19

Parent & Family Orientation 2011

Monday, June 13 – Tuesday, June 14



Day One:

12:45pm Check-In Begins – *Outside Chase N. Peterson Heritage Center*

1:15pm Welcome and Overview of Parent & Family Orientation – *Heritage Center 2AB*

1:50pm Breakout Session

- **Campus Construction and Master Plan** – *Heritage Center Seminar Room 1*
This presentation will highlight several developmental projects on the University of Utah campus. It will include an overview of completed buildings and projects, projects currently under construction, and a brief overview of planned projects for future development - all to foster an expansion of learning and research space campus-wide for future and current University of Utah students.
- **How to Obtain Residency for Tuition Purposes** – *Heritage Center Room 2AB*
Has your student been admitted as a non-resident? If so, it is possible for your student to gain residency during his/her educational career at the University of Utah, but only with knowledge of the state residency law and planning ahead to meet deadlines. Learn what you and your student must do to qualify for residency reclassification in the future and what deadlines must be met.

2:30pm Health, Safety, and Wellness on Campus – *Heritage Center 2AB*

The University of Utah takes your student's wellbeing seriously. We work from a collaborative model to ensure that resources are readily available. Take this opportunity to hear from three campus wellness and safety resources: University Counseling Center, Student Health Center, and University Police.

3:15pm The College Life Experience

- **Living On Campus** – *Heritage Center 2B*
Live the Life-Live on Campus! This session is for anyone who wants to learn about on-campus housing, whether you have a space reserved or you want to reserve a space. Learn about how living on campus increases students' success and what you need to bring for move in day. The residence halls offer free tutoring, computer labs, leadership opportunities, and opportunities to connect with peers. Come learn all you need to know about living on campus!
- **Living Off Campus** – *Heritage Center 2A*
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.

4:15pm Exploring Academic Options (*with your student*)

- Programs in Health, Medical Laboratory Science, Nursing, Pharmacy - *Heritage Center, Seminar Room 1*
- Programs in Engineering, Science, Mines and Earth Science – *Heritage Center 1A*
- Programs in Business, Social and Behavioral Science, Humanities – *Heritage Center 1B*
- Programs in Education, Fine Arts, Humanities – *Heritage Center Seminar Room 2*

5:15pm Dinner (*with your student*) – *Chase N. Peterson Heritage Center Dining Room*

6:15pm Social Time Hosted by the Parent Association Executive Committee – *Heritage Center 2AB*

Day Two (Alumni House):

8:45am Check-in/Review of questions from previous day – *Lobby/Dumke Reception Room*

- 9:00am Overview of Schedule – *Dumke Reception Room*
- 9:10am It's all Academic – *Dumke Reception Room*
 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.
- 10:10am Parent's Guide to Supporting Your College Student – *Dumke Reception Room*
 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? There are predictable changes that a parent and college-age student will face during the first year. Learn about the challenges and opportunities you and your student will encounter during the year.
- 11:00am Break
- 11:15am Transition Programs/Learning Communities at the U – *Dumke Reception Room*
LEAP is a two-semester learning community that fulfills three graduation requirements and connects students to their professor and each other. Sections are small and tailored to different interests and career paths. The Honors College is an excellent enhancement to the undergraduate experience. The curriculum provides a strong foundation for those who plan to attend graduate or professional school and is especially useful to students who plan to make a difference as future community leaders. The Learning Enhancement Program offers several sections of Educational Psychology 2600, "Strategies for College Success," during the fall and spring. This course is designed to encourage academic success through focusing on test taking skills, time scheduling, stress management, resources, and other learning techniques. University College 1010 is a course specifically designed to help new students learn to navigate the University and the resources available to them. In this session, you'll learn how each program/course is beneficial to new students.
- 12:00pm Parent Opportunities on Campus – *Dumke Reception Room*
 There are great opportunities for parents and family members in the University of Utah community. This session will introduce you to the Parent Association, Parent Resources, and Parent & Family Weekend 2011.
- 12:10pm Student/Parent Panel – *Dumke Reception Room*
 This is a great opportunity to learn about the University from a current student and parent perspective. Hear from a group of undergraduate students and members of the Parent Association Executive Committee with a wide array of experiences to answer your questions.
- 1:00pm Lunch (*with your student*) – Union Patio
- 2:00pm Breakout I
 - **Studying Away from the U** – *Dumke Reception Room*

Learn how Study Abroad and National Student Exchange will benefit your student's college experience and help fulfill graduation requirements. You'll see where in the world your student can study, and we'll answer your questions, including how to pay for it!

- **Services for Students with Disabilities** – *Burbidge Board Room*
The Center for Disability Services is dedicated to students with disabilities by providing the opportunity for success and equal access at the University of Utah. It is the office responsible for all ADA accommodations for students. Come learn more about our office, the process to qualify as a student with a disability, and what resources may be available.
- **Guiding U of U Students Toward Career Decisions** – *Tanner Dining Room*
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!

2:45pm

Breakout II

- **Studying Away from the U** – *Dumke Reception Room*
Learn how Study Abroad and National Student Exchange will benefit your student's college experience and help fulfill graduation requirements. You'll see where in the world your student can study, and we'll answer your questions, including how to pay for it!
- **Guiding U of U Students Toward Career Decisions** – *Burbidge Board Room*
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!
- **Financial Aid 101** – *Tanner Dining 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 types of funding available to cover expenses for Higher Education.

3:30pm

Breakout III

- **Involvement Opportunities on Campus** – *Dumke Reception Room*
The University of Utah offers a number of opportunities for students to engage with faculty, staff, and other students through special programs, leadership roles, and student activities. Explore the many ways your student can benefit from getting involved on campus outside of the classroom.
- **Research Opportunities for Undergraduates** – *Burbidge Board Room*
Research – What is it? Why do it? Learn how to get started, all about UROP, and how your student can get their research/creative activity out to the rest of the world.
- **Financial Aid: I've Applied, Now What?** – *Tanner Dining 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 regarding Financial Aid awards.
- **Walking tour of campus** – *Leaves from Alumni House Lobby*

4:15pm

Hospitality Room Opens – *Union Student Lounge*

Come enjoy light refreshments in the Student Lounge, where your student will check out of orientation.

Appendix M: Connecting U Days Schedule

University Connecting U Days Schedule

9:00 - 9:30am	Check-In	Union Lobby
9:30 - 9:50am	Welcome	Union Ballroom
<u>10:00 - 10:45am</u>	<u>Session 1</u>	<u>Various Locations</u>
Admissions-Getting Started at the U		319
Creating the College Experience		Theater
On-Campus Housing		Crimson View
Financial Aid: Where Do I Start?		Saltair
Making Your Degree Unique: Research		Parlor A
College 101-Offered in Spanish		Collegiate
Learning Communities: LEAP & Honors		Panorama East
Kid's Room		Student Lounge
Campus Safety		Common Room
Easing the Transition		312
Library Tour		Main Corridor
Major Exploration Basics		Den
<u>10:55 - 11:40am</u>	<u>Session 2</u>	<u>Various Locations</u>
Admissions-Getting Started at the U		319
Studying Away from the U		323 AB
On-Campus Housing		Crimson View
Financial Aid: I filed my FAFSA, now what?		Saltair
U and the Arts		Common Room
Planning Ahead for Scholarships		Parlor A
Financial Aid & Scholarships Q&A – Spanish		Collegiate
Learning Communities: LEAP & Honors		Panorama East
Kid's Room		Student Lounge
Easing the Transition		312
Library Tour		Main Corridor
Student and Parent Panel		Theater
Serving Your Community		Parlor B
Major Exploration Basics		Den
11:50 - 12:30pm	Lunch	Union Ballroom
	<i>Provided by Papa John's, Coca-Cola and Chartwells Catering</i>	
11:50 - 12:30pm	Information Fair	Union Main Corridor
<u>12:40 - 1:25pm</u>	<u>Session 3</u>	<u>Various Locations</u>
Get Into the Game		Saltair
Studying Away from the U		323 AB
Serving Your Community		Parlor B

Planning Ahead for Scholarships
Campus Tour-Offered in Spanish
Learning Communities: LEAP & Honors
Kid's Room
Student and Parent Panel
Campus Walking Tour
Residence Hall Tour

Parlor A
Collegiate
Panorama East
Student Lounge
Theater
East Ballroom
Union Lobby

1:30 - 2:30pm Session 4 (Tours)

Various Locations

Kid's Room
Residence Hall Tour
Campus Walking Tour

161
Union Lobby
East Ballroom

Appendix N: Connecting U Days Evaluation

Connecting "U" Days 2010-2011 Evaluation

Thank you for attending the University of Utah's Connecting "U" Days 2010!

Your feedback is very important to us as we plan future events. Please complete the evaluation and return it to the registration table in the Union Lobby before you leave. As an incentive you will be entered into a raffle for a prize.

Circle the most appropriate response:

Connecting "U" Days was a valuable experience for me:	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
My questions were answered:	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
I learned about campus resources:	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
The Connecting "U" Days staff members were helpful:	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

Evaluate the following items on a 5-point scale (5 being EXCELLENT and 1 being POOR):

Communication Prior to the Event ____ Check-in ____ Welcome Performances ____ Information Fair ____

Please answer the following questions:

How did you hear about Connecting "U" Days? [circle all that apply]

Postcard Internet E-mail School Counselor Word of Mouth: _____ Other: _____

Are you planning to attend the University of Utah? Yes No Undecided Not Applicable

Were you planning to attend the U of U prior to Connecting "U" Days? Yes No Undecided Not Applicable

Did Connecting "U" Days provide information influencing your decision to attend the U of U? Yes No

If yes, please specify what information was influential: _____

What was the most beneficial part of Connecting "U" Days? _____

What was the least beneficial part of Connecting U Days? _____

Why did you choose to attend Connecting "U" Days? _____

What improvements could we make to Connecting "U" Days?

List topics you wish would have been presented: _____

I am a [circle one]: Prospective Student Current U of U Student Parent/Family Member of a prospective student Parent/Family Member of a current student Other: _____

What is your racial/ethnic identity? [circle all that apply]

African American / Black / Black Caribbean American Indian Asian / Asian American
Caucasian/White Latina/o / Hispanic Pacific Islander Other: _____

What is your gender? Female Male Transgender

In what language do you prefer to receive information about college? [circle one]

English Spanish Somali Tongan Vietnamese Other: _____

Overall Comments: _____

Please rank the sessions you attended on a 5-point scale (5 being EXCELLENT and 1 being POOR)

Session 1: [please circle one]		Rank:	Comments:
Admissions – Getting Started at the U	Learning Communities	Information presented: 1 2 3 4 5 Presentation format: 1 2 3 4 5 Overall reaction 1 2 3 4 5	
Kids Room	On-Campus Housing		
Creating the College Experience	Personal Finance		
Student Involvement	Library Tour		
Financial Aid: Where do I Start?	Major Exploration Basics		
College 101- Somali	Easing the Transition		
College 101- Spanish	Campus Walking Tour		
Session 2: [please circle one]		Rank:	Comments:
Admissions – Getting Started at the U	Financial Aid/ Scholarships- Spanish	Information presented: 1 2 3 4 5 Presentation format: 1 2 3 4 5 Overall reaction: 1 2 3 4 5	
Study from Afar- current students	Learning Communities		
Kids Room	On-Campus Housing		
U and the Arts	Library Tour		
Serving Your Community	Major Exploration Basics		
Financial Aid	Easing the Transition		
College 101 Part 2- Somali	Campus Walking Tour		
Session 3: [please circle one]		Rank:	Comments:
Admissions – Getting Started at the U	Campus Tour- in Spanish/Somali	Information presented: 1 2 3 4 5 Presentation format: 1 2 3 4 5 Overall reaction: 1 2 3 4 5	
Studying from Afar	Learning Communities		
Kids Room	On-Campus Housing		
Making Your Degree Unique	Library Tour		
Major Exploration Basics	Student and Parent Panel		
Scholarships	What Careers Services Can Do For U		
Campus Safety	Campus Walking Tour		
Session 4: [please circle one]		Rank:	Comments:
Admissions – Getting Started at the U	Q&A Spanish	Information presented: 1 2 3 4 5 Presentation format: 1 2 3 4 5 Overall reaction: 1 2 3 4 5	
Studying from Afar	Get into the Game		
Kids Room	Tour the Residence Halls		
Making Your Degree Unique	Student and Parent Panel		
Keep Moving with Campus Rec.	What Careers Services Can Do For U		
Scholarships	Campus Walking Tour		
Q&A Somali			
Final Residence Hall Tours		Rank:	Comments:

Appendix O: Welcome Week Calendar of Events

August 2011

Welcome Week Fall 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18 Halls Open HRE Ice Cream/ Movie Walk-In Advising	19 Campus Tours Race Through The U HRE Club HC Walk-In Advising ParentEvt-Red Butte	20 Campus Tours Rice-Eccles Event HRE Org.Fair/Target UMFA—1pm-4pm
21 Campus Store/Union	22 Fall Semester Begins Info booths Walk-In Advising	23 Info booths Walk-In Advising	24 Info booths Job Fair RHA Open House Walk-In Advising	25 Walk-In Advising Farmers Market	26 Crimson Nights Walk-In Advising	27 Greek Recruitment Fan Fest
28 Marriott Event	29	30	31 PlazaFest - 10am-2pm	Sept. 1 Ute Walk Montana St.-football	Sept. 2 CESA BBQ	Others: Bennion/Sustain. LEAP Convocation

Appendix P: Spring 2011 Program Participation Comparisons

Spring Orientation Attendance by Comparison for 2001-2011

Date	2001		Date	2002		Date	2003	
November 13, 2000	Transfer	112	November 12, 2001	Transfer	109	November 18, 2002	Transfer	220
November 14, 2000	Transfer	114	November 13, 2001	Transfer	154	November 19, 2002	Transfer	178
December 4, 2000	Transfer	75	December 5, 2001	Transfer	64	December 4, 2002	Transfer	156
	Total Transfer Attendees:	301		Total Transfer Attendees:	327		Total Transfer Attendees:	554
December 11, 2000	Freshman	87	December 3, 2001	Freshman	85	December 2, 2002	Freshman	51
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
December 20, 2000	Late	71	December 17, 2001	Late	46	December 19, 2002	Late	89
January 5, 2001	Late	74	January 2, 2001	Late	60	January 3, 2003	Late	122
	Total Late Admit Attendees:	145		Total Late Admit Attendees:	106		Total Late Admit Attendees:	211
January 8, 2001	Mini	7	January 3, 2001	Mini	20	January 6, 2003	Mini	10
January 9, 2001	Mini	1	January 7, 2002	Mini	4	January 6, 2003	Mini	7
	Total Mini Attendees:	8		Total Mini Attendees:	24		Total Mini Attendees:	17
Total On-Site		609	Total On-Site		619	Total On-Site		923
Mail Packet		139	Mail Packet		20	Mail Packet		7
WEB		503	WEB Orientation		472	WEB Orientation		293
	TOTAL:	1251		TOTAL:	1111		TOTAL:	1223

Appendix P: Spring 2011 Program Participation Comparisons

Spring Orientation Attendance by Comparison for 2001-2011

Date	2007		Date	2008		Date	2009	
November 9, 2006	Transfer	193	November 8, 2007	Transfer	177	November 6, 2008	Transfer	146
November 14, 2006	Transfer	177	November 17, 2007	Transfer	237	November 12, 2008	Transfer	130
November 29, 2006	Transfer	210	November 29, 2007	Transfer	186	November 19, 2008	Transfer	142
	Total Transfer Attendees:	580		Total Transfer Attendees:	600		Total Transfer Attendees:	418
November 28, 2006	Freshman	76	November 29, 2007	Freshman	83	November 24, 2008	Freshman	96
	Total Freshman Attendees:	76		Total Freshman Attendees:	83		Total Freshman Attendees:	96
December 9, 2006	Combo	221	December 8, 2007	Combo	182	December 6, 2008	Combo	236
December 19, 2006	Combo	128	December 17, 2007	Combo	140	December 18, 2008	Combo	172
January 4, 2007	Combo	109	January 4, 2008	Combo	136	January 7, 2009	Combo	183
	Total Late Admit Attendees:	458		Total Late Admit Attendees:	458		Total Late Admit Attendees:	591
January 8, 2007	Mini	18	January 7, 2008	Mini	26	January 12, 2009	Final	28
January 8, 2007	Mini	27	January 8, 2008	Mini	12	January 13, 2009	Final	19
	Total Mini Attendees:	45		Total Mini Attendees:	38		Total Mini Attendees:	47
N/A	International		N/A	International		N/A	International	
	Total International:			Total International:			Total International:	
Total On-Site		1159	Total On-Site		1179	Total On-Site		1152
Mail Packet								
WEB Orientation		270	WEB Orientation		194	WEB Orientation		160
	TOTAL:	1429		TOTAL:	1373		TOTAL:	1312

Appendix P: Spring 2011 Program Participation Comparisons

Spring Orientation Attendance by Comparison for 2001-2011

Date	2010		Date	2011	
November 12, 2009	Transfer	141	November 16, 2010	Transfer	214
November 17, 2009	Transfer	199	November 22, 2010	Transfer	234
November 23, 2009	Transfer	147		Total Transfer Attendees:	448
	Total Transfer Attendees:	487			
November 18, 2009	Freshman	85	Novemeber 17, 2010	First Year	92
	Total Freshman Attendees:	85		Total First Year Attendees:	92
December 5, 2009	Combo	210	December 2, 2010	Combo	154
December 15, 2009	Combo	175	December 11, 2010	Combo	174
January 6, 2010	Combo	174	December 15, 2010	Combo	128
	Total Late Admit Attendees:	559	January 5, 2011	Combo	151
				Total Late Admit Attendees:	607
January 11, 2010	Final	45	January 10, 2011	Combo	51
January 12, 2010	Final	16	January 11, 2011	Combo	16
	Total Final Attendees:	61		Total Final Attendees:	67
N/A	International		N/A	International	
	Total International:			Total International:	
Total On-Site		1192	Total On-Site		1214
WEB Orientation		184	WEB Orientation		271
	TOTAL:	1376		TOTAL:	1485

Appendix P: Summer 2011 Program Participation Comparisons

Summer Orientation Attendance by Comparison for 2001-2011

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 P: Summer 2011 Program Participation Comparisons

Summer Orientation Attendance by Comparison for 2001-2011

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 P: Summer 2011 Program Participation Comparisons

Summer Orientation Attendance by Comparison for 2001-2011

Date	2007	#	Date	2008	#	Date	2009	#
March 27, 2007	Transfer	126	March 27, 2008	Transfer	141	March 26, 2009	Transfer	98
	Total Transfer Attendees:	126		Total Transfer Attendees:	141		Total Transfer Attendees:	98
March 29, 2007	Freshman	22	March 28, 2008	Freshman	35	March 27, 2009	Freshman	27
	Total Freshman Attendees:	22		Total Freshman Attendees:	35		Total Freshman Attendees:	27
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
	Total Late Admit Attendees:	267		Total Late Admit Attendees:	252	Total Late Admit Attendees:		261
Total On-Site		415	Total On-Site		428	Total On-Site		386
On-line		89	On-line		82	On-line		123
	TOTAL:	504		TOTAL:	510		TOTAL:	509

Appendix P: Summer 2011 Program Participation Comparisons

Summer Orientation Attendance by Comparison for 2001-2011

Date	2010	#	Date	2011	#
April 1, 2010	Transfer	149	March 29, 2011	Transfer	166
	Total Transfer Attendees:	149		Total Transfer Attendees:	166
March 31, 2010	Freshman	42	March 30, 2011	Freshman	28
	Total Freshman Attendees:	42		Total Freshman Attendees:	28
April 12, 2010		81	April 11, 2011		93
April 30, 2010		82	April 30, 2011		99
May 10, 2010		63	May 10, 2011		49
May 17, 2010		29			
	Total Late Admit Attendees:	255		Total Late Admit Attendees:	241
Total On-Site		446	Total On-Site		435
On-line		125	On-line		85
	TOTAL:	571		TOTAL:	520

Appendix Q: Program Participation Tables- Fall 2011

<i>Program Participation Fall Orientations</i>	<i>Total 2011</i>	<i>Total 2010</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>
One-Day Freshmen / Two-Day starting 2011	1367	1,521	1,537	1,420	1,375	1,713	1,769	1,755	1,875
Overnight	1299	976	915	721	702	513	444	322	163
Outback / Outdoor	32	53	49	38	12	61	65	76	42
One-Day Transfer	1802	1,515	1,393	1,340	1,355	1,538	1,661	1,484	1,335
Athlete	Na	Na	Na	Na	Na	Na	Na	47	28
International	Na	Na	Na	Na	Na	Na	Na	19	27
National Student Exchange	9	17	3	11	9	11	14	11	12
Combination Orientation	325	677	596	530	566	625	746	342	154
Access Orientation	Na	40	28	27	21	20	19	20	21
On-site for On-line	37	24	29	Na	Na	Na	39	66	136
Parent & Family Orientation	1,029	909	861	603	593	741	492	434	332
On-line Orientation	579	609	546	518	673	570	473	617	811
Total all Orientations	5450	5,432	5,096	4,605	4,743	5,051	5,223	4,759	4,669

Appendix R: Attended/ Not Enrolled Report: Summer 2011

TRANSFER ONE-DAY		
Date	29-Mar-11	
# Attendees	166	
Attended, Not Enrolled	26	15.66%

FRESHMEN ONE-DAY		
Date	30-Mar-11	
# Attendees	28	
Attended, Not Enrolled	2	7.14%

Combo Orientations					
Date	11-Apr-11	30-Apr-11	10-May-11	Total	
# Attendees	93	99	49	241	
Attended, Not Enrolled	23	20	5	48	19.92%

ONLINE						
Date	Freshman Instate	Freshman Out of State	Transfer Instate	Transfer Out of State	Total	
# Attendees	14	13	47	27	101	
Attended, Not Enrolled	4	6	18	5	33	32.67%

Totals	Attended	Not Enrolled	
	536	109	20.34%

Appendix R: Attended/ Not Enrolled Report: Spring 2011

TRANSFER ONE-DAY				
Date	16-Nov-10	17-Nov-10	Total	
# Attendees	214	234	448	
Attended, Not Enrolled	20	13	33	7.37%

FRESHMEN ONE-DAY		
Date	22-Nov-10	
# Attendees	92	
Attended, Not Enrolled	5	5.43%

Combo Orientations					
Date	2-Dec-10	11-Dec-10	15-Dec-10	5-Jan-11	Total
# Attendees	154	174	128	151	
Attended, Not Enrolled	9	17	16	17	9.72%

Final Combo-Orientations				
Date	10-Jan-11	11-Jan-11	Total	
# Attendees	51	16	67	
Attended, Not Enrolled	4	3	7	10.45%

ONLINE						
Date	Freshman Instate	Freshman Out of State	Transfer Instate	Transfer Out of State	Total	
# Attendees	34	25	153	59	271	
Attended, Not Enrolled	7	2	19	6	34	12.55%

Totals	Attended	Not Enrolled	Total
	1485	138	9.29%

Appendix S: Fall 2011 Student Program Evaluation Results

ASSESSMENT DATA FOR OVERNIGHT ORIENTATIONS VS. TWO-DAY ORIENTATIONS			
<i>Topic</i>	<i>Overnight / Outdoor Orientations (n = 1017)</i>	<i>Two-Day Orientations (n = 1321)</i>	<i>All Participants Total (n= 2338)</i>
DISSEMINATION OF INFORMATION:			
I received useful information from the welcome by the University Vice Presidents	89.44%	92.00%	90.76%
My orientation leader provided me with useful information on academic requirements during Discussing the Details	96.51%	96.80%	96.66%
The Getting Involved session provided me with useful information	94.32%	91.54%	92.88%
I can name at least three of the General Education requirements	92.63%	94.92%	93.81%
I can name at least three of the Bachelor's Degree requirements	84.46%	84.19%	84.32%
The Your University, Your goals, Your wellness presentation was in a format that was appropriate for me as an incoming student.	96.16%	91.28%	92.86%
The tips and advice offered by faculty members in the Academic Expectations video were beneficial as I prepare to take college classes	96.26%	95.36%	95.79%
The campus tour was informative	94.24%	91.94%	93.05%
The information fair during lunch was beneficial	92.93%	86.35%	89.22%
KNOWLEDGE ACQUIRED:			
I know how to generate a Degree Audit Report (DARS)	56.87%	63.12%	60.09%
I know who to contact about courses for my major	91.93%	92.95%	92.45%
I know how to locate the schedule of Fall classes online	97.11%	98.59%	97.87%
I know how to register for classes	98.00%	98.78%	98.40%
I successfully register for classes at orientation	88.75%	89.09%	88.92%
I know where to go for advice about academic requirements	94.53%	94.07%	94.29%
I know where to go if I want to get involved in campus activities.	94.71%	91.29%	
I know how to obtain my University ID card (uCard).	96.91%	97.46%	97.20%
I plan to implement at least one health/safety strategy that I learned in the Health & Safety presentation.	93.64%	92.42%	93.01%
I plan to implement at least one suggestion offered in the Academic Expectations presentation.	95.76%	94.59%	95.16%

Appendix S: Fall 2011 Student Program Evaluation Results

WELCOMING AND POSITIVE EXPERIENCE:			
The icebreakers helped make me feel more comfortable at orientation	86.05%	82.41%	84.18%
The activities helped me get to know other students	86.85%	81.37%	84.04%
The orientation staff members were helpful	99.09%	98.67%	98.88%
LOGISTICAL AND PROGRAMMATIC DETAILS:			
I received enough time with my academic advisor	74.31%	80.06%	77.26%
Check-in at orientation was efficient	94.68%	98.09%	
Overall, I was satisfied with my orientation experience	97.28%	93.84%	95.50%

Appendix T: Parent and Family Program Evaluation Results

2011 Parent & Family Orientation Evaluation Results

Question 34: Why did you decide to attend this particular program?

- Because I felt it would help my child to know I supported him in this new venture. I also needed to get updated on how college is run/organized today.
- Because I am nervous about sending my first student off to college, and I wanted to get as much information as I can.
- Because the U is very different from when I attended. Also, following a very impressive campus tour last spring I wanted see what was in store for my child as an incoming freshman.
- Program was early in the summer in hopes we could get him all set up and not have to worry about it for the rest of the summer. But actual registration did not prove to be helpful or get accomplished at this point.
- Even though we live around the corner and have worked at the U, we've never had a kid in college! Needed a student/parent viewpoint!
- I wanted to make sure that both my student and myself had a shared understanding of what they will be experiencing and what resources will be available to help him make a successful transition from high school student to college student.
- My daughter is interested in attending pre med at University of Utah. We decided to attend this program because this program is more closely related to her interest. It gave us more detail information regarding the field our daughter is interested on. It also gave us a good opportunity to interact with appropriate university staff.

Question 35: How did you find out about Parent & Family Orientation?

- From my student
- I received a postcard about Parent & Family Orientation
- I received an email about Parent & Family Orientation

Question 36: How would you improve Parent & Family Orientation

- More time with my student
- After I checked in, I had no idea where I was supposed to go. There were no signs to show the way.
- Avoid programs that seem like 'parenting 101'. Share with us information on Honors and LEAP earlier on so that we can talk to our student about them.
- Don't separate the parents for the children quite as much. We were looking forward to attending and sharing this experience with our child and did not get to.
- Would have liked a tour of inside some of the classrooms and in the dorm

2011 Parent & Family Orientation Attendees	
Student Residency Status	
Utah Resident	59.93%
Non-Utah Resident	39.33%
I don't know	0.75%
Student Living Situation	
On Campus	66.67%
Off Campus with Friends	4.49%
Off Campus with Family	22.85%
I don't know	5.99%
	Ranked Session
Session:	Good/Great
Check-in	89.90%
Welcome	92.90%
Residency for Tuition Purposes	90.70%
Campus Construction/Master Plan	78.40%
Parent's Guide to Supporting	87.10%
It's All Academic	90.10%
Student/Parent Panel	87.70%
Parent Opportunities	78.90%
Food at Lunch	65.60%
Information Fair	79.30%
Tour of Campus	83.40%
Learning Communities/Transition Programs	88.50%
Financial Aid	69.70%
Living in the Residence Halls	89.50%
Living Off Campus	81.90%
Guiding Career Decisions	80%
Studying Away from the U	85.30%
Involvement Opportunities on Campus	80.50%
Services for Students with Disabilities	75%
Health, Safety, and Wellness on Campus	81.50%
Undergraduate Research Opportunities	85.70%

Appendix U. Benchmarking Survey Results- Fall 2010

ORIENTATION BENCHMARK REPORT, FALL 2010

This report analyzes the University of Utah Orientation program evaluations (n=1061) benchmarked against three data segments. First, the national average for all participating colleges and universities (n=34,848); second, the average for our regional peer group, made up of universities in Colorado, Idaho, New Mexico, Utah, Wyoming, and Montana (n=4347); and lastly, the average for all participating large, four-year, primary non-residential campuses (n=9183) from now own identified in the report as the Carnegie peer group. Unless it is specifically identified in the report, the general term “peer group” refers to both the regional comparison group, and the Carnegie peer group.

Things the Office of Orientation is *significantly* excelling in, or above average in:

- The University of Utah has a significant large transfer population attending orientation (n=42.71%) than the national and peer averages (n=26.14%).
- Our students reported **the length of our orientation programs as “just right,”** ranking them better than the national average, and the regional comparison group’s program lengths.
- Our students reported a much clearer understanding of the registration process than at the peer and national institutions.
- Students attending our programs reported having a significant amount of **more knowledge of academic requirements,** than students attending the national and regional comparison groups’ programs.
- Our students reported a **more positive experience finding information on our online course schedule** than students in the national average sample.
- Students reported having an **easier transition from their previous school to our University** than did students in all three of our comparison groups.
- Students reported wanting to attend our University again if they had the choice to do so, than students in the national and Carnegie group.

Things where the Office of Orientation is *significantly* falling short in comparison:

- The University of Utah has a significant smaller first year population attending orientation (n=57.29%) than the national and peer averages (n=73.81%).
- In comparison to our regional peer group, our overall website ranked lower in satisfaction.

- In comparison to the national group, our orientation registration process was ranked lower in satisfaction.
- Student perception of our **staff's availability** was lesser than that of the peer and national group's availability.
- Student perception of our **staff being knowledgeable** was lesser than that of the peer and national group's perceptions of their staff.
- In comparison to the Carnegie peer group, our programs ranked lower on its ability to help new students know what to expect academically at our campus.
- In comparison to the peer and national groups, our programs ranked lower on our ability to help new students know what to expect socially at our campus. In addition, our students had a less easier time making and retaining friends from orientation, learning about different clubs and organizations for them to join, learning about resources on campus that could help them with academic concerns, as well as learning about resources that could help them with problems adjusting to the institution and with finding employment.
- In comparison to the peer and national groups, our students reported having less knowledge about housing opportunities, information and resources, as well as having less information about how to pay for college, and less knowledge about where all the important buildings are located on campus. Students also reported feeling like they had less of their questions answered at orientation, and had a less easy time identifying a staff or faculty who they could turn to for help.
- Students in our sample ranked their orientation experience as less enjoyable than students in the national and peer groups.
- In comparison to the peer and national groups, our students felt our programs did not provide them with as much useful information on how to keep them physically and mentally fit on campus (including health and wellness, and counseling services), what campus activities and programs we offer, the different rules, regulations, and policies of the University, information on safety and security on our campus, technology resources of our campus, and information on how to manage their time effectively.
- Our students felt less connected to our University, than students in the peer and national groups.
- In comparison to the peer groups, our students reported having less knowledge about how academic advising works.

- Socially, students reporting having a tougher time transitioning from their previous school to our University than did students from the peer and national groups.
- Our students reported being less prepared for their first day of classes in our University, than students attending the regional comparison, and national groups.

Welcome Week Activities:

Only 30% of our students in this sample reported attending some sort of new student welcome activity. This dire statistic is in high contrast to the national and peer group's trend, where the majority of students reported attending a new student welcome activity (n=52.26%).

In turn, our welcome activities ranked statistically lower than the peer and national group's activities, in their ability to make new students feel welcome at this institution, meet other students, and find information on campus resources.

The only exception was that our students felt our activities helped them learn about student groups on our campus, which showed not statistical significance between the peer group's sample and our own (in comparison to the national group, however, are activities still ranked lower in this aspect).

Post Orientation Outcomes:

- In comparison to the Carnegie comparison peer group, our program's ability to **make students understand professor's academic expectations** ranked lower.
- In comparison to the peer groups, our students reported a lower level of ability in managing their time effectively.
- Our students have been overwhelmingly less successful than the peer and national groups' students at adjusting to the social aspects of this institution.
- Our students have been less successful than the peer groups' students, at developing friendships with other students since starting college.
- Our students have been less successful than the peer group's students, at utilizing different student services since starting college.
- A higher number of students in our institution are part time students (n=15.91%) than the peer and national groups' students (n=5.95%).

Appendix V: Leadership in Higher Education Course Syllabus

Syllabus

UNDERGRADUATE STUDIES – LDRSP 3960
LEADERSHIP DEVELOPMENT IN HIGHER EDUCATION

Spring Semester 2011

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Office of Orientation and Leadership Development
University of Utah
200 South Central Campus Dr., Room 280
Salt Lake City, Utah 84112
(801) 581-7069
www.sa.utah.edu/orientation

Class Time: Wednesday; 3:00 – 5:30 p.m.

Olpin Union – Various Rooms – See Schedule for weekly room changes

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. 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 vast knowledge of the University, its programs, services and people. This class will help students gain a better understanding of the importance of the University experience while acquainting them with programs and resources available at the University. Additionally, students will learn about themselves, their peers, and other members of the Orientation Team, reflecting on their own personal leadership skills and attributes as they contribute to a team.

Learning Outcomes:

1. Develop the skills and knowledge necessary to become an effective Orientation Leader and contributor to the Orientation Team focusing on personal strengths, weaknesses, and leadership styles.
2. Develop a broad understanding of purposes and practices of higher education in the United States and how those concepts are embodied at the University of Utah.
3. Develop a basic understanding regarding the mission and goals of Orientation programming and, specifically how it is carried out at the University of Utah.
4. Develop a basic understanding of the demographics of today's college student, focusing on University of Utah students.
5. Develop an understanding of academic programs and requirements and to gain the skills necessary to advise entering students.
6. Critically examine the role of the Orientation Leader in the University community and develop an awareness of the impact Orientation Leaders have on entering students.
7. Introduce students to the resources and programs available on campus and to become informed about co-curricular opportunities at the University.
8. Develop an understanding and appreciation for diversity of all students, faculty, and staff.
9. Develop a team of Orientation Leaders who are supportive of each other, understand the importance of teamwork, and have mutual respect for each other.
10. Develop a commitment to helping entering students and their families have a positive and welcoming Orientation experience.

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 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, 801-581-5020 (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:

All students are expected to maintain professional behavior in the classroom setting, according to the 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. Students should read the Code carefully and know they are responsible for the content. According to the 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.

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 36 copies, double sided. (You can make copies elsewhere at your own cost.)

Grading Policy:

Your final grade will be based on 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 this class are not guaranteed summer jobs.

Grading

First Year Team Members:

Attendance/Participation	200
College Expert	200
Reflection of <u>Fish!</u>	100
Reading Outlines	45
Bio Page	50
Class Binder	35
Campus Quest	75
Campus Service Commercial	100
Resume – Rough Draft	10
Resume – Final	50
Reflections/Exercises	20
Online Orientation	30
Mentor/Mentee Activity	80
FISH! Project	150
Team Builder	50
Meeting with Instructors	20
Shadow Orientation	80
Names	20
Quizzes/Exams	200

Returning Team Members:

Attendance/Participation	200
College Expert (for OL's)	200
Reflection of Bucket?	100
Reading Outlines	54
Bio Page	50
Class Binder	35
Campus Quest	75
Campus Service Commercial	100
Reflections/Exercises	20
Mentor/Mentee Activity	80
FISH! Project	150
Team Builder	50
Quizzes/Exams	200
Names	20

TOTAL: 1515 1334

Grading Break Down:

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

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 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. You 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. **(200)** *Learning Outcome: 5*

Fish!

Read the following book according to the number of years you have been on staff. A 2-3 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 20. **(100)** *Learning Outcome: 9*

- *First Year Orientation Leaders: Fish! by Stephen Lundin, Harry Paul and John Christensen.*
- *Returning Orientation Leaders: How full is your bucket? by Tom Rath and Donald Clifton.*

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; 54 points for returning staff members)** *Learning Outcome: 1, 2, 3, 4, 6, 8, 9*

Bio Book Page:

During the first class you will be given the paper and instructions for completing a bio page. You need to come prepared to share your page and information with the class during our second class meeting, January 19. **(50)** *Learning Outcome: 9*

Class Binder:

Over the course of the semester you should keep the handouts and information you receive and create a reference binder. This binder will 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. **(35)** *Learning Outcome: 7*

Campus Quest:

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 an assigned group, you will be responsible for visiting and documenting your visit to a variety of places around campus. You will present your information in an effort to showcase locations on campus that your teammates did not have the opportunity to visit. Be creative in how you document the places you visit. **(75; quest 50; presentation 25)** *Learning Outcome: 1, 7*

Campus Service Commercial:

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.

Students will work together in their mentor/mentee groups to research topics from an assigned Student Affairs/Services area and prepare a 5-7 minute commercial. Additionally, your group will create an information sheet with the key points of information you gathered for distribution to your peers. 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. The handout needs to be a document your group creates – not an information sheet/brochure the organization already has in place.

You will be evaluated on both tasks: (1) information included in the information sheet – 35 and (2) information included in the commercial as well as your public speaking skills and creativity in presenting the information – 65. Simply visiting the website of an office is not sufficient research—your group needs to personally interact with someone from the area you are assigned to learn more about. See handout for more guidelines and instructions
(100) Learning Outcome: 7

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 meet with Career Services to receive feedback on your resume and submit a final resume, reflecting changes from our feedback and Career Services. You should complete your resume as if you were applying for a job and highlight your activities, education, experiences, etc.
(10 rough draft; 50 final draft) Learning Outcome: 1

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 of grammatical mistakes. **(Each is worth 5 points for a total of 20 points) Learning Outcome: 1, 3, 6, 8**

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. 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 30.
(30) Learning Outcome: 3, 5

Mentor/Mentee Activity

Your mentor/mentee group consists of one or two returning team members and one or two new team members. This assignment entails spending time together on two separate occasions. The first activity is due on February 2 and the second is due April 13. As all of your schedules fill up and you get busy, make sure you plan ahead to complete this assignment. **(80) Learning Outcome: 1, 9**

FISH! Team Project

You are assigned to a team of 8 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 at various points throughout the semester based on your topic. **(150)** *Learning Outcome: 1, 9*

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 group 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)** *Learning Outcome: 1, 9*

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. **(20)** *Learning Outcome: 10*

Shadowing an Orientation

First Year Orientation Leaders: Starting the end of March, we will offer orientation programs for students attending summer semester 2011 and transfer students beginning fall semester 2011. 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. **(80)** *Learning Outcome: 3, 5, 6, 8, 10*

Quizzes and Exams

We will have a mid-term and a final in this course. **(220)**

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 Trisha Jensen so she can make sure you have access to the system and you need to complete it by April 13.

Appendix W: Intensive Training Schedule

INTENSIVE TRAINING & DRESS REHEARSAL Wednesday, May 25th – Monday, June 6th Pano East, Union

List OLs that have arranged to leave

Tuesday, May 24th – Training with Center for Disability Services

OLs: Jessica G, Oliver, Brian, Mariah, Julia
12:30-3:00 Training @ Parlor B

Wednesday, May 25th

Supplies Needed:

- Markers
- Papers to hand back
- Bulletins
- IT Schedules
- Summer Calendars
- Orientation Contracts
- Copies of Mission & Goals
- Flip Chart
- Expectations of Supervisors handout
- Roles of OL's Handout
- Laptop
- Projector
- Sticky Notes for Bulletin

8:30-9:00 Welcome (Gwen) *Hand back papers from class, binders, and Bulletins*

9:00-9:15 Review of IT schedule (TJ)

9:15-9:30 Review of calendar of events for next two months (Gwen)
Talk about how to let me know if you need to take off work

9:30-10:00 Review Orientation Contract and Mission/Goals for Orientation (Gwen & TJ)

10:00-10:15 Staff Morale: *Birthdays, Explanation Celebration Bowl, Hats Off, FISH Bowl, Talent Show, Fish Bait, and Service Project: award first Hat* (JAM)

10:15-10:45 Expectations as a group for training (TJ/SK/MF) *Brainstorm on Flip Chart*

10:45-11:00 Supervisor Expectations: (Gwen) *Hand out and collect*

11:00-11:30 Roles of Orientation Leaders (TJ/SK/MF)

11:30-12:00 Addressing Questions from Shadowing Papers (TJ)

12:00-1:00 LUNCH

1:00-1:30 Tuition (Steffany Forrest)

1:30-1:45 UCard (Ryan Fletcher)

1:45-2:15 Sponsorship (Campus Store – Shane Girton & Alex Parra)

2:15-2:45 Student Code (Lori McDonald)

- 2:45-3:15 Teambuilder (Tim and Mariah)
 3:15-3:45 Commuter Services (Ryan Berntsen)
 3:45-4:15 Residency and Admissions (**Su'Ann Johansen**)
 4:15-4:30 NSE (Mark Pontious)
 4:30-4:45 FREE
 4:45-5:00 Sponsorship (University Credit Union- Kelly)
 5:00-5:30 Review of Resources – Bulletin, Student Info Sheet, Proof of Immunity Form, Sponsorship Info (Audrey/Adam) *Give presentation to see flow, have them tab pages*
 5:30-6:00 Beginning of Presentation (Audrey/Adam) *do presentation with laptop, answer questions*

Announcements: Be ready to practice Entering Student To-Do List, Bring notes on DTD from Shadowing

Thursday, May 26th *Kenan out 9am-1pm*

Supplies Needed:

- Laptop
- Projector
- DTD Handouts

- 8:30-8:45 Welcome & Housekeeping AKA Gwen Time (Gwen)
 8:45-9:15 Importance of Their Role as Orientation Leaders (John Francis)
 9:15-10:15 Beginning of Presentation practice (Gwen, TJ, Mark, SK/MF) *break into pairs*
 10:15-10:20 Staff Morale: (JAM)
 10:20-11:25 Begin Review of University Graduation Requirements (TJ) *pass out DTD handouts, actually give the presentation so that they can see how it flows then take questions, review difficult slides*
 General Education – Intellectual Explorations, Writing, American Institutions, Quantitative Reasoning
 Philosophy of General Education
 Graduation Requirements
 Bachelor Degree Requirements – Upper Division
 Communication/Writing, Diversity, IR, BA vs. BS
 122 Hours to graduate, 40 Upper Division, Residency requirement
 11:25-11:45 Sponsorship (Chartwells – Reggie Connerly)
 11:45-12:00 FERPA Presentation (Dallin Cowles)
 12:00-1:00 LUNCH
 1:00-1:15 EDPS 2600 (Nicki Turnidge-Halvorson)
 1:15-1:30 Technology and Venture Development (Anne Bastien)
 1:30-2:00 LEAP (Jeff Webb)
 2:00-2:30 Honors (Tom Richmond)
 2:30-3:00 Teambuilder (Audrey/Jillian)
 3:00-3:15 Hinckley Institute of Politics (Rochelle Parker)
 3:15-3:45 Major Exploration Center/ MAP (Martina Stewart/Victoria Trujillo)
 3:45-4:00 UROP (Jill Baeder)
 4:00-4:15 CDS Liasons

4:15-4:30 Career Services (Dana Sowby)
4:30-4:45 Study Abroad (Alison Vasquez)
4:45-6:00 Practice DTD

Announcements: Tour training tomorrow, bring good walking shoes!

Friday, May 27th *Cheston out 12pm-6pm*

Supplies Needed:

- Laptop
- Projector
- Computer Lab Slide on Flash Drive

8:30-8:45 Gwen Time (Gwen)

8:45-11:10 All the Details of Graduation Requirements (Natalie Brown)
Continue to Review General Education and Bachelor Degree Requirements

Course Placement and Role Plays

Advanced Placement

International Baccalaureate Students

Math Placement – guide

Writing Placement – guide

Language Placement – guide

Advising students according to high and low Index Numbers

Conditionally admitted students

11:10-11:15 Hats Off (JAM)

11:15-12:00 Design Your Degree Training (Natalie Brown)

12:00-1:00 LUNCH

1:00-2:00 Office Training (Alex & Justin) *phones, messages, printers, copier, fax machine, location of supplies, time sheet and paychecks, direct deposit, conduct, computer usage, mailboxes, storage of stuff*

2:00-2:30 Computer Lab Training (PC) *how to set up the new labs, where to go for help LAB 1160*

2:30-3:30 Registration (PC) *presentation and common questions during registration*

3:30-4:00 Campus Information System /IT/Student Portal (Jessica Stokes) @ Library

4:00-4:30 Math Placement (Kelly McArthur) @ Library

Bring example Accuplacer ecamples/ handouts

4:30-6:00 Comprehensive Tour Training (Adam and Jeff)

Announcements: Lunch at HRE, Be ready to practice DTD on Tuesday!

Tuesday, May 31st *Katie out 10:45-12:00*

Supplies Needed:

- Laptop
- Projector
- Get exact number of attendees to HRE

8:30-8:45 Gwen Time (Gwen)

- 8:45-10:10 Continue to review GE – start practicing presentation (TJ) *Go over particular slides then break up into pairs*
- 10:10-11:25 DTD Practice (Gwen, TJ, Mark)
- 11:25-11:45 Travel to HRE *walk or shuttle*
- 11:45-12:15 Housing Options on Campus (Barb Remsburg) *meet in Heritage Center Room 1B*
- 12:15-1:00 LUNCH at HRE *HRE pays*
- 1:00-2:00 Tour Practice (Adam and Jeff)
- 2:00-3:00 Transfer Student Advising (Terese Pratt)
Using DARS
Associate degrees
Writing, math, and language placement
Articulation Agreements
- 3:00-4:00 Role Plays (Natalie) and GPS (Libby Oberg)
- 4:00-6:00 Talent Show/ Pot Luck/ Hats Off (JAM) *(Theatre Reserved)*

Announcements: Bring your DARS report with you! Start time is 7:45 for Transfer Orientation tomorrow (returning staff only), wear Polos and Khakis w/ nametags!

Wednesday, June 1st *Jeff out 1pm-6pm*

Transfer Program (setup @ 7:45) 8:30am-12:30pm- returning staff only

Supplies Needed:

- Laptop and Projector
- DTD printouts
- Orientation Schedules

- 8:30-8:45 Gwen Time (Gwen)
- 8:45-10:25 Review DTD & Your role in building schedules (Natalie)
Review of Policies and Procedures
Reading the Academic Calendar
Dropping vs. Withdrawing
Incompletes; Audits; CR/NC options
Finals – when they are scheduled
Getting final grades
Repeat Policy
- 10:25-10:30 Hats Off (JAM)
- 10:30-11:00 SGMS/ Student Groups (Lori)
- 11:00-11:15 Sponsorship (Costco)
- 11:15-11:30 Sustainability (Jillian/Ashley)
- 11:30-11:45 DARS (Richelle Warr)
- 11:45-12:00 U Book/MUSS (John Fackler)
- 12:00-1:00 LUNCH
- 1:00-2:30 Diversity Training (Trisha Teig)
- 2:30-3:00 Teambuilder (ROL)
- 3:00-4:00 Small Group Facilitation (Gwen/MF/SK)
- 4:00-5:00 Walk through Orientation Schedules (Gwen)
Overnight Overview (Gwen)

- Outdoor Overview (Whitney/Audrey)
- Parent Orientation (Mark)
- First-Year (Two Day) (Gwen)
- Transfer Orientation (Gwen)
- Team Responsibilities (Gwen)
- 5:00-6:00 Beginning of presentation practice (Gwen, TJ, Mark) *break into pairs*

Announcements: Tour Practice tomorrow, wear good shoes, Pictures tomorrow, wear polos and khakis!

Thursday, June 2nd

Supplies Needed:

- Laptop and Projector
- DTD print outs
- 8:30-8:45 Gwen Time (Gwen)
- 8:45-10:00 Pictures! *Group and Individual Photos* (Jenna and Audrey)
- 10:00-10:30 International Center (Jaqueline Fogel) *offerings and working w/ int'l students*
- 10:30-12:00 Practice DTD (Gwen, TJ, Mark) *in permanent pairs*
- 12:00 Hats Off (JAM)
- 12:00-1:00 LUNCH
- 1:00-1:15 ASUU Tutoring and SI (Leslie Giles-Smith)
- 1:15-1:45 Sponsorship (UPS – Jill Cude/Steve)
- 1:45-2:00 Sponsorship (Guest House – Debbie Tucker)
- 2:00-2:15 Sponsorship (Wells Fargo- Brett Schroeder)
- 2:15-2:45 Team Builder (Cheston/ Jared)
- 2:45-3:00 MUSE (Patrick McShane)
- 3:00-3:10 LGBT Resource Center (Cathy and Kathleen)
- 3:10-3:20 CDS (Scott)
- 3:20-3:30 CESA
- 3:30-4:30 Tour of the Library and Resources (Peter Kraus) Library #1735- Meet @ Cafe
- 4:30-6:00 Tour Practice (Adam and Jeff)

Announcements: We will be videotaping tomorrow, practice tonight! FISH! Bowl tomorrow, wear appropriate clothing!

Friday, June 3rd *BEST UTE GEAR DAY!!!*

Adam out 10:45-1:30?

Supplies Needed:

- Laptop and Projector
- DTD flash drives/ printouts
- TV/DVD Player
- Video Camera
- FISH! Bowl supplies
- 8:30-8:50 Trisha Time (TJ)

8:50-9:00 Hats Off (JAM)
9:00-10:00 Campus Master Plan (Barb Snyder)
10:00-12:30 Videotape DTD (TJ/Mark)
12:30-1:30 LUNCH
1:30-1:45 BUS (Ed Barbanell)
1:45-2:00 Sponsorship (Mountain America- Kim Knapton)
2:00-2:30 Teambuilding (Whitney/ Jeff)
2:30-4:00 Watch Videotape / Critique (Gwen, TJ, Mark)
4:00-6:00 FISH Bowl! (JAM)

Announcements: Service Project on Saturday, Final Practice before dress rehearsal!

Saturday, June 4th

TIME? Service Project- Utah Food Bank

Monday, June 6th

Supplies Needed:

Laptop and Projector
 TV/DVD Player
8:30-8:45 Gwen Time (Gwen)
8:45-9:30 Practice DTD (*work on corrections from video critique*) (Gwen, TJ, Mark)
9:30-9:45 UC 1010 (Leslie Park)
9:45-10:00 UROP (Jill Baeder)
10:00-11:30 Group Contract & Ethical Decision Making (Gwen/MF/SK)
11:30-12:30 Emergency Response (Gwen, TJ, Mark)
12:30-1:30 LUNCH
1:30-2:15 Group Facilitation Training (Karen Paisley)
2:15-2:45 Dress Rehearsal Explanation / Unveiling of Staff Video (Alyssa, Gwen)
2:45-4:15 Final DTD Practice (Gwen, TJ, Mark)
4:15-4:30 BUS (Ed Barbanell)
4:30-6:00 Remote and Technology Practice (JAM)

Announcements: Start time is 7:45 for Dress Rehearsal tomorrow, wear Polo, Khakis, nametags

Tuesday, June 7th- Dress Rehearsal and Transfer Orientation

Supplies Needed:

Laptops and Projectors
 DTD Files
7:45-8:15 Set up for Dress Rehearsal (Team)
8:15-12:00 Dress Rehearsal (Team)
12:00-1:00 Dress Rehearsal Lunch (Team)
12:15-1:00 Transfer Orientation Setup (Team)
1:00-5:00 Transfer Orientation (Team)

Wednesday, June 8th- Move to HRE

Appendix X: Orientation Leader Outcomes Questions

Orientation Leader Outcomes Assessment

Please answer questions 1 – 3 so we know a little more about you

1. Role: *Orientation Leader* *Returning Orientation Leader* *Program/Student Coordinator*
2. Year at the University of Utah: *First* *Second* *Third* *Fourth* *Fifth+*
3. Gender: *Female* *Male* *Transgender* *Prefer Not to Respond*

Please indicate your current level of agreement with the following statements. We will be conducting the same assessment upon the completion of Intensive Training.		Strongly Disagree			Strongly Agree		
4	I motivate and encourage my fellow team members to do their best each day.	1	2	3	4	5	
5	I am committed to providing a welcoming and enriching experience for new students and their families.	1	2	3	4	5	
6	I recognize my role on the Orientation team, including how my strengths and weaknesses fit into the overall dynamic of the team.	1	2	3	4	5	
7	I am able to delegate tasks and trust my teammates will complete them.	1	2	3	4	5	
8	I follow through with my professional responsibilities in a timely manner.	1	2	3	4	5	
9	I take the lead on projects and tasks and do not wait to be asked to take action.	1	2	3	4	5	
10	I place team interests above my own interests.	1	2	3	4	5	
11	I am able to manage my emotions to be a productive member of the Orientation team.	1	2	3	4	5	
12	I work to resolve problems effectively, both as an individual and as a member of the team.	1	2	3	4	5	
13	I encourage others to share their ideas, opinions and reactions in various situations.	1	2	3	4	5	
14	I am friendly to others even when I am having a bad day.	1	2	3	4	5	
15	I am comfortable handling constructive feedback concerning my actions and work.	1	2	3	4	5	
16	I know how to resolve conflict in a responsible manner (including where to go or who to contact if a situation escalates beyond my comfort level).	1	2	3	4	5	
17	I stay calm under pressure.	1	2	3	4	5	
18	When plans change unexpectedly, I am able to adapt quickly and perform at a high level.	1	2	3	4	5	
19	I learn from my mistakes and understand that failure is not the end of the world.	1	2	3	4	5	
20	I maintain a healthy balance between personal, academic, and employment activities in life.	1	2	3	4	5	
21	I am able to effectively prioritize tasks and projects I am given.	1	2	3	4	5	
22	I am aware of how to communicate in a small group setting.	1	2	3	4	5	
23	I am aware of how to communicate in a one-on-one setting.	1	2	3	4	5	
24	I am comfortable communicating in a small group setting.	1	2	3	4	5	
25	I am comfortable communicating in a one-on-one setting.	1	2	3	4	5	
26	I communicate in a professional manner at all times (in writing, on the phone and in person).	1	2	3	4	5	
27	I am able to communicate effectively with different groups of people (students, parents/family members, University faculty/administrators).	1	2	3	4	5	
28	I understand identity issues that occur during the college years including those related to race, color, national origin, sex, age, status as a person with a disability, religion, sexual orientation, and status as a veteran or disabled veteran.	1	2	3	4	5	
29	I take into account the ideas/feelings of other people even if they are different from my own.	1	2	3	4	5	
30	I understand how my identity influences the way I interact with other people.	1	2	3	4	5	
31	I seek out knowledge/understanding of experiences and lifestyles outside of my own.	1	2	3	4	5	
32	Ethics guide the decisions I make.	1	2	3	4	5	
33	Statements I make are congruent with my actions.	1	2	3	4	5	

Appendix X: Orientation Leader Outcomes Questions

34	People think of me as an honest person.	1	2	3	4	5
35	New students perceive me as representatives of the entire University of Utah.	1	2	3	4	5
36	New students perceive me as examples of a successful college student.	1	2	3	4	5
37	Parents and family members perceive me as representatives of the entire University of Utah.	1	2	3	4	5
38	I serve as an effective mentor to new students to facilitate their social and interpersonal development.	1	2	3	4	5
39	I understand the purpose of Orientation at the University of Utah.	1	2	3	4	5
40	I understand the broad purpose of higher education in the United States.	1	2	3	4	5
41	I feel confident in my knowledge of resources available on campus.	1	2	3	4	5
42	I feel confident in my knowledge of academic requirements (including general education, bachelor's degree) and programs.	1	2	3	4	5
43	I am comfortable presenting University resources and requirements to new students and their families.	1	2	3	4	5
44	I feel confident serving as a resource about the University to other people.	1	2	3	4	5
45	If I do not know the answer to a question, I know who to ask or where to go to find the answer.	1	2	3	4	5
46	I take time to assess a situation before making a judgment or taking action.	1	2	3	4	5
47	I expect to learn skills and knowledge that apply to other aspects of my current and future life.	1	2	3	4	5

48. In what ways do you feel you will be most successful in your role as an Orientation Leader?

49. In what ways/aspects do you feel you will be least successful in your role as an Orientation Leader?

50. In what areas of leadership would you like further training?



Leadership Development

Year End Report

September 2010 - August 2011

Prepared by:

Trisha Jensen, Interim Director

Sonnaly Khouanphet, Graduate Assistant



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Highlights – Leadership Development 2010-2011

- Leadership (LDRSP) 2020, Foundations in Leadership, was taught in the Fall of 2010 with an enrollment of 45 students. The course was split into two sections to provide a smaller classroom setting.
- Leadership (LDRSP) 2020, Foundations in Leadership was taught during Spring semester 2010 for the second time. The enrollment in this section was 24 students.
- The total enrollment in LDRSP 2020 for the 2010-2011 academic year was 69 students.
- The fifth one-day Learning to Lead Conference, open to all University of Utah students, was held in Fall 2010, with over 60 students in attendance.
- Twelve students completed all of the requirements for the Leadership Studies Minor. Eleven students graduated with the Leadership Studies Minor in May 2011.
- The current number of University of Utah graduates with a minor in Leadership Studies is: 24.
- 49 students participated in the University of Utah LeaderShape® Institute held at East Canyon Resort in May 2011.

Executive Summary

Overview

The purpose of this report is to provide an overview of the Leadership Development Office from September 2010 through August 2011. 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.

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 since 2000. The staff coordinates the efforts of both areas in addition to other responsibilities with parent programming and the National Student Exchange Program. The Leadership Development Office is managed by the director of Orientation, as well as an assistant director and a graduate assistant, who both split time between Orientation and Leadership Development. Leadership Development is made up of both academic and student affairs components reporting to the Senior Associate Vice President for Academic Affairs and the Associate Vice President for Student Development.

Leadership Quarterly Newsletter

An electronic newsletter, The Leadership Quarterly, was created and distributed three times during the 2010-2011 academic year. The goal of The Leadership Quarterly newsletters is to inform students of leadership and involvement opportunities on campus and provide information on areas of interest to student leaders, such as how to schedule a meeting space, manage group conflict, and work with university administrators.

As of August 2010, the distribution list included over 550 recipients. Students, faculty, and staff elect to receive the electronic newsletter by signing up at various Leadership Development events, contacting the office, or submitting a request via email to leadership@sa.utah.edu. In the 2010-2011 year, a fall, winter, and spring edition of The

Leadership Quarterly Newsletter was distributed. The newsletters have also been archived electronically on the Leadership Development website (www.sa.utah.edu/leadership). To view a table of subjects covered in The Leadership Quarterly newsletters 2010-2011 editions, please see *Appendix A*.

Leadership Resource Center

The Leadership Resource Center (LRC), a collection of leadership books, videos, and materials is housed in the Leadership Development Office and the collection is cataloged and maintained online at www.sa.utah.edu/leadership. During the 2009-2010 year, the Leadership Development Office partnered with the Marriott Library to host a list of our book collection on the library's website as a special collection. Students can now search for leadership materials on the Marriott Library website (<http://content.lib.utah.edu/cdm4/browse.php?CISOROOT=/uulrcl>) and view descriptions and pictures of what is available in the Leadership Resource Center. A screenshot of the Marriott Library listing of the LRC materials is available in *Appendix B*. Additionally; more books, videos and resources are purchased on an on-going basis in an effort to provide the most current resources to students.

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 formally 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. Students receive information about leadership opportunities on campus that are included in the Leadership Newsletter, as well as information about leadership events occurring at the University.

Leadership & Service Floor in Housing and Residential Education

In an effort to support other leadership initiatives on campus, our office has partnered in years past with the Office of Housing and Residential Education and the Bennion Center. We assisted in the selection of the Resident Advisor for the Leadership and Service Floor and we work with that student throughout the academic year to provide them with information about leadership opportunities available on campus. During 2009-2010 our office and the Bennion Center representative revised the mission and traditions of the floor to assist in advertizing and

clarification of the floor's purpose and expectations on the housing application students fill out when they sign up for on-campus housing. During the 2010-2011 year it was decided that this framework for a living-learning floor was not working. Student interest in the floor has waned over the past several years and as a result the mutual decision was made to discontinue the partnership with the Office of Housing and Residential Education and the Bennion Center and the offering of a Leadership & Service floor. In the future, new options for partnerships in Housing & Residential Education related to leadership will be explored.

Leadership Week

The Leadership Development Office developed a new program for the 2009-2010 academic year called Leadership Week. Leadership Week was held late in Spring semester and was made up of several leadership focused events. For the 2010-2011 year Leadership Week was not held in its previous form. With the return of the LeaderShape Institute to Spring semester, the Leadership Week was not held. However, one event from the previous year was continued. The details for that program are below:

Recognition Dinner & Student Group Reception

A dinner was organized to honor the 2011 Leadership Minor graduates and Student Leader of the Month and Student Group of the Month recipients for the 2010-2011 year. The students mingled with other leaders on campus and were recognized for their achievements over the past year. The event was held on Tuesday, April 12th and thirteen students attended, nine of which were Leadership Minor graduates. Many of the students recognized brought family members and friends to the event. This event was a great success and we will continue to grow it in the future.

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 ninth time since 2000. 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 is typically secured from a number of different sources, including sponsorship from local businesses and is successful due to a number of campus partnerships. The Vice President for Student Affairs designates a sum of money for this program each year and

Chartwells donates the food for the duration of the Institute. A breakdown of the LeaderShape® Budget can be found in *Appendix C*.

The Leadership Development Office hosted the six-day University of Utah LeaderShape® Institute during the 2010-2011 academic years on May 9th – 14th, 2011. Two lead facilitators were sent from the national LeaderShape® organization to lead this campus-based session. Forty-nine 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 D*. Participants highlighted take away messages such as leading with integrity, becoming a catalyst of change, and learning their own and others personal strengths to better their leadership styles.

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. The 5th Annual Learning to Lead Conference was held in the Ray Olpin Student Union on November 30, 2010. This year, the Union Programming Council, Greeks, and ASUU Presenters Office all provided financial contributions to the Office of Leadership Development to put on the Fall 2010, Learning to Lead Conference. A schedule of the conference, as well as evaluations and a budget can be found in *Appendices E, F, and G*. This year nationally known speaker, Jessica Pettitt presented an interactive and conversational keynote address at the conference.

LDRSP 2020: Foundations in Leadership

Forty-five undergraduate students enrolled in LDRSP (formerly UGS) 2020 during the Fall 2010 semester and 24 enrolled during the Spring 2011 semester. The Assistant Director of Orientation and Leadership Development, Trisha Jensen and Manager of the Student Wellness Center, Megan Dubois, co-taught the class twice a week during the Fall 2010 semester. The Assistant Director of Orientation and Leadership Development, Trisha Jensen, also taught the

class twice a week during the Spring 2011 semester. The class will be offered again in the Fall 2011 and Spring of 2012.

LDRSP 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 LDRSP 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 LDRSP 2020 can be found in *Appendix H*.

A partnership with the Bennion Center has been fostered, directly impacting the enrollment in LDRSP 2020. The Bennion Center was looking for a leadership course that would assist the students pursuing the Service Learning Scholars Designation. Beginning fall 2010, all students working toward this designation will be required to take LDRSP 2020. The partnership in this area benefits both the Leadership Development Office and the Bennion Center.

Leadership Minor

After several years of work, the Leadership Studies Minor received approval from the Board of Regents in July 2006. LDRSP (formerly UGS) 2020 serves as the foundation course for the minor and is typically taught during fall semester. The Field Experience- LDRSP 4100 (formerly ELP 4820) was offered Fall 2010 for the fourth time. Eighteen students enrolled in LDRSP 4100. The Director for Orientation and Leadership Development, Dr. Gwen Fears taught the course. The course syllabus can be found in *Appendix I*. The class will be offered again in the Fall of 2011.

The Capstone Course- LDRSP 4750 (formerly UGS 4750) was offered Spring 2011 for the fourth time and five 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 J*. The class will be offered again in the Spring of 2012.

Twelve students completed the requirements for the minor and eleven graduated from the University of Utah with a Leadership Studies minor in May 2011. The total number of students to date who have graduated from the University of Utah with the Leadership Studies minor is 24.

Significant marketing efforts were undertaken to generate interest in the minor. Dr. Gwen Fears, Director of Orientation and Leadership Development, visited multiple student groups, reaching more than 150 students to talk about the minor. The enrollment for LDRSP 2020 for

Fall 2011 is 45, which is a continued increase from two years prior in Fall 2009 when enrollment in this course was 37. Continued efforts to market the minor will continue as energy is continued to grow this program.

Student Leader and Group of the Month

In an effort to recognize student leadership on campus, in the 2008-2009 academic year the Leadership Development Office created the Student Leader of the Month program.

Undergraduate students from across campus were nominated each month (September to April) for their hard work in campus student organizations. This program was continued in the 2010-2011 academic year and a Student Group of the Month program was created to run concurrently with the Student Leader of the Month program. 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, a featured article on their selection in the Leadership Quarterly Newsletter, and an invitation to a Recognition Dinner in the Spring. For a list of the students and student groups that were recipients during the 2010-2011 school year, see *Appendices K and L*.

Summary

The University of Utah community supports and encourages campus efforts to continue offering leadership development opportunities for the student body. During the 2010-2011 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.


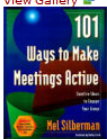

Appendix A: Leadership Quarterly Topics List

Leadership Newsletter			
Edition/Topic	Fall	Spring	Winter
Learning to Lead Conference	X		
Thriving and Succeeding as a Student Club	X		
Student Leader of the Month	X	X	X
Women in Leadership			X
Re-energized for the New Year?		X	
Three Types of People in This World		X	
Student Group of the Month	X	X	X
Leadership on Your Resume		X	
Book Review			X
Housing Student Leader Challenge	X		
Minor in Leadership	X	X	X
International Ambassadors Program	X		
Service Learning Scholars	X		
Connecting U Days	X	X	
Leadership Resource Center	X	X	
LeaderShape	X	X	X

Appendix B: Leadership Resource Center Listings Screenshot on the Marriott Library Website

The screenshot shows a Microsoft Internet Explorer browser window displaying the J. Willard Marriott Library website. The browser's address bar shows the URL: <http://content.lib.utah.edu/cdm4/browse.php?CISOROOT=/juulrd>. The website header includes the library logo and navigation links for 'a-z', 'library catalog', 'maps', and 'hours'. A search bar is present with the text 'Search Library Website' and a 'Go' button. Below the header, there are navigation links: 'home', 'browse', 'advanced search', 'preferences', 'my favorites', 'about', and 'help'. A 'SHARE' button is also visible.

The main content area displays search results for the item 'Alta Avalanche'. It shows 'results 1-20 of 134 item(s)' and 'page 1 of 7'. The results are listed in a table with columns for 'Image', 'Title', 'Subject', and 'Description':

Image	Title	Subject	Description
<input type="checkbox"/> 1. View Gallery 	101 GREAT GAMES & ACTIVITIES		Training mastermind Arthur VanGundy, author of the best-selling Brain Boosters for Business Advantage, has assembled 101 original games and activities guaranteed to satisfy almost every conceivable training...
<input type="checkbox"/> 2. View Gallery 	101 WAYS TO MAKE MEETINGS ACTIVE: SUREFIRE IDEAS TO ENGAGE YOUR GROUP		Say goodbye to the dull and deadly! Siberman's back--and better than ever! Think about your last meeting. Was it boring? Meetings often are. You might be yawning just thinking about it. You're not the...
<input type="checkbox"/> 3. View Gallery 	108 SKILLS OF NATURAL BORN LEADERS, THE		Some people appear to be "natural born leaders." But are they literally born that way? Or have they been taught, coached,

The Windows taskbar at the bottom shows the Start button, several open applications (Inbox - Mic..., 4 Reminders, 2010, Leadership..., CONTENTd..., Answers.co...), and the system clock showing 8:15 PM on 2/28/2010.

Appendix C: LeaderShape Institute Budget 2011

<i>Budget</i>	Paid	Notes
LeaderShape Fee	15,800.00	
Accommodations & Space Rental	9,185.00	Condos and Space Rental
Meals	0.00	in-kind donation from Chartwells
Supplies and Snacks	253.92	
Bus Transportation	840.00	
PRT Facilitator(s)	525.00	
T-shirts	507.34	
Guest Leader Panel Vans	50.00	
Marketing	369.50	
Faculty Training	64.00	
Appreciation Gifts	34.97	
Photographer/Photo Printing	12.87	
On-site coordinator stipend	200.00	
Travel	0.00	
Shipping of materials to LS	75.06	
East Canyon Deposit	100.00	
Total Cost	28,017.66	
<i>Funding Received</i>	Received	Notes
VP Student Affairs	8,000.00	
Chartwells	0.00	in-kind donation (food)
Participant Fee (60 X \$125)	5,750.00	
ASUU	5,000.00	
Career Services	300.00	
Conference Services	300.00	
Alumni Relations	500.00	
Union	525.00	Paying for PRT
Parent Fund	2,000.00	
Martha Bradley	250.00	
UNP	125.00	
UPS	400.00	
Layton Contruction	5,000.00	
Verizon Wireless	300.00	
Tulsa Communications	300.00	
PNG Paper	300.00	
CVB	300.00	
Modern Woodmen Fraternal Financial	300.00	
Microsoft	300.00	
Total Contributions	29,950.00	
Remaining Cost	1,933.00	

Appendix D: LeaderShape 2011 Evaluations

Q1. What campus or community organization(s) do you plan to get involved with, that you are not currently involved with?			
Count	Percent		
39	100.00%		
Count	Percent		
1	2.56%	AMA, Theater and music "stuff"	
2	5.13%	ASUU	
1	2.56%	ASUU & Orientation	
1	2.56%	ASUU, AASA, Delta Sigma Phi	
1	2.56%	ASUU, AASA, Senate, Assembly, SAC	
3	7.69%	ASUU, Bennion Center	
1	2.56%	ASUU, Bennion Center, Greek, RHA	
1	2.56%	ASUU, Bennion Center, UROP	
1	2.56%	ASUU, QSU, Orientation	
1	2.56%	ASUU, Senior Council	
1	2.56%	Bennion Center	
1	2.56%	Bennion Center, ASUU, the Chronicle, DBCA perhaps.	
1	2.56%	Beta Alpas	
1	2.56%	BSU, Fraternity.	
1	2.56%	CESA, MESATEP, engineering clubs, SWE and IIEE	
1	2.56%	CESA?	
1	2.56%	Community Service Board, Rock the U, ASUU	
1	2.56%	Finance Club, Orchestra	
1	2.56%	Good Times Programming, Leadership Office, American Intercultural Center	
1	2.56%	Greeks, Student Government	
1	2.56%	Hinckley Institute of Politics	
1	2.56%	housing	
1	2.56%	I almost always work with organizations that are outside of campus but I really want to work with people who are on campus.	
1	2.56%	I want to be more involved with the Orientation Office	
1	2.56%	Mecha, find an organization with similar benefits	
1	2.56%	More with ASUU and their community involvement	
1	2.56%	None, but I am more aware of several.	
1	2.56%	Office of Sustainability	
1	2.56%	Pre-Occupational Therapy Board Panel, site leader for alternative fall break	
1	2.56%	Red Thread/Bennion Center. Women's Resource Center	
1	2.56%	SPS, SLS	
1	2.56%	The community winter shelter, Bennion Center	
1	2.56%	U of U Special Olympics, Anatomy Teaching Assistants	
1	2.56%	Undecided, planning to research for all the challenges that I will make it to happen.	
1	2.56%	Underprivileged youth, departmental student advisory committee	
1	2.56%	Women's Resource Center, Bennion Center, LGBTQ, AASA	
39	Respondents		

Q2. What, if any, leadership role(s) do you plan to seek, that you do not currently hold?			
Count	Percent		
38	100.00%		
Count	Percent		
1	2.63%	a coordinator position and mentor again	
1	2.63%	a place as a RA or maybe holding more responsibility on O team than I do now.	
1	2.63%	A role in development in the Leadership Office and American Intercultural Center!	
1	2.63%	any position	
1	2.63%	Anything	

Appendix D: LeaderShape 2011 Evaluations

Q2. What, if any, leadership role(s) do you plan to seek, that you do not currently hold?			
Count	Percent		
1	2.63%	Anything I can find	
1	2.63%	anything that offers on-campus	
1	2.63%	Assistant director of Rock the U/Community Service	
1	2.63%	ASUU official, President of Fraternity	
1	2.63%	Board Member	
1	2.63%	Board memberships, program director, managing & communication roles.	
1	2.63%	Club President, Life Saving Programs	
1	2.63%	Community Board Member, ASUU	
1	2.63%	Community Service, Board director in ASUU, Program director in Bennion Center.	
1	2.63%	Coordinator for a sorority	
1	2.63%	Director Position	
1	2.63%	Finance Board, AD	
1	2.63%	Fine Arts Senate. SAC	
1	2.63%	Getting involved and speaking up (gag)	
1	2.63%	Hispanic Business Student Association to be the Co-President	
1	2.63%	I founded a group on campus but haven't done anything for it. I'd like to actually plan things out and follow through. Also, I want to create some mentorship club/course/camp or something so as to connect students with other students further in their schooling and with faculty, and graduate students.	
1	2.63%	I hope to seek Greek Leadership positions. A new ASUU position	
1	2.63%	I think I'm good where I am besides finance board AD.	
1	2.63%	I want to be a regular member in the ones I'm already a part of and become a leader in others.	
1	2.63%	Leadership roles in these organizations	
1	2.63%	None	
1	2.63%	None at the moment	
1	2.63%	None during the summer. I'm going to work on being a follower.	
1	2.63%	Orientation leader, Executive Cabinet	
1	2.63%	position in departments student advisory committee	
1	2.63%	possibly Kappa Sigma president at the end of the fall	
1	2.63%	president SPS. Will be doing ISP this year	
1	2.63%	Program Coordinator at the Bennion Center	
1	2.63%	Program Director Bennion Center	
1	2.63%	Public speaking skills	
1	2.63%	SWE and IEEE	
1	2.63%	Taking more initiative with groups who have ideas that want to make a difference on campus and the community level too.	
1	2.63%	To use my optimistic behavior to get others moving in the best direction.	
38	Respondents		

Q3. Do you feel prepared to fulfill this/these leadership role(s)?			
Count	Percent		
40	100.00%		
Count	Percent		
1	2.50%	80%	
2	5.00%	absolutely	
1	2.50%	Half-and-half	
1	2.50%	I definitely know more steps that can get me involved with. I can have a more clear about how to lead and take the position.	
1	2.50%	I feel like I have all the tools, now I need to practice!	
1	2.50%	I feel prepared to better fulfill the roles I already have	
1	2.50%	I feel that I am able to take on any challenge and challenge myself to uphold any opportunity	

Appendix D: LeaderShape 2011 Evaluations

Q3. Do you feel prepared to fulfill this/these leadership role(s)?			
Count	Percent		
1	2.50%	I will learn	
1	2.50%	If I can step up, yes	
1	2.50%	More prepared now after LeaderShape	
1	2.50%	No but I know I have the resources to be prepared	
1	2.50%	not yet, but with time I will	
1	2.50%	Partially yes. It requires more planning though.	
1	2.50%	somewhat	
2	5.00%	yes	
5	12.50%	Yes	
1	2.50%	Yes - I'm ready to take on the world	
1	2.50%	yes (hopefully)	
1	2.50%	Yes and no. I have confidence and faith that I can do my best and others can help and vice versa, andalso feel I have much to learn.	
1	2.50%	yes I do	
1	2.50%	Yes I do	
1	2.50%	Yes I do!	
1	2.50%	yes!	
1	2.50%	Yes! I'm ready to learn new things and bring my enthusiasm into the world!!!	
1	2.50%	yes, based on what I learned at LeaderShape	
1	2.50%	Yes, but through pursuing the relationships I have gained here I can be more prepared.	
1	2.50%	Yes, I am ready for as many challenges and I am ready for all mistakes and all the goals that I will achieve.	
1	2.50%	yes, I know that I don't know everything but I feel I can do a much better job now.	
1	2.50%	Yes, I think that LeaderShape has taught us a valuable lesson we can carry on with us wherever we go.	
1	2.50%	Yes, I will be interviewing for it	
1	2.50%	Yes, LeaderShape has helped me work on allowing others to lead.	
1	2.50%	Yes, LeaderShape has whipped me into shape.	
1	2.50%	yes, motivated, highly encouraged	
1	2.50%	Yes, with my experience here and elsewhere	
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		
40	100.00%		
Count	Percent		
1	2.50%	A real vision, realistic goals, planning/organizing	
1	2.50%	Being more engaged	
1	2.50%	build more confidence	
1	2.50%	Building relationship, creating vision	
1	2.50%	Building relationships/community, finding my faults	
1	2.50%	Communicating. Getting rid of negative thoughts.	
1	2.50%	communication skills and ways to relate to people.	
1	2.50%	complete visions one step at a time by setting manageable goals before pursuing stretch goals and working effectively with the different DISC types.	
2	5.00%	confidence	
1	2.50%	Confidence, taking initiative, self-respect and assurance, inclusive leading.	
1	2.50%	Getting rid of my SOB mentality, evaluating my values, and having integrity.	
1	2.50%	Having a confidence, respect, truthful/honest, express my feelings	
1	2.50%	How I work with different positions. Have a vision and pursue it with integrity.	

Appendix D: LeaderShape 2011 Evaluations

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	2.50%	how to not be so fault-finding and be kind and compassionate with random people	
1	2.50%	how to plan/organize under chaos in large groups. Analyze people's personality to engage them. Values and integrity.	
1	2.50%	I better understand myself, so I can better understand how and why others react to me.	
1	2.50%	I have learned what my strengths are and how I can use them with other people	
1	2.50%	importance of team, first impression, integrity	
1	2.50%	Integrity, Confidence, discovered leadership style	
1	2.50%	Integrity, Respect, Understanding, Self-respect	
1	2.50%	I've been able to learn and open up more to new kinds of groups and large groups.	
1	2.50%	knowledge, wisdom, leadership, confidence, empathy, listening	
1	2.50%	leading with integrity	
1	2.50%	leading with integrity, learning how to be inclusive of others	
1	2.50%	making connections with other groups. Building relationships.	
1	2.50%	More confidence, openness, speaking up	
1	2.50%	openness	
1	2.50%	patience, openness	
1	2.50%	Personal skills like letting others take the lead, being more modest and humble, and different methods to teach different things.	
1	2.50%	refining goals and visions	
1	2.50%	relationship building	
1	2.50%	Self-awareness and assertiveness	
1	2.50%	Self-reflecting, vision, emotional intelligence, listening	
1	2.50%	Speaking out more than I did before but there is room for improvement.	
1	2.50%	the awareness of how to inspire a group towards a vision, while also having the confidence to take risks in order to succeed.	
1	2.50%	The importance of diversity and inclusiveness. The values and the integrity and the dirty excuses that leaders can get trapped in. The importance of planning in advance and seeing the details.	
1	2.50%	To watch my joking and unique personality when meeting others.	
1	2.50%	Understanding and appreciating diversity more, really making sure integrity guides me. Making a plan to follow through, listening.	
1	2.50%	vision, inclusion	
40	Respondents		

Q5. What campus or community issues do you feel passionately about?			
Count	Percent		
40	100.00%		
Count	Percent		
1	2.50%	building a community	
1	2.50%	class sizes, tuition, scholarship, diversity, volunteer/service	
1	2.50%	Connecting people.	
1	2.50%	Development and Involvement of others.	
1	2.50%	Disconnection between ASUU elected official and student body	
1	2.50%	discrimination	
1	2.50%	Discrimination and Poverty	
1	2.50%	diversity issues, experiences of people of color and members of other underrepresented communities.	
1	2.50%	domestic violence, discrimination	
1	2.50%	Education, underprivileged areas	
1	2.50%	engineering issues and kids	
1	2.50%	environmental preservation, the importance of music in education and life, rights in the medical field.	
1	2.50%	Free Health Care, Recycling, Campus Sustainability	

Appendix D: LeaderShape 2011 Evaluations

Q5. What campus or community issues do you feel passionately about?			
Count	Percent		
1	2.50%	Greeks!, neighbors in federal heights	
1	2.50%	Higher education, informing youth	
1	2.50%	Homeless children, ASUU's future.	
1	2.50%	Homelessness, Immigration	
1	2.50%	Human Rights, International Students	
1	2.50%	human rights, student rights	
1	2.50%	Hunger	
1	2.50%	Immigration Reforms	
1	2.50%	Inaccessibility of medical resources and equipment for impoverished areas. Shortage of mentorship on campus for both undecided undergraduates and those close to graduation.	
1	2.50%	Issues at the DESB	
1	2.50%	lack of belonging	
1	2.50%	LGBTQ, Fine Arts	
1	2.50%	Malnutrition, lack of mentors/information, sustainability	
1	2.50%	minority groups, diversity groups	
1	2.50%	minority groups, Greek life, ASUU	
1	2.50%	Minority groups, mistreated, and opportunity seekers.	
1	2.50%	Minority recruitment, more funding for student groups, getting more students involved	
1	2.50%	music, helping less-fortunate	
1	2.50%	orientation, equality, children and their self esteems, achieving dreams	
1	2.50%	outreach	
1	2.50%	people with disabilities and their lack of access	
1	2.50%	Self-respect development, understanding and collaboration, stereotypes, community building.	
1	2.50%	social justice, equity, diversity	
1	2.50%	Student Involvement and Engagement	
1	2.50%	Sustainability and Environmental Justice	
1	2.50%	the environment, helping people	
1	2.50%	Women's Rights	
40	Respondents		

Q6. Do you plan to become actively involved in addressing these issues? If so, in what ways?			
Count	Percent		
38	100.00%		
Count	Percent		
1	2.63%	I do. LeaderShape can help with attending meetings and events.	
1	2.63%	I would want to be involved in LeaderShape again and for other communities in U of U campus with positive attitude!	
1	2.63%	of course, find ways to create a program for more students of underprivileged communities to come to higher education, and therefore changing stereotypes and society as a whole.	
1	2.63%	possibly, I sometimes feel it's too large of an issue to tackle by myself	
1	2.63%	Start by volunteering, communicate with leaders on possible improvements.	
1	2.63%	yes - finding groups	
1	2.63%	Yes as IFC president I don't have a choice	
1	2.63%	yes by continuing with the leadership roles I already have.	
1	2.63%	yes by joining/researching clubs and organizations that involve that issue	
1	2.63%	Yes I hope so! Not sure how yet.	
1	2.63%	Yes very much so. Whatever way I can I will.	
1	2.63%	Yes! By getting involved	
1	2.63%	Yes! Continuing my ASUU involvement to eventually run for office!	
1	2.63%	Yes! Through the organizations listed above. As well as seek volunteer options involving my cause	

Appendix D: LeaderShape 2011 Evaluations

Q6. Do you plan to become actively involved in addressing these issues? If so, in what ways?			
Count	Percent		
1	2.63%	yes, anything I can find to help with	
1	2.63%	yes, beginning with SPS and expanding outreach	
1	2.63%	yes, being in clubs and making a difference	
1	2.63%	yes, getting more involved in engineer outreach	
1	2.63%	Yes, helping the organizations with their dilemmas, especially PBC and DECA	
1	2.63%	Yes, I am going to try and start impact education classes in schools.	
1	2.63%	Yes, I plan to get involved with the office of sustainability and reinvigorate the recycling program.	
1	2.63%	yes, ideally with the vision I created this week	
1	2.63%	Yes, I'll try to fulfill my vision	
1	2.63%	Yes, initiate food drive	
1	2.63%	yes, leadership roles. become the person against these issues	
1	2.63%	Yes, lobbying	
1	2.63%	Yes, my vision involves dispelling negative stereotypes and creating awareness on discrimination.	
1	2.63%	Yes, politically and with awareness	
1	2.63%	Yes, programs and personal actions.	
1	2.63%	Yes, recruiting freshmen students to the organizations I'm involved in. Working in ASUU to change funding system. Educate others in funding as well.	
1	2.63%	yes, service projects	
1	2.63%	Yes, through making connections with people involved with these groups!	
1	2.63%	Yes, through the organizations I'm currently involved in	
1	2.63%	yes, volunteer	
1	2.63%	yes, working and meeting other people.	
1	2.63%	Yes. First finishing the planning and developing ideas that we partially developed during the LeaderShape. Then going to the Dean of biomedical department and talk to him regarding the execution of the idea.	
1	2.63%	yes. It will be my personal challenge.	
1	2.63%	Yes. Work in QSU and with the Fine Arts assembly position.	
38	Respondents		

Q7. Please provide feedback on the services provided by Chartwells during LeaderShape.			
Count	Percent		
39	100.00%		
Count	Percent		
1	2.56%	Amazing so good!	
1	2.56%	Amazing!	
1	2.56%	Feeding this many people is not easy and was done good enough. However the food was not much nutritious, which combined with the intensity of the program, lead to exhaustion and weakness towards the end.	
1	2.56%	food needs to be more diverse, as well as include more sustenance. I need my meat!	
1	2.56%	Food was very good overall. However, I noticed that the quality and quantity of choices diminished over the week.	
1	2.56%	good except no juice in the morning	
1	2.56%	good food, loved it, more variety would be nice	
1	2.56%	Good! But I don't like nachos.	
1	2.56%	great	
1	2.56%	Great job considering it was one person. More variety could be beneficial.	
1	2.56%	great nurturing food.	
1	2.56%	Great! Thanks for all the food and hard work	
1	2.56%	Happy we had food sponsored. Matt was great, but I think the food quality he was given was poor	
1	2.56%	he was awesome! However, food was too greasy for me	
1	2.56%	I appreciated it very much.	

Appendix D: LeaderShape 2011 Evaluations

Q7. Please provide feedback on the services provided by Chartwells during LeaderShape.		
Count	Percent	
1	2.56%	I enjoyed the food and meals. I would have liked a different breakfast (juice) choices as well as food. Example, lunch was only sandwiches.
1	2.56%	I felt like I was going to starve to death due to the lack of vegetarian options that were low enough in grease and fat that my body would accept it.
1	2.56%	it was amazing that they did this for us. I really appreciate it. But we needed more variety for everyone especially vegetarians.
1	2.56%	It was good and we never went hungry
1	2.56%	it was good but I wanted more variety
1	2.56%	It was great! Maybe more variety for breakfast
1	2.56%	It was great, and thank you! But perhaps more vegetarian choices.
1	2.56%	It was just ok and rough at times but that is because I am a difficult case being gluten intolerant.
1	2.56%	Loved it! Very yummy.
1	2.56%	Lunch was fantastic. I would have appreciated a possible protein source for breakfast such as eggs
1	2.56%	more diverse food
1	2.56%	More options for vegetarian and gluten intolerance
1	2.56%	More variety especially for vegetarians.
1	2.56%	More variety, there are too many sandwiches. More yogurt
1	2.56%	Not that much food. Not really any vegetarian or gluten-free food
1	2.56%	Only water to drink. Delicious Food!
1	2.56%	Overall it was good, but occasionally the selection was limited
1	2.56%	So cool! A bit more meat sometimes?
1	2.56%	The food was fantastic! Thanks for having whole grains and fruitwidely available.
1	2.56%	The food was really good. The only problem is that a lot of time we ran out.
1	2.56%	The vegetarians had to fight for their food. It would be nice to keep some aside for them.
1	2.56%	very appreciated, thanks!
1	2.56%	Very good, but it felt like I was just eating bread and soup.
1	2.56%	your food was awesome! Some options at breakfast
39	Respondents	

Q8. Please provide feedback on the accommodations provided by East Canyon Resort during LeaderShape.		
Count	Percent	
39	100.00%	
Count	Percent	
1	2.56%	Awesome Condos, great conference space.
1	2.56%	Awesome thanks!
1	2.56%	AWESOME! Mandi made sure we had fun without breaking rules.
1	2.56%	Beautiful location. Being away from everything was great
1	2.56%	excellent living conditions and great recreational activities offered
1	2.56%	Fantastic! Very accommodating.
1	2.56%	great
2	5.13%	Great
1	2.56%	Great facilities! Awesome!
1	2.56%	great job
1	2.56%	Great place, beautiful scenery
1	2.56%	I loved it. But maybe the store to be open until longer than 5pm
1	2.56%	I loved it. It was really great and made for a much better experience.
1	2.56%	I was very impressed with the facilities! Very clean, spacious. I felt right at home.
1	2.56%	it was all amazing
1	2.56%	It was nice. Nothing specifically comes to mind except the heated pool and hot tub was awesome!
1	2.56%	It was too good!!

Appendix D: LeaderShape 2011 Evaluations

Q8. Please provide feedback on the accommodations provided by East Canyon Resort during LeaderShape.			
Count	Percent		
1	2.56%		It was way nicer than I expected
1	2.56%		It was wonderful
1	2.56%		Loved it! Monday was awesome! They were flexible with all of us, which isn't easy to do. Thanks.
1	2.56%		maybe providing keys for each person in the rooms
1	2.56%		Nice
1	2.56%		pretty good, thanks!
1	2.56%		rather nice, but it could be nice to open up more of the areas around the resort longer
1	2.56%		really good! The grounds were amazing! (beds were very loud though).
1	2.56%		rooms were way too cold, but too hot when the heat was turned on.
1	2.56%		Thank you so much! I appreciate everything they have done!
1	2.56%		The accommodations were awesome. Mandi was awesome and letting us stay at the pool/lodge longer than normal
1	2.56%		The condos were very spacious and nice to stay in. However, the bunk beds are very uncomfortable. Also, I thought the internet was very slow. Pool and hot tub were excellent!
1	2.56%		They have made the experience great!
1	2.56%		They were excellent
1	2.56%		They were fantastic! Much nicer than I was expecting.
1	2.56%		They were great! I wish we would have all received a key.
1	2.56%		they were very good
1	2.56%		very comfortable and fun
1	2.56%		Very good, the bunk beds were kind of noisy and it was kind of chilly the first few days, but overall wonderful!
1	2.56%		Wonderful
1	2.56%		Wonderful, great area!
39	Respondents		

Q9. Do you believe that \$125 is an appropriate and affordable cost for LeaderShape. If not, what amount would you suggest?			
Count	Percent		
39	100.00%		
Count	Percent		
1	2.56%		\$100 would be nice
1	2.56%		absolutely
1	2.56%		I don't know
1	2.56%		I think it is reasonable for me, but maybe not for people who do not have money available to go. Are their scholarships available?
1	2.56%		I think it is very reasonable. I however would like to appreciate the sponsor in helping the student like me who does only volunteer work and have no income
1	2.56%		I think it is. Better than \$125 a night
1	2.56%		I think it's fine since I know how hard everyone worked to drop the fee by a couple hundred. Just make sure that people know their group might help fund them.
1	2.56%		I think students should search out those sponsors or pay that amount to help with the commitment.
1	2.56%		I think that's cheap
1	2.56%		It is expensive. I'm not sure what the appropriate price would be.
1	2.56%		it was nice to have a sponsor, I do not think I would have been able to attend otherwise
1	2.56%		no, \$50
1	2.56%		No. I think It's pretty cheap for all the values and lessons that I learned.
1	2.56%		Perfect to get new people to sign up. In hindsight, I would be willing to pay \$125, but would not have come if it was that.
3	7.69%		yes
1	2.56%		Yes
1	2.56%		Yes I do.

Appendix D: LeaderShape 2011 Evaluations

Q9. Do you believe that \$125 is an appropriate and affordable cost for LeaderShape. If not, what amount would you suggest?		
Count	Percent	
1	2.56%	yes I thought that was very reasonable
1	2.56%	Yes with sponsorship
3	7.69%	Yes!
1	2.56%	Yes! A week of stay, food, and fun! It's very reasonable!
1	2.56%	Yes! It's actually pretty cheap considering all of the accommodations.
1	2.56%	Yes! So worth it!
1	2.56%	Yes! Thank you so much for making this affordable and accessible for students.
1	2.56%	Yes, 125 seems reasonable for a 6-day stay.
1	2.56%	Yes, because it was very nice
1	2.56%	yes, but more people should get funding for it
1	2.56%	Yes, I believe it is appropriate.
1	2.56%	Yes, it is way less than it should be
1	2.56%	Yes, it's appropriate. It probably costs much much more than that to provide us with this opportunity at all.
1	2.56%	Yes, many camps can be much more for the amount of content. I was also able to get funding.
1	2.56%	Yes, perfect, we got so much
1	2.56%	yes, the amount is worth the lessons learned
1	2.56%	Yes, very affordable.
1	2.56%	Yes.
39	Respondents	

Appendix E: Learning to Lead Conference Schedule

6th Annual Learning to Lead Conference Tuesday, November 30, 2010

Welcome/Overview

Saltair Room

2:30-2:45pm

Breakout Session I

2:50-3:45pm

- **Advisor Track 1– Being an Effective Advisor**

East Ballroom

Presenter: Janzell Tutor

This is an interactive workshop including conflict resolution, marketing, event planning, funding, risk management, and resources needed to help you advise your student group.

- **Community Engagement at the U**

Panorama East

Presenters: Nick Rothacher & Janae Lilly

Join us to dialogue and converse about the leadership and service opportunities available through the Bennion Center here on campus. Our panel will consist of a current student, a recent graduate, and a board member and will be discussing a variety of ways to serve on campus and in the community. The audience will be encouraged to ask questions and dialogue with the panel and each other. See you there!

- **Widening Your Focus - How to Become a Global Leader**

Collegiate

Presenters: Nakita Swanigan & Jennifer Wozab

Learn how to adjust your lenses when it comes to diversity and social justice. As you explore your own identities and how they relate to your leadership role(s), you'll gain the steps to begin widening your focus as a global leader.

- **Making Your Student Job Matter**

West Ballroom

Presenters: Kari Ellingson & Stan Inman

Do you show up to your student job ready to learn as much as you can or do you just show up? A student work experience begins to build the foundation of skills and competencies expected in your later professional positions. This workshop is designed to help you, as a student, learn how to prepare for a successful student employment experience, learn how to work with your supervisor to gain skills you'll need after graduation, and understand how to present these skills and experiences to future employers as well as understand their expectations.

Keynote Speaker

Saltair Room

3:50-4:50pm

Jessica Pettitt

Jessica is interactive and conversational, she will encourage you to have your cell phones out, engage and laugh out loud! This is not your typical diversity training!

Breakout Session II

4:55-5:50pm

- **Advisor Track 2 - Mentoring & Fostering Leadership**

East Ballroom

Presenter: Mary Anne Berzins

As student advisors, mentors, and supervisors, how do you mentor and facilitate leadership opportunities for student employees who you supervise. This workshop will help you learn about student expectations of on-campus work employment and also ways in which supervisors can help make these experiences meaningful.

- **Balancing Our Role as a Leader**

Panorama East

Presenters: Katie Stiel

Often times we don't realize the many roles and responsibilities we play and how the demand of each role can affect our lives. This presentation will give students a chance to be self reflective about roles and how to deal with the pressures of different responsibilities. The hope is to have a fun and open dialogue of the importance of self care and healthy coping mechanisms.

Schedule continued on back.

Learning to Lead Conference Schedule Continued

- Verbo Judo: When Communication Meets Conflict**

Presenters: Ryan Birdsall & Richard Diaz

Parlor A

Learn methods to handle different conflict situations. Also learn how to enhance your communication skills to be able to prevent and deal with conflict when it happens.

- Communication: The Key to Every Success**

Presenter: Brent Schneider

Collegiate

An entertaining and informative session introducing effective tools for increasing communication skills in all settings. How do we get our messages across? Do we have any control how our message are received? What tools can help us really communicate (rather than just talk)?

- Marketing 101: Why That Flyer Just Doesn't Cut It**

Presenter: Holly M. Cox

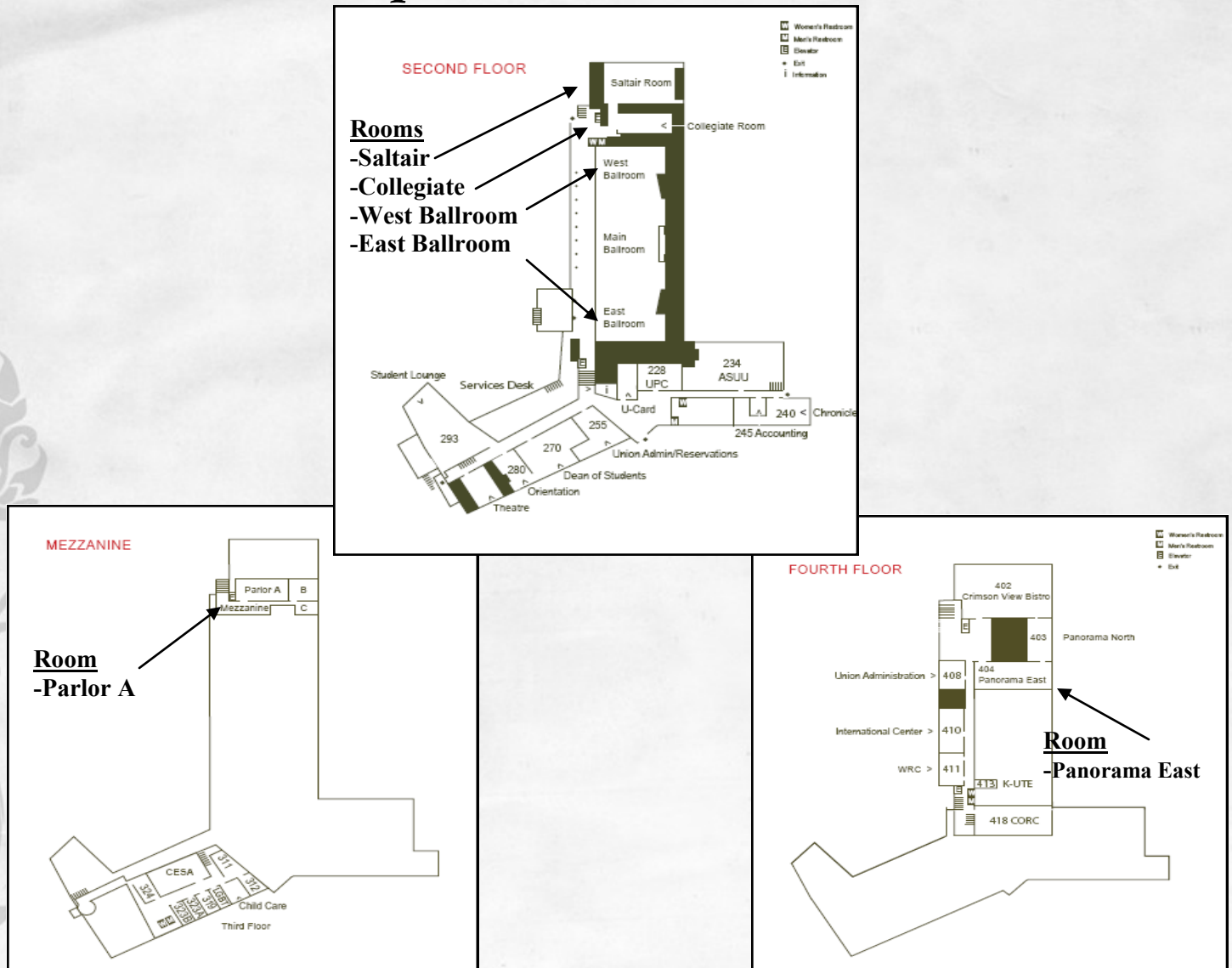
West Ballroom

Yes, you're in college; and sure, you simply want to get the word out about your club or activity. But successful marketing is more than 20 copies of that flyer you created in Microsoft Word last minute. Come and learn a few basic tips about how to build a strategy for your club/organization, how to target your audiences with messages that are meaningful to them, and how to get the word out for your events.

- Wrap - Up / Evaluations**

Saltair Room 5:50 - 6:00pm

Map of Student Union



Appendix F: Learning to Lead Conference Evaluations- Fall 2010

Q1. Please indicate agreement with the following statements: - This was a valuable experience for me.

Count	Percent	
11	36.67%	Strongly agree
14	46.67%	Agree
0	0.00%	Disagree
0	0.00%	Strongly disagree
5	16.67%	No answer
30		Respondents

Q2. Please indicate agreement with the following statements: - I enjoyed the keynote speaker.

Count	Percent	
17	56.67%	Strongly agree
3	10.00%	Agree
0	0.00%	Disagree
0	0.00%	Strongly disagree
10	33.33%	No answer
30		Respondents

Q3. Please indicate agreement with the following statements: - The breakout sessions were beneficial.

Count	Percent	
9	30.00%	Strongly agree
12	40.00%	Agree
2	6.67%	Disagree
0	0.00%	Strongly disagree
7	23.33%	No answer
30		Respondents

Q4. Please indicate agreement with the following statements: - The Learning to Lead staff were helpful.

Count	Percent	
17	56.67%	Strongly agree
8	26.67%	Agree
0	0.00%	Disagree
1	3.33%	Strongly disagree
4	13.33%	No answer
30		Respondents

Q5. Session 1: 2:50 - 3:45pm

Count	Percent	
3	10.00%	Advisor Track 1 - Being an Effective Advisor
4	13.33%	Community Engagement at the U
10	33.33%	Widening Your Focus - How to Become a Global Leader
11	36.67%	Making Your Student Job Matter
2	6.67%	No answer

Appendix F: Learning to Lead Conference Evaluations- Fall 2010

Q5. Session 1: 2:50 - 3:45pm

Count	Percent
30	Respondents

Q6. Rate Session 1:

Count	Percent	
7	23.33%	5 - Excellent
10	33.33%	4
7	23.33%	3
3	10.00%	2
1	3.33%	1 - Poor
2	6.67%	No answer
30		Respondents

Q7. Comments on Session 1:

Count	Percent
17	56.67%

Count	Percent	
1	5.88%	engaging discussion
1	5.88%	Good handout janzell is a good presenter draw group out
1	5.88%	good job
1	5.88%	I enjoyed hearing other students experiences
1	5.88%	I really liked learning about expectations of employers and discussing it
1	5.88%	I thought it was a good, but could have been better
1	5.88%	It was more like a classroom!! Nakita was knowledgeable-she have talked more to give a new perspective-such as the history discussed at the end
1	5.88%	it was really nice attending a session that was more participatory rather than a powerpoint presentation
1	5.88%	Kari and stev did a great job of interacting with us
1	5.88%	Kind of liked a job interview perp/training; allow to reflect and recognize what my job wants
1	5.88%	not extremely relevent for me
1	5.88%	one sided
1	5.88%	powerpoint was unorganized but content was great
1	5.88%	realized what skills I have and what I can work on
1	5.88%	small groups
1	5.88%	wasn't what I expectd but learned valubale information
1	5.88%	way hoping on the J and some fun things on campus

13	43.33%	No answer
30		Respondents

Q8. Keynote 3:50pm - 4:50pm

Jessica Pettitt

Count	Percent	
19	63.33%	5 - Excellent
3	10.00%	4
0	0.00%	3
0	0.00%	2

Appendix F: Learning to Lead Conference Evaluations- Fall 2010

Q8. Keynote 3:50pm - 4:50pm		
Jessica Pettitt		
Count	Percent	
0	0.00%	1 - Poor
8	26.67%	No answer
30		Respondents

Q9. Comments:		
Count	Percent	
16	53.33%	
Count	Percent	
1	6.25%	AMAZING!! Havent had a beneficial diversity traingin ina long time.
1	6.25%	excellent speaker! On point!
1	6.25%	great outlook
1	6.25%	great talk
1	6.25%	great thoughts
1	6.25%	I liked the topic "control ourselves and change"
1	6.25%	LOVED what she had to say!
1	6.25%	really good/personable
1	6.25%	she was amazing. Very fun and interesting
1	6.25%	she was funny!
1	6.25%	she was great! I loved it!
1	6.25%	she was so awesome! I loved the texting and how information it was appealing to students
1	6.25%	This has been my 1st leadership conference, but I enjoyed her ideas
1	6.25%	very engaging
1	6.25%	very engaging interestion prespectives!
1	6.25%	wonderful speaker and lots of fun
14	46.67%	No answer
30		Respondents

Q10. Session 2: 4:55 - 5:50pm		
Count	Percent	
0	0.00%	Advisor Track 2 - Mentoring & Fostering Leadership
4	13.33%	Balancing Our Role as a Leader
3	10.00%	Verbo Judo: When Communication Meets Conflict
1	3.33%	Communication: the Key to Every Success
6	20.00%	Marketing 101: Why That Flyer Just Doesnâ€™t Cut It
16	53.33%	No answer
30		Respondents

Q11. Rate Session 2:		
Count	Percent	
8	26.67%	5 - Excellent
4	13.33%	4
1	3.33%	3
1	3.33%	2

Appendix F: Learning to Lead Conference Evaluations- Fall 2010

Q11. Rate Session 2:		
Count	Percent	
0	0.00%	1 - Poor
16	53.33%	No answer
30		Respondents

Q12. Comments:																													
Count	Percent																												
8	26.67%																												
		<table border="1"> <thead> <tr> <th>Count</th> <th>Percent</th> <th></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>12.50%</td> <td>a lot of fun! I really liked it and learned a lot!</td> </tr> <tr> <td>1</td> <td>12.50%</td> <td>great ideas to bounce around</td> </tr> <tr> <td>1</td> <td>12.50%</td> <td>I learned a lot about other ways to market and loved learning about strateging</td> </tr> <tr> <td>1</td> <td>12.50%</td> <td>more info, felt like there wasnâ€™t enough</td> </tr> <tr> <td>1</td> <td>12.50%</td> <td>not enough time</td> </tr> <tr> <td>1</td> <td>12.50%</td> <td>really loved it! Taught valuable things that many face</td> </tr> <tr> <td>1</td> <td>12.50%</td> <td>very entertaining and had good info, answered questions effectively</td> </tr> <tr> <td>1</td> <td>12.50%</td> <td>very informative and fun</td> </tr> </tbody> </table>	Count	Percent		1	12.50%	a lot of fun! I really liked it and learned a lot!	1	12.50%	great ideas to bounce around	1	12.50%	I learned a lot about other ways to market and loved learning about strateging	1	12.50%	more info, felt like there wasnâ€™t enough	1	12.50%	not enough time	1	12.50%	really loved it! Taught valuable things that many face	1	12.50%	very entertaining and had good info, answered questions effectively	1	12.50%	very informative and fun
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1	12.50%	very entertaining and had good info, answered questions effectively																											
1	12.50%	very informative and fun																											
22	73.33%	No answer																											
30		Respondents																											

Q13. Are you a Leadership Scholar?		
Count	Percent	
2	6.67%	Yes
27	90.00%	No
1	3.33%	No answer
30		Respondents

Q14. Are you a Leadership Studies Minor student?		
Count	Percent	
11	36.67%	Yes
19	63.33%	No
0	0.00%	No answer
30		Respondents

Q15. Why did you choose to attend today's Learning to Lead Conference?														
Count	Percent													
27	100.00%													
		<table border="1"> <thead> <tr> <th>Count</th> <th>Percent</th> <th></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3.70%</td> <td>being in a leadership class has gotten me very interested to learn more and thought this conference would be beneficial</td> </tr> <tr> <td>1</td> <td>3.70%</td> <td>better understand my strengths and weaknesses as a leader</td> </tr> <tr> <td>1</td> <td>3.70%</td> <td>class</td> </tr> </tbody> </table>	Count	Percent		1	3.70%	being in a leadership class has gotten me very interested to learn more and thought this conference would be beneficial	1	3.70%	better understand my strengths and weaknesses as a leader	1	3.70%	class
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1	3.70%	better understand my strengths and weaknesses as a leader												
1	3.70%	class												

Appendix F: Learning to Lead Conference Evaluations- Fall 2010

Q15. Why did you choose to attend today's Learning to Lead Conference?			
Count	Percent		
1	3.70%	coorlates with leadership class	
1	3.70%	extra credit for class, workshop credit for service learning scholars	
1	3.70%	help me in leadership skills fo rthe student groups I'm involved in	
1	3.70%	I am an officer in navy student grows, I also want to lead a biology lab	
1	3.70%	I came lawst year and loved the keynote speaker so decided to come back for sure	
1	3.70%	I have been to them before and enjoy them as well as for class	
1	3.70%	I need 2 hrs. of leadership work for my CRLA certificate as a tutor for the tutoring center	
1	3.70%	I saw the poster and thought it would be interesting and useful	
1	3.70%	I thought it would be a good experience	
1	3.70%	I was invited by richard diaz through facebook. I am involved with various groups on camous so figured so this conference will give me pointers on how to become an effective leader	
1	3.70%	Im interested in the speaker	
1	3.70%	im kinda of shy so I wanted to learn more better communication skills	
1	3.70%	interest in leadership	
1	3.70%	it was suggested and should attend for class credit	
1	3.70%	ive always liked to attend leadership conferences	
1	3.70%	leadership is one of my passions	
1	3.70%	required for a class, service learing scholars	
1	3.70%	required, but also really was interested in the sessions	
1	3.70%	SLC, LDRSP 2020	
1	3.70%	Sounded interesting and a good way for me to learn	
1	3.70%	sounded really interesting: extra credit for class	
1	3.70%	to learn more about conflict resolution	
1	3.70%	to learn more about starting student group	
1	3.70%	tutor and SI leader in learning enhancement program	
0	0.00%	No answer	
27	Respondents		

Q16. What improvements could we make to the conference?			
Count	Percent		
20	100.00%		
Count	Percent		
1	5.00%	better breakouts, publicity/attendance, packets for participants (pens, notepades,etc)	
1	5.00%	better selection of workshops the pertain to building leadership	
1	5.00%	have more breakout time slots the breakouts I wanted to attend fell on the same time	
1	5.00%	I feel have needed more prep for everything but the keynote	
1	5.00%	I think the sessions where a little long. Maybe have more sessions that are shorter	
1	5.00%	I thought everything was great	
1	5.00%	I thought it went realy good	
1	5.00%	maybe more info on sessions so we caould come prepared with questions	
1	5.00%	maybe some music and getting an excitement out of the group before starting	
1	5.00%	more advertised, more choices break outs, covering more areas of leadership	
1	5.00%	more participants to better facilitate good conversations	
1	5.00%	more people	
1	5.00%	more time to attend more of the wonderful sessions!	
1	5.00%	more workshops	
1	5.00%	Organizing in smaller rooms might make students feel more connected	
1	5.00%	provide full meal	
1	5.00%	publicity to staff-Graduate advisor group	
1	5.00%	review the presentation to be sure people are prepared	

Appendix F: Learning to Lead Conference Evaluations- Fall 2010

Q16. What improvements could we make to the conference?			
Count	Percent		
	1	5.00%	smaller session times=more sessions to fo to =more knowledge
	1	5.00%	some of the sessions were not long enough; more publicized?
0	0.00%	No answer	
20	Respondents		

Q17. What was your favorite part of the conference?			
Count	Percent		
26	100.00%		
	Count	Percent	
	1	3.85%	definitely the keynote speaker
	1	3.85%	didnâ€™t go enough to say
	1	3.85%	grad information
	1	3.85%	I liked the keynote speaker
	1	3.85%	interacting with others who have leadership positions on campus
	2	7.69%	jessica pettitt
	1	3.85%	Jessica's speech
	2	7.69%	keynote
	3	11.54%	keynote speaker
	2	7.69%	keynote speaker!
	2	7.69%	Keynote speaker
	1	3.85%	marketing 101 was great
	1	3.85%	O loved the restoring and extending humanity ideas that the keynote speaker descussed
	1	3.85%	seemed wvery well organized
	1	3.85%	session 2: balancing
	1	3.85%	the keynote address was amazing
	1	3.85%	the keynote speaker
	1	3.85%	the speaker
	1	3.85%	the speaker-Jessica Pettitt
	1	3.85%	verb judo workshop
0	0.00%	No answer	
26	Respondents		

Q18. Please list other topics you wish would have been presented:			
Count	Percent		
14	100.00%		
	Count	Percent	
	1	7.14%	choosing was hard! Compassion and understanding
	1	7.14%	ethics, variety in leading
	1	7.14%	how to get more support from the cummunity
	1	7.14%	how to have cultural competency; putting your foot into the door of opportunities
	1	7.14%	how to lead anything
	1	7.14%	I would have enjoyed a little more on leadership that social justice. Still enjoyed it greatly!
	1	7.14%	it wasz a gooos representation of topics
	1	7.14%	more for advisors
	1	7.14%	more hands on workshops
	1	7.14%	more leadership not just social justice

Appendix F: Learning to Lead Conference Evaluations- Fall 2010

Q18. Please list other topics you wish would have been presented:			
Count	Percent		
	1	7.14%	more marketing
	1	7.14%	n/a
	1	7.14%	none
	1	7.14%	time management, how to effectively network with people that could passibly become sponsors/mentors for the group; a workshop for club officers would be nice
0	0.00%	No answer	
14	Respondents		

Appendix G: Learning to Lead Conference Budget

Learning to Lead Fall 2010 Conference Budget

Item	Cost	Quantity	Total	Sponsorship	Notes
Printing					
Learning to Lead Handbills		200	\$0.00		Printed in ASUU
Learning to Lead Posters		150	\$0.00		Printed in ASUU
Printing in the office		150	\$15.00		Approx: room signs, evaluations, schedules
Snipes		3	\$122.00		(2-38X4, 1- 40X6) Gloss Wide Format, 1 side
Union Building					
Room Reservations			\$258.00		
Food from Chartwells	\$188.80	1	\$188.80		
Donations					
From UPC				\$250.00	\$500 historically
From Greeks				\$250.00	\$500 historically
Non-Student Attendance	\$5.00	0		\$0.00	\$5 / each non-U student
Expenses			\$583.80		
Donations				\$500.00	
Adjusted Amount			\$83.80		Paid by Leadership Development
Keynote Speaker Expenses: All covered by ASUU					
Speaker Fee	\$3,400.00	1		\$3,400.00	includes: hotel, airfare, food, and speakers fee
TOTAL CONFERENCE COSTS			\$3,483.80		

Leadership 2020
Foundations in Leadership
Fall 2010

3 credit hours

Instructors:

Trisha Jensen, M.Ed.

Assistant Director

Orientation & Leadership Development

tjensen@sa.utah.edu

Office: 280 Union

Phone: 585-9788

Megan DuBois, M.S. Candidate
Manager

Center for Student Wellness

mdubois@sa.utah.edu

Office: 328 SSB

Phone: 581-7779

Office Hours – by appointment

Office Hours – by appointment

Class Time:

12:25 – 1:45 Tuesdays & Thursdays in Union Room 323 A & B

Course Text:

Komives, Susan, Lucas, Nance & McMahon, Timothy (2007), *Exploring Leadership: For College Students Who Want To Make a Difference*. San Francisco: Jossey-Bass.

Wren, J. Thomas, (1995), *The Leaders' Companion: Insights on Leadership Through the Ages*: The Free 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.

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 their 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:

Instructor reserves the right to make changes to course content and this syllabus, if warranted based on the circumstances.

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**, unless the absence is excused. If you need to miss a class or leave early/arrive late, please let me 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.

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. I 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 me as a resource. I expect that you will seek out my help or advice as needed.

Facilitator: Each student will be assigned one class to present/summarize the required readings for the class on the day. This requirement is not intended to be a class lecture. Rather, you and your partner should come to class prepared with 3 or 4 over-arching guiding questions and your thoughts on the reading material. You should be able to summarize each reading succinctly in 1 or 2 sentences. The day of class, the facilitators will lead off the class with their questions. The questions and your thoughts should provide a stimulus, or spring board for class discussion and be written using the week's assigned readings. This is part of your participation grade and will be weighed by:

- Coming to class prepared to engage your classmates.
- The guiding-nature, quality and relevance of the questions.
- Ability to summarize and facilitate the beginning of a discussion for the class meeting.
- Ability to engage all the students in the class

Myers Briggs Type Indicator (MBTI):

All students will need to complete the MBTI prior to September 16th. 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. The cost of the instrument is \$25 for University students. You can call the University Testing Center (581-8733) and arrange to pay by credit card or visit them in person in room 498 Student Services Building (SSB). Once you have paid, 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 LDRSP 2020. They will have a list of all eligible students. 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 16, 2010.**

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. Each group will submit a one page proposal and plan for completing the service project. Groups will work on their project outside of class to complete the community service. Each group member will submit a 2-3 page 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 15 minute power point presentation about their service project in class. The team service project (proposal, paper and group presentation) is worth a total of 20% of your course grade.

Thought Papers:

Students will complete five 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. Five thought papers are due during the semester (five points possible per paper); due dates are listed in the syllabus.

Exam & Final Paper:

There will be one mid-term exam and one final paper (Leadership Philosophy and Creed). The material on the exam will include class discussions and activities as well as information from the readings. The mid-term exam and final paper will count for a total of 20% of your final grade.

Leadership on Campus:

Students will work in assigned pairs for this project. Students will explore a leadership opportunity on campus and interview one to two leaders from that group. Partners will write a two page paper together 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.

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 points)	25%
Team Service Project (20 points)	20%
Thought Papers (25 points)	25%
Exam & Final Paper (20 points)	20%
Leadership on Campus (10 points)	10%

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. Up to five extra credit points can be added to the final grade.

Accommodations for Persons 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 the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 801-581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

The Use of Cell Phones and Computers

The expectation of this course is that you will be present and engaged in class during class time, which means that you will have to be free from technological distractions. Not only do these distractions contribute to one individual's inattentiveness, they can make it difficult for others in the class to stay focused on the work at hand. Therefore, the following two policies are in effect during our time together. Please be familiar with these, and understand that any time that you are not in class will impact your participation grade: Please refrain from using cell phones in the classroom out of respect for your classmates and your instructor. If an emergency arises and you must use your cell phone, please quietly leave the classroom in order to take the call. If you are found sending/reading text messages during class, you will be asked to leave the class and will be counted absent for that class session. Because this course is a seminar course, students are expected to engage in discussion during class sessions. Some students may want to take notes on their computers. However, many students find that it is difficult to refrain from surfing the web, reading email, and engaging in other activities not related to the class. This is distracting to those around you. Therefore, if you are found engaging in computer activities not directly related to the class, you will be asked to leave the class and will be counted absent for that class session.

Academic Dishonesty

The following statement is intended to make clear what constitutes academic dishonesty, and the consequences that will follow. An act of academic dishonesty will result in a failing course grade of "E" and may result in a recommendation of additional disciplinary action, e.g. expulsion from the University. (The University of Utah Student Code provides these sanctions and provides appeal rights: www.sa.utah.edu/code/.) It is important for you to understand the following definitions of academic dishonesty: Cheating (as defined in Section I-B of the Student Code) "involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise." Plagiarism (as defined in Section I-B of the Student Code) is "the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression." Original work means that unless specifically authorized by the instructor, all academic work done for this course must be original. That is, it must not have been submitted in a prior course, nor may it be submitted in a course being taken concurrently. Please refer to the University of Utah Student Handbook and University of Utah on-line catalog regarding policies and procedures for grading, attendance, course incompletes, and academic honesty.

Course Schedule

Week One – August 24, 26 - Introductions to class, each other and the course

Topic: Review of course syllabus; Get acquainted; Explore our personal definitions of leadership

Week Two – August 31, September 2 - Defining leadership

Topic: What is leadership? How do others define leadership?

Readings due Aug. 31: Exploring Leadership, Chapter 1
Leader's Companion, Chapters 1, 2, 3, 4

Sept. 2: **Selection of "Leadership on Campus" topic due**
Service Project Discussion/Brainstorm and GUEST SPEAKER
(Classes combined in Union 323)

Week Three – September 7, 9 – Historical Perspectives, Models & Theories

Topic: Evolution of leadership from the "Great Man" to "behaviorism"

Readings due Sept. 7: Exploring Leadership, Chapter 2 (pp 35-50)
Leader's Companion, Chapters 9, 10, 11

Sept. 7: **Thought Paper #1 due**

Readings due Sept. 9: Leader's Companion, Chapters 23, 24, 25
Sept. 9: **Teams for Service Projects assigned and GUEST SPEAKER**
(Classes combined in Union 323)

Week Four – September 14, 16 – Historical Perspectives, Models & Theories

Topic: Leadership Theory and in the modern era: Situation, Influence & Reciprocity

Readings due Sept. 14: Exploring Leadership, Chapter 2 (pp 50-59)
Leader's Companion, Chapter 18

Readings due Sept. 16: Leader's Companion, Chapters 19, 43, 45
Sept. 16: **Myers-Briggs must be completed**

Week Five – September 21, 23 - Historical Perspectives, Models & Theories

Topic: Leadership as philosophy and process: relational leadership

Readings due Sept. 21: Exploring Leadership, Chapter 2 (pp. 59-71)

Sept. 21: **Thought Paper #2 due**

Readings due Sept. 23: Leader's Companion, Chapters 21, 22, 44

Sept. 23: **Service Project Proposal due and GUEST SPEAKER**
(Classes combined in Union 323)

Week Six – September 28, 30 - Exploring Leadership

Topic: Purposes of leadership; Changing nature of leadership

Readings due Sept. 28: Exploring Leadership, Chapter 3
Leader's Companion, Chapters 5, 6, 7, 8

Readings due Sept. 30: Supplementary Reading (handout provided on Sept. 28)

Week Seven – October 5, 7 – Midterm and Understanding Self

Topic: Knowing self and relationship of person to leadership.

Reading due Oct. 5: Exploring Leadership, Chapter 4

Oct. 5: **MBTI Class activity and GUEST SPEAKER**
(Classes combined in Union 323)

Oct. 7: **MIDTERM**

Week Eight – October 12, 14 – No classes – Fall Break!

Week Nine – October 19, 21 – Understanding Self and Others

Topic: Knowing self and relationship of person to leadership. Importance of knowing and listening to others

Readings due Oct. 19: Exploring Leadership, Chapter 5
Leader's Companion, Chapters 29, 30, 31
Oct. 19: Thought Paper #3 due
Oct. 21: GUEST SPEAKER (Classes combined in Union 323)

Week Ten – October 26, 28 – Understanding Group Dynamics

Topic: Teamwork-why, what, when and how of building effective teams

Readings due Oct. 26: Exploring Leadership, Chapters 7, 8
Leader's Companion, Chapter 46
Readings due Oct. 28: Exploring Leadership, Chapter 9
Leader's Companion, Chapter 47
Oct. 28: Leadership on Campus Poster and Paper due

Week Eleven – November 2, 4 – Moral Leadership & Integrity

Topic: Basics of ethical leadership

Readings due Nov. 2: Exploring Leadership, Chapter 6, 11
Leader's Companion, Chapters 61, 62, 64
Supplementary Reading (handout provided on Oct. 28)
Nov. 2: Thought Paper #4 due
Nov. 4: Service Group Meeting Time

Week Twelve – November 9, 11 – Balance and Renewal of Leaders

Topic: Keeping the leaders, the organization and the vision fresh

Readings due Nov. 9: Exploring Leadership, Chapter 10
Readings due Nov. 11: Exploring Leadership, Chapter 14
Nov. 11: GUEST SPEAKER (Classes combined in Union 323)

Week Thirteen – November 16, 18 – Team Service Projects

Team Service Project Presentations

Week Fourteen – November 23 - Team Service Projects

Team Service Project Presentations

Nov. 23: Community Service Papers Due
Nov. 25: NO CLASS, Thanksgiving break!

Week Fifteen – November 30, December 2 – The Next Steps

Readings due Nov. 30: Exploring Leadership, 12
Leader's Companion, Chapter 58
Readings due Dec. 2: Exploring Leadership, Chapter 13
December 2: Thought Paper #5

Week Sixteen – December 7, 9 - Wrapping up the Semester

Topics: Discuss final papers; Any last questions

December 9: Leadership Philosophy and Creed Due

Appendix I: LDRSP 4100: Field Experience - Fall 2010

Leadership 4100 Field Experience Seminar - Fall 2010 Syllabus

Instructor: Gwen Fears, Ed.D.
Contact Info: 801-587-9171; gfeears@sa.utah.edu
Director; Orientation and Leadership Development
Office: 280 Union
Office Hours: By Appointment
Class Dates: Tuesdays: August 24, August 31, September 14, September 21, October 5, October 19, November 2, November 16, November 30, December 7
Class Time: 2:00-3:20pm
Location: 319 Union

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

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. One text will serve as the primary reading for this course, however, additional reading will be assigned throughout the semester.

Sweitzer, H.F., & King, M.A. (2004). *The successful internship: Transformation and empowerment (2nd 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 ten times during the course of the semester for 1.5 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 limited 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 20 and October 29. This is an opportunity to focus on your specific field experience. Call me 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
August 24	Welcome/Introductions Course overview	
August 31	Why did you choose this site and what do you hope to learn?	Sweitzer & King: Chapters 1 & 5 Journal Goals & Learning Outcomes
September 14	Understanding Self	Sweitzer & King: Chapters 2 & 6 Journal
September 21	Developing an understanding of the internship site	Sweitzer & King: Chapter 7 Journal
October 5	What did you anticipate experiencing at your site and does it compare with reality?	Sweitzer & King: Chapter 8 Journal
October 19	Impacting Change in your Organization	Sweitzer & King: Chapter & 9
November 2	Learning from the internship site	Sweitzer & King: Ch. 10-11 Journal
November 16	What are you gaining from your internship?	
November 30	What we learned If you had to do it over, what would you do differently, if anything?	Sweitzer & King, Ch. 12-14 Journal
December 7	Wrap-up	Final paper Summary of paper for class

ADA Policy: 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 Center for Disability Services, 162 Union Building, (801) 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

Respectful Classroom: All students are expected to help create a respectful classroom where every individual feels comfortable contributing and expressing his/her thoughts. All students need to turn off their cell phones prior to the start of class. No texting or using the internet during class.

Student Code: All students are expected to maintain professional behavior in the classroom setting, according to the 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. Students should read the Code carefully and know they are responsible for the content. According to the Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from the class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Appendix J: LDRSP 4750: Reflections on Leadership in Multiple Contexts Syllabus

LDRSP 4750 Leadership Capstone: Reflections on Leadership Spring 2011 – 3 credits (*Jan. 11, 2011*)

Day/Time: Thursday from 4:35 to 7:05 PM

Location: LCB 215

Prerequisites: UGS 2020; ELP 4820; Enrollment in Leadership Minor

Faculty: Sharon A. Aiken-Wisniewski, PhD
Asst. V.P. President for Academic Affairs – Undergraduate Studies

Phone Contact: 801/581-7787

E-mail Contact: saiken@uc.utah.edu

Office Location: SSB 450

Office Hours: By appointment – call 581-7787 or e-mail at saiken@uc.utah.edu

Message from Sharon

Welcome to the Leadership Capstone! I am excited to spend the Spring 2011 with you as we explore the concept of leadership. This course has been designed to engage the 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 thoughtful exchange for mutual development of leadership skills.

Required Text

- ✓ Reframing Organizations: Artistry, Choice, and Leadership, Fourth Edition by Lee G. Bolman and Terrence E. Deal
- ✓ Our Iceberg is Melting: Changing and Succeeding Under Any Condition by John Kotter
- ✓ HELP by Kathryn Stockett

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?)
- ❑ Describe leadership types including attributes of specific types (What is leadership?)
- ❑ Reflect on self as leader in future endeavors (Who am I as a leader?)
- ❑ Explain how leadership impacts 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
- ❑ Use APA – 6th edition for manuscript preparation

Appendix J: LDRSP 4750: Reflections on Leadership in Multiple Contexts Syllabus

Assignments

ASSIGNMENT	MAXIMUM POINTS	DATE DUE
Participation (140 pts.)	10 points/week/participate *This will include responding to discussion questions in class, on WEB CT/Blackboard Vista, or other forms of interaction designated by faculty	Each Week
Paper & Presentation – What is _____ Leadership?	90 points	Feb. 10 – Presentation March 3 - Paper
Paper – Who Am I as a Leader?	60 points	Feb. 17
Reflective Journal	60 points	Random in Semester
HELP as a case study for leadership & change	90 points	April 16
My Future Plan As A Leader: How Will I Facilitate Change?	60 points	April 21

- No extra credit
- Missing more than two classes is not allowed. Participation is critical and lack of attendance may impact your final grade.
- If an assignment is not submitted on Due Date, student will be allowed to turn the paper in within 72 hours but automatically loses one letter grade.
- 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 and leaving early will negatively impact participation grade

Appendix J: LDRSP 4750: Reflections on Leadership in Multiple Contexts Syllabus

Weekly Topics and Expectations

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
Jan. 13	<ul style="list-style-type: none"> <input type="checkbox"/> Intro to course <input type="checkbox"/> Change & Leadership 	
Jan. 20	<ul style="list-style-type: none"> <input type="checkbox"/> Kotter's Theory of Change <input type="checkbox"/> Journaling 	Kotter – Our Iceberg is Melting – pp. 1-71
Jan. 27	<ul style="list-style-type: none"> <input type="checkbox"/> Who Am I? <input type="checkbox"/> Kotter's Theory of Change 	Kotter – pp. 72-147
Feb. 3	<ul style="list-style-type: none"> <input type="checkbox"/> Finish Kotter <input type="checkbox"/> Taylor Cox – Change as a Cycle <input type="checkbox"/> Presenting to the Class <input type="checkbox"/> APA 6th Edition 	Cox – pp. 1-30
Feb. 10	<ul style="list-style-type: none"> <input type="checkbox"/> Leadership Presentations 	Each facilitator will make a 15 - 20 minute presentation on a pre-assigned leadership type.
Feb. 17	<ul style="list-style-type: none"> <input type="checkbox"/> What is an organization? 	<p>Bolman & Deal – pp. 3 to 44</p> <p>Due: Paper - Who am I as a Leader? (WEB CT Assignment drop box)</p>
Feb. 24	No class but time to work on paper due on March 3	
Mar. 3	<ul style="list-style-type: none"> <input type="checkbox"/> The Structural Frame <input type="checkbox"/> Human Resource Frame 	<p>*Bolman & Deal – pp. 45-69 & 117-138</p> <p>* Written Paper by group on assigned leadership type is due via WEB CT Assignment drop</p>
Mar. 10	<ul style="list-style-type: none"> <input type="checkbox"/> The Political Frame <input type="checkbox"/> The Symbolic Frame 	*Bolman & Deal – pp. 189-210 & 247-278
Mar. 17	<ul style="list-style-type: none"> <input type="checkbox"/> Integrating the Frames within a Leadership model <input type="checkbox"/> Introduction to The Help 	<p>*Bolman & Deal – pp. 311 – 372</p> <p>*The Help – pp. 1-29</p>
Mar. 24	<ul style="list-style-type: none"> <input type="checkbox"/> Spring Break 	
Mar. 31	<ul style="list-style-type: none"> <input type="checkbox"/> Change – Review of Theories <ul style="list-style-type: none"> o Bolman & Deal o Kotter o Cox <input type="checkbox"/> The Help - Leadership 	<p>*Bolman & Deal – pp. 372 – 396 & pp. 411 - 434</p> <p>*The Help – pp. 30 to 237</p>
April 7	<ul style="list-style-type: none"> <input type="checkbox"/> The Help – Change 	*The Help – pp. 238 to 332
April 14	<ul style="list-style-type: none"> <input type="checkbox"/> Discussing Change and Leadership <input type="checkbox"/> The Help – How did leadership impact human rights? 	<p>*The Help – pp. 333 to 444</p> <p>*Due on April 16: Paper that focuses on leadership lessons from book, The Help.</p>
April 21	<ul style="list-style-type: none"> <input type="checkbox"/> You, Leadership, and Future Application <input type="checkbox"/> Concluding remarks 	Due: My Future Plan As A Leader: How Will I Facilitate Change?

Appendix J: LDRSP 4750: Reflections on Leadership in Multiple Contexts Syllabus

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/)

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.

Student code defines plagiarism as: the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. (Student Code: B-2-c and found at <http://www.regulations.utah.edu/academics/6-400.html>)

Your professor may elect to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment.

Classroom Interaction

Please reframe 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 as well as be respectful of the experiences of other colleagues in this course.

Participation and appropriate interaction is part of your grade. Your understanding and engagement is greatly appreciated. Students are encouraged to speak to me if challenges or concerns need to be addressed.

NOTE: The syllabus is not a binding legal contract. The instructor may modify it when the student is given reasonable notice of the modification.

Appendix K: Student Leader of the Month Recipients for 2010-2011

STUDENT LEADERS OF THE MONTH		
MONTH	NAME	AREA OF INVOLVEMENT
SEPTEMBER	Mikyla Gull	Bennion Center
OCTOBER	Ryan Anderson	Army ROTC
NOVEMBER	Elisabeth Jessop	College Republicans/ASUU Government
DECEMBER	Taylor Thompson	Bennion Center
JANUARY	Laura Alvarez	Hispanic Business Student Association
FEBRUARY	Shane Tran	Asian American Student Association
MARCH	Ben Ham	Bennion Center Student Leader

Appendix J: Student Group of the Month Recipients for 2010-2011

STUDENT GROUP OF THE MONTH	
MONTH	STUDENT GROUP
SEPTEMBER	MEChA
OCTOBER	Beta Alpha Psi
NOVEMBER	Student Health Advisory Committee
DECEMBER	No Nominations
JANUARY	ASUU Senate
FEBRUARY	SHIFT - Secular Humanism, Inquiry and Freethought
MARCH	No Nominations

University of Utah Parent Resources

A division of Orientation and Leadership Development



September 2010 - August 2011 Annual Report

Prepared by:

Mark Pontious

Assistant Director, Orientation and Leadership Development
and

Sonnaly Khouanphet

Graduate Assistant, Orientation and Leadership Development

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Highlights – Parent Resources 2010-2011

- 2010 was the fourth year Parent and Family Weekend was held in Fall semester
 - 125 families attended (435 total participants).
 - Based on their feedback, families indicated they had great experience on campus.
- 2011 was the fourth year to offer a Parent and Family event during Spring semester
 - Conducted two weekend of events to coincide with Connecting U Days Events.
 - Twenty-five families attended (74 total participants).
 - Families had positive experience overall; educational session component added.
- Parent Association and Parent and Family Newsletter continued under Parent Resources
 - Parent and Family Newsletter readership continued to increase, surpassing 5,000.
 - University of Utah Parents Facebook page was increasingly utilized for communication of events and deadlines on campus.
 - The Parent Association worked with the Campus Store to design and offer Proud Parent apparel for parents of University of Utah students.

Executive Summary

Overview of Programs and Initiatives

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 2010 through August 2011. In efforts to continue parent involvement throughout their student's education, many universities have developed specific ways of programming for and communicating with parents and family members of undergraduate students (2009 National Survey of College and University Parent Programs, www.parent.umn.edu/ParentSurvey09.pdf).

Another office at the University of Utah - Student Initiatives - began coordinating parent involvement prior to 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 Orientation programs 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.

As a branding idea, Parent Resources was created 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, 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, Parent and Family Newsletters, and more.

The remainder of this report focuses on parent programming at the University of Utah in the 2009-2010 academic year. This excludes Parent and Family Orientation because it coincides with

student orientation initiatives. For Parent and Family Orientation information, view the 2009-2010 annual report from the Office of Orientation and Leadership Development.

Parent and Family Weekend 2010: September 24 - 26

Coordinating the fourth annual University-wide Parent and Family Weekend was a primary focus for Parent Resources in 2010. The Assistant Director of Orientation and Leadership Development solicited feedback from the Parent Association regarding potential Parent and Family Weekend activities and chose to continue the coordination with University Homecoming events. 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 discipline-specific receptions on Friday evening, tours of the Utah Museum of Natural History and Red Butte Garden, a football game and tailgate lunch on Saturday afternoon, and a brunch on Sunday morning. See *Appendix C* for the full 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.

The goal for the receptions on Friday evening was to connect parents and families with University faculty, staff, and students that are also in the same program or discipline. This year Parent Resources partnered with the Honors College, LEAP Program, the College of Fine Arts, and the College of Engineering to coordinate receptions for those populations. The structure of these receptions was decided by each group, and varied from unstructured socialization, to a formal schedule of events throughout the two hours. The LEAP Reception was held in the Sill Center and was attended by 15 of 25 registrants. The Honors College Reception was held in the Honors Center and was attended by 37 of 39 registrants. This reception included food and a video on engaged learning. The College of Engineering Reception was coordinated to attend a part of the Engineering Iditarod, an existing student event, as well as a tour of facilities, and an introduction from the associate dean of the college, with 18 of 28 registrants attending. The College of Fine Arts Reception was attended by nine of 17 registrants and took place in a gallery in the Art Building. One goal for 2011 is to increase attendance at these receptions as well as to increase the number of programs/colleges hosting receptions.

Events on Saturday included the Alumni 5K and Kids 1K; free tours of Red Butte Garden, the Utah Museum of Natural History, and the renovated Marriott Library; Tailgate Dinner, and football game against San Jose State University. Attendance for the free tours was low, seeming to reflect the

lack of financial commitment involved. The Tailgate Party was the only event coordinated by Parent Resources, while the others were campus partnerships.

The premier event of Parent and Family Weekend 2010 was the Saturday tailgate and football game versus San Jose State University. Parent Resources purchased a block of 200 tickets for the football game as an estimate of the number of participants to expect. Within ten days, all tickets were sold and Parent Resources bought 80 additional tickets, all of which quickly sold. A total of 280 tickets to the football game were purchased by attendees. 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. All Student Affairs Directors and their families were invited to the tailgate. Approximately 46 Directors (and family members) attended and, while 291 Parent and Family Weekend participants registered for the tailgate, 270 attended. University President Michael Young was the keynote speaker of the event and gave remarks about the benefits and challenges of the University of Utah's shift to the new athletic conference. Some families later reported being unable to find the tailgate as a reason for why they did not attend the event they had registered.

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, Dr. Mimi Locher, Associate Director of the new My University Signature Experience, presented to families about the initiative. Overall, 88 participants registered, while 57 attended. Additionally, participants were given the option to attend the University of Utah vs. Colorado State University volleyball game at no cost. Thirty-seven people registered for tickets to this event.

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 and Family Weekend 2010, Parent Resources negotiated many prices with campus partners.

- 1) Football tickets were purchased at a discounted rate of \$30 each, thanks to University Athletics. This price did not include the Tailgate Party.
- 2) Kingsbury Hall provided discounts for Sinbad tickets.
- 3) Pioneer Memorial Theatre offered discounts for Hamlet tickets.
- 4) Red Butte Garden, UMNH, and Marriott Library were offered as free events.
- 5) Chartwells offered discounts for the Tailgate Party and the Closing Brunch.
- 6) The University Guest House offered a price of \$75 per room, per night

Below is the cost for each event. See *Appendix D* for the full Parent and Family Weekend budget.

Friday, September 24

Tour of Campus	Free
Opening Receptions	\$6 per person
Sinbad Show	depends on seat
Hamlet	depends on seat

Saturday, September 25

5K	\$25 per person, \$18 per student
Museum of Natural History	Free
Red Butte Garden	Free
Marriot Library	Free
Tailgate Dinner Party	\$12 per person
Football Game	\$30 per person

Sunday, September 26

Closing Brunch	\$6 per person
Volleyball game	Free

With hopes of many participants traveling to Parent and Family Weekend from outside the Salt Lake Valley, 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. Nineteen families reserved a room for Friday night, 24 for Saturday night, with some of those families reserving for both nights.

The first major task was to advertise the weekend at Parent and Family Orientation 2010. Families heard about the weekend during the orientation program and the weekend was advertised heavily in the Parent and Family Resources Calendar they received. Targeted e-mails were sent to Parent Association members and attendees of Parent and Family Orientation and previous parent and family events.

Following Parent and Family Weekend, Parent Resources e-mailed an electronic evaluation to all using the Student Voice software. There were 140 evaluation recipients, and 45 completed responses. Overall results were positive concerning registration, marketing, pricing, and availability of events. Some suggestions include getting better seats at events, better maps for event locations, better parking options, and notification of other events on campus during the weekend. The complete results of this evaluation are in *Appendix E*.

Overall, Parent and Family Weekend 2010 was a success. Attendance was almost twice as high as 2009, which was twice as high as 2008. The participants seemed to have a pleasant experience on

campus and their feedback on the evaluation supports this. Specifically, below are goals for future Parent & Family Weekends:

- Continue to partner with more activities on campus.
- Create a much stronger campus presence: larger signs, advertising to University offices and departments.
- Continue to 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, reserve parking on upper campus and have a shuttle to lower campus/encourage use of Trax.
- Explore feasibility of one overall cost for the weekend that includes reception and brunch, then tailgate, football and Guest House available à la carte.
- Look into other optional activities during Saturday for families that have previously attended. Look into sending out a call for activities across campus.
- Make participants aware of dress code (all casual) for events.
- Look into selling football tickets during Parent & Family Orientation
- Make a sign welcoming Parents and Families to be placed in the Union lobby (butcher paper).
- Change the refund policy to no refund within two weeks of the beginning of the event, so football tickets can be resold.
- Mail invitation post-card to families of all first-year students.

Parent and Family Calling Campaign

Historically, the Division of Student Affairs at the University of Utah has participated in a calling campaign to outreach with parents and family members of new students. The purpose of this campaign is to answer questions that parents and family members might have about the University; gather information about their positive and negative experiences; refer them to appropriate offices if needed; and inform them of contact information for the Office of Parent Resources.

The Office of Parent Resources, within the Division of Student Affairs, organized the 2010 campaign. Nineteen offices within the Division of Student Affairs and one office within Undergraduate Studies participated with 80 total professional staff. See *Appendix F* for a list of offices that participated. Staff members were asked to complete calls during October 2010, before and just after Fall

break. Parent Resources collaborated with the University of Utah Student Systems Office to access parent and family contact data. The data generated in the report included:

- All entering Fall 2010 students' (born after 1990) names, phone numbers, total credit hours
- Emergency contact names, relationships (e.g., parent, grandparent), and phone numbers
 - The emergency contact was used because the University does not currently collect contact information for parents of students. For the Fall 2012 Admissions Application, the University of Utah will collect names and contact information of mother, father, and spouse/guardian/other. This information will be utilized in future calling campaigns and outreach to parents and family members of undergraduate students.

This data was distributed between the 20 offices, and each staff member was asked to call approximately 41 parents and family members. Parent Resources provided staff with an instruction sheet, script for the call, and resource sheet to provide referrals when necessary. See *Appendix G* for the script.

Over 2,200 calls were made, with 32 calls that required a follow-up call from an office on campus. The 2010 calling campaign was a success. Many parents and family members were pleased to receive a phone call asking about their experiences with the University.

Parent and Family Spring Events 2011: January 21-23 and March 4-6

In light of the 2010 Spring Event's attendance, Parent Resources again chose to offer a Spring Parent and Family Event in 2011. The event was marketed as an opportunity for parents and family members to visit their student and have structured activities to attend together. The format was changed in multiple ways from previous Spring Events, including moving from a Friday and Saturday format to a Friday, Saturday, and Sunday format. With the scheduling of Connecting U Days events on January 21 and March 5, the decision was made to host two Parent & Family Spring Events for 2011. Attendees were invited to attend Connecting U Days events, as well as discounted skiing at Alta Ski Area, plays at Pioneer Theatre, a show at Kingsbury Hall, a snowshoe outing in the Wasatch Mountains, a women's basketball game and a gymnastics meet.

For the January weekend, events included *Black Comedy* on Friday; Connecting U Days, a Pre-Game Reception and basketball game against Texas Christian University, and *MOMIX* on Saturday; and skiing at Alta and snowshoeing in the Wasatch Mountains on Sunday. One and six registrants purchased *Black Comedy* and *MOMIX* tickets through the Pioneer Theatre and Kingsbury Hall websites, respectively. Two families attended Connecting U Days as a part of the Spring Event. The Pre-Game

Reception was held in the Burbidge Center and basketball tickets were free, both through partnership with Athletics. Seven people attended the reception and basketball game, along with Gwen Fears, Director of Orientation & Leadership Development, and Mark Pontious, a representative of Parent Resources. Attendees were able to purchase discounted lift tickets and equipment rentals through partnership with Alta Ski Area. One family took advantage of this opportunity. A Parent Association Executive Committee member, Kyle Krogen, volunteered to lead the snowshoe outing and equipment was rented from the Outdoor Recreation Program on campus. Six people, including Mark Pontious of Parent Resources, and Kyle Krogen, took part in the outing.

The March event provided the opportunity to attend a Pre-Meet Reception and Gymnastics Meet on Friday; Connecting U Days and *In* at Pioneer Theatre on Saturday; and skiing at Alta and snowshoeing in the Wasatch Mountains on Sunday. The reception took place at the Burbidge Center and tickets for gymnastics were discounted, again through partnerships with Athletics. A total of 36 people attended the reception and meet, along with Mark Pontious of Parent Resources. On Saturday, 15 people attended Connecting U Day as a part of the Spring Event (over 400 people total in attendance of Connecting U Day). Zero people attended *In* at Pioneer Theatre on Saturday. On Sunday, nine people registered for discounted passes at Alta and eleven people took part in the snowshoe outing, including Kyle Krogen, the trip leader.

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 for each weekend. Fifteen rooms were reserved initially for each night (Friday and Saturday) on each weekend. One family reserved a room for Saturday of the January event and one family reserved a room for Saturday of the March event.

The Parent & Family Spring Event was marketed to participants of Fall Parent & Family Weekend 2008, 2009, and 2010; participants of the 2009 and 2010 Parent & Family Spring Events; members of the Parent Association; prior attendees of Parent & Family Orientation; and recipients of the Parent & Family Newsletter. Postcards were mailed to over 800 Parent Association members in late December 2010, and these postcards were followed with e-mail reminders in January and 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:

January

- *Black Comedy* 20% discount off ticket prices

- Connecting U Days Sessions \$0
- Reception and Women’s basketball game \$5
- *MOMIX: Botanica* 20% discount off ticket prices
- Alta Downhill Lift Pass \$32
- Snowshoe Equipment \$10
- Guest House Room \$78 nightly

March

- Reception and Gymnastics Meet \$6
- Connecting U Days Sessions \$0
- *In* 20% discount off ticket prices
- Alta Downhill Lift Pass \$32
- Snowshoe Equipment \$10
- Guest House Room \$78 nightly

A total of 25 families (74 total guests) attended the 2011 Parent and Family Spring Event. This was an increase over 14 families (42 people) in 2010. Sixteen families traveled from within Utah, and nine from out-of-state. Please see *Appendix H* for the Spring Semester Event budget.

Attendance was almost twice as high as 2010, up to 74 from 42, with many participants registering within the last two weeks prior to the event. With this in mind, an overarching suggestion is to evaluate the value of offering a parent and family event during the Spring semester and consider altering the structure of the event. The Parent Association Executive Committee suggested offering the Spring Event on the same day as Connecting U Days, which was attempted this year. Because of very low attendance at the January weekend of events, only one event should be offered in 2012, taking place in March. Below are goals for future Parent & Family Spring Events:

- Advertise for the Spring Event at the Fall Parent & Family Weekend
- Continue to find nice/new space on campus for attendees to view
- Continue finding ways to offer opportunities for attendees to experience the natural aspects of Utah, such as snowshoe outings and skiing
- Because of the difficulty attendees had in finding the Burbidge Center receptions, consider hosting the receptions in the Huntsman Center, though there is a cost involved.
- Continue partnerships with Kingsbury Hall, Pioneer Theatre, and other cultural venues

- Enlist the help of a graduate assistant or Orientation Leader when coordinating receptions
- Continue to offer educational sessions

Parent Association

The Parent Association at the University of Utah was created in 2006, and the advising and coordinating of this organization transitioned to Parent Resources in May 2007. This organization was created to provide direct involvement opportunities for parents of undergraduate students.

The mission statement of the Parent Association is:

The Parent Association at the University of Utah will:

- *Promote student success, health and safety by engaging parents in the education process;*
- *Engage parents in the university's mission and goals;*
- *Provide a communication forum for parents on a quarterly report card basis; and*
- *Through the Executive Committee, act as parent advisors for parents to help them with questions, advice or be somebody with whom to talk. (approved November, 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 is automatic 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. In Spring 2010, the Executive Committee decided to make membership to the Parent Association automatic for all parents and family members of undergraduate students at the University of Utah. Currently, Parent Resources is working to find a way to notify parents and family members of their membership in the Association. For 2010 and 2011, students filling out the evaluation of their Orientation program were asked to enter the email address of a parent/family member so news and University information could be communicated to them.

During the 2010-2011 academic year, there were twelve members of the Parent Association Executive Committee, with students who began in Fall 2008 and Fall 2010. This group met once during the Fall semester, twice 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. 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 for fall semester.

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 again help add new Executive Committee members in early Fall 2011. The goal is to add four new members each year who will serve on the Executive Committee for three years. For a list of the members of the Parent Association Executive Committee, see *Appendix I*.

In partnership with the University Campus Store, the Parent Association designed and made available apparel specifically for parents of University of Utah students. A student staff member in Orientation and Leadership Development designed the apparel, then the Campus Store staff worked with their vendors to bring it to the store. Two dollars was added onto the price of each item and that money is advertised as going back to the Parent Association. This apparel was advertised online, in the Parent & Family Newsletter, at Parent & Family Orientation and at the Heritage Center on Move-In Day. For a screenshot of the apparel on the Campus Store's website, see *Appendix J*.

This year, the Parent Association also hosted a picnic in Red Butte Garden as a part of Welcome Week activities. The picnic took place on Friday, August 19. Participants were asked to register and pay \$15 per person, which covered Garden Admission, as well as the cost of food for the picnic. Marketing was done via email and Facebook, and was quite successful. A total of 34 people registered prior to the event, 32 of which attended. Of those that attended, four were current/incoming students. There were also six Parent Association Executive Committee members present and two representatives from Parent Resources. The event began with a guided walking tour of the Garden, and ended with an informal picnic at the Sponsor Terrace, near the Garden's Amphitheatre. Overall, the event was a success and attendees reported enjoying their time in the Garden. For the Parent Association Red Butte Picnic budget, see *Appendix K*. Below are some suggestions for the next event:

- Ensure that there are ample guides for the tour. One was not enough for almost 40 people.
- Give each attendee a bottle of water prior to the beginning of the tour, especially because of the altitude adjustment and summer heat.

Parent and Family Newsletters

Parent and Family newsletters continued to be sent by Parent Resources and were done so six times during the 2010-2011 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.

As of August 2011, the distribution list included over 5,000 recipients. This was an increase over the 3,300 recipients in August 2010. The largest increase came from students providing a parent/family member's email address when filling out the evaluation of their Orientation program. In the 2010-2011 year, the Parent and Family Newsletter was sent on August 16, October 4, December 6, February 7, and April 4. New this past year was an edition of the newsletter designed specifically for those who attended Parent & Family Orientation. This was sent shortly after each program during June and July. The previous two years of newsletters are available on the Parent Resources website (www.parents.utah.edu), with the rest available by request from the Parent Resources office. To view topics covered in Parent and Family Newsletters for 2010-2011, please see *Appendix L*.

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.

During the 2010-2011 year, the decision was made to move the newsletter to an online format, similar to news websites. This was done through a main page for each newsletter, with a link to each article, housed on its own page. This move increased accessibility for people who do not have the ability to open Adobe PDF documents on their computers. See *Appendix M* for a screenshot of the new format. One goal for future newsletters is to include one article focused on parents of first year students and one focused on parents of continuing students.

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 – was created by Dr. Hugh Brown who was the former Director of Student Initiatives. The Dr. Brown e-mail address was forwarded to the e-mail account of the assistant

director who coordinates parent programming 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 phased out this e-mail hotline. A new e-mail account specifically for parents was created during the 2008-2009 academic year, with the address of parents@sa.utah.edu. The assistant director has direct access to and responsibility for answering this account. In addition, contact information for Parent Resources and other Orientation staff exists on the Parent Resources website.

During the 2010-2011 year, parents@sa.utah.edu received 38 emails and 32 phone calls from parents and family members. Twenty-three emails and 19 phone calls were informational questions and nine emails and 13 phone calls asked for advice. This advice was either on how to support their student or how to resolve an issue with the University.

Facebook Page

In late 2009, a Facebook page was created under the title University of Utah Parents (www.facebook.com/universityofutahparents). This page is utilized to increase methods of reaching out to and connecting with parents of undergraduate students. There are discussion boards available for use to ask and answer questions. Information regarding campus events that may be of interest to parents (or their student) is posted frequently, along with links to articles and notes concerning common questions parents ask. As of August 2011, the page had over 200 fans. A screenshot of the Facebook page is available in *Appendix N*.

Ute Send Offs

In August 2010, a new program for parents and family members of incoming students was piloted, called a Send Off. The purpose of a Send Off is to connect families in an out-of-state geographic area who are sending students to the same institution. These families are able to have personal connections in their home area, as well as their students developing connections with other students from home. These connections may be used for supporting each other, and for means such as ride-sharing, or even future roommates. Research was conducted as to the format of the program at other institutions, including hosts, activities, food and beverages, and how the program is financed. The reoccurring theme found in research was one of flexibility and little structure. Hosts possess the ability to shape most aspects of the program as they wish. One Send Off was scheduled as a pilot program in Orange County, California, in 2010.

This year, building on the relative success of the Orange County Send Off pilot in 2010, there were a total of six Send Offs scheduled. The following areas had a Send Off event: Orange County, California; Boise, Idaho; Sandy, Utah; Cottonwood Heights, Utah; Vernal, Utah; and West Salt Lake City, Utah. With the exception of the West Salt Lake City Send Off, all events were hosted by one or more Parent Association Executive Committee members. The hosts for these sessions had control over the location, food, time, and date of the event. The Alumni Association was contacted to find alumni in each area to attend these events as well. Alumni were found for the Orange County and Boise Send Offs, but not for the Send Offs in the state of Utah.

Once date, location, and time details were set, names and addresses of incoming students were collected from those who had attended or registered to attend a first year new student orientation program for the Fall 2010 Semester. These addresses were collected in the middle of July, when most orientation sessions were completed or close to complete. Postcard invitations were addressed to the "Parent/Family Member of:" the student and focused on the parent/family member attending the program, with the student welcome to attend as well. An RSVP deadline of one week prior to the event was set to give time for Parent Resources to send materials and assist hosts with estimating food needs. When families responded, the total number of guests was also obtained to estimate food and beverage needs. The invitation postcard is in *Appendix O*.

A box of materials was sent to the host after a total number of attendees was obtained. The box contained each of the following: Parent Resource brochures, 2011 Parent and Family Calendars, University of Utah pennants, Parent's Introduction to the U booklets, Empowering Parents of First-Year College Students, and Parent and Family Weekend advertising postcards. Additionally, the following materials were included in the box: nametags, pens, and parent and student contact information sheets. These sheets contained lines for name and e-mail addresses, with separate sheets for parents and students. The sheets are to be filled out, and then sent to all people on the list for use after the event. A sample contact sheet is in *Appendix P*. The host was asked to obtain a total number of attendees and to take pictures at the event for use in publications.

The Sandy Send Off event was held on Tuesday, July 19 at the Lone Peak Park Outdoor Pavilion. The event was hosted by Connie Marshall and Joy Scott, both parents of current U students as well as members of the Parent Association Executive Committee. Of the 208 families that were invited, six RSVPd, and four of those six attended in addition to one family who did not RSVP. Though there was low attendance, those who did participate seemed to appreciate the experience and information that

they received. All of the families, with the exception of one, arrived by 7:00pm and all were gone by 8:15pm. The hosts provided cookies, fruit, and veggies as well as drinks. Although most guests did not eat, there were numerous requests for water. The Cottonwood Heights Send Off fared similarly to the Sandy event, with over 266 invitations sent, and 23 families (13 total people) attending. This event was hosted at the Cottonwood Heights municipal building, to which the host partially attributed the low attendance.

The Send Off in the Tri-County/Vernal area had no attendees, though the invitation was sent to the families of 21 incoming students. The host attributed this to two other large events taking place on that date that draw a large proportion of the area's population. For the Send Off on the west side of Salt Lake City, Parent Resources partnered with a University Neighborhood Partners event, called Partners in the Park. Larry Newhall, Kyle Krogen, Parent Association President and Vice-President, respectively, and Mark Pontious, of Parent Resources, attended this event. This event was for families of all ages in these neighborhoods and the Parent Association acted as a resource for those who did have students coming to the University of Utah.

The Orange County Send Off was held on Sunday, August 7 at the home of Cathy Cohen, member of the Parent Association Executive Committee. Invites were sent to 59 families, with seven families (23 total people) attending. The host attributed the rise in attendance from 2010 to the change in venue, from a park to her home. The Boise Send Off was hosted by Executive Committee member Michelle Atkinson and her husband at their home. There were invites sent to 53 families, with ten families (30 total people) attending the event.

Overall, the out of area Send Off events were much more successful than the events in Utah. This difference in attendance seems to point to the fact that parents in Utah/Salt Lake do not feel it worth their time to attend the event, as the University of Utah is right here in the city. The other factor that seemed to effect the success of the event was the location of the event. Send Offs taking place in public parks saw much lower attendance than those in the home of the host. This location will be a suggestion for Send Offs in future years. A budget for this event is included in *Appendix Q*.

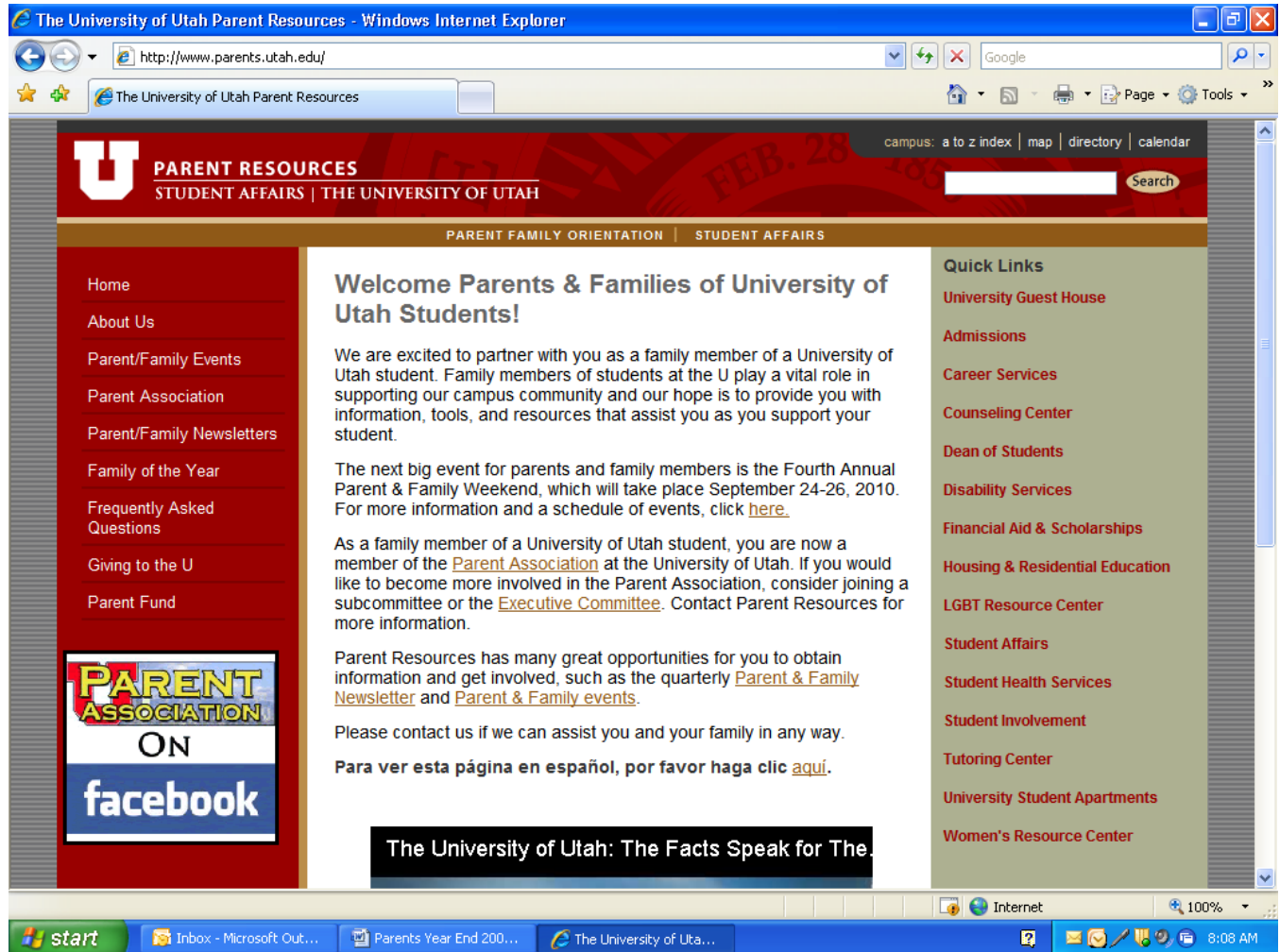
A total of 78 guests attended the events. Below are goals for Send Offs in future years:

- Market not as an event “Before you send your student to the U”, but more as an event “As your student begins at the U”. There may have been confusion with parents believing it was only for students living in the residence halls.
- Making sure there are multiple current students there – parents want their perspective.

- Make sure you have at least one, if not two, alumni there. They can give the perspective of looking back on their choice to attend and the long-term benefits.
- Encourage hosts to have the event at their house, which seemed to attract more attendees than a public place, such as a park/city building.

Appendices

Appendix A: Screenshot of Parent Resources website



Appendix B: Parent and Family Weekend Marketing Plan

Marketing Plan

Parent and Family Weekend

Summer	Parent and Family Orientation
August	Table at Residence Halls Move-In PFW/PA Card
August - 2nd	Email to previous PFW and PFSE attendees
August - 6th	E-mail to 2010 Parent Orientation Participants
August - 16th	E-mail to Parent Association - August PF Newsletter
August-September	Posters at ASUU, Union Lobby, and Married Student Housing
August-September	Flyers in University Offices
August-September	Advertising on Homecoming website/Plazafest Web site
September	University Event Calendar
September	Flyers for Residence Hall floors
September	Email to Parent Association list
September	E-mail to Honors, LEAP, Fine Arts, Engineering Library, OSH, Math, BUC, MBH, LNCO, S Beh, WEB, HPER, Campus Store, Bio Bldgs, Eyring

Appendix C: Parent and Family Weekend Schedule

The Fourth Annual Parent & Family Weekend



SCHEDULE OF EVENTS

FRIDAY, SEPTEMBER 24

3-7PM	REGISTRATION PICK UP	A. RAY ÖLP IN UNION, ROOM 280
3:30-4:30PM	TOUR OF CAMPUS	A. RAY ÖLP IN UNION, ROOM 280
4-6PM	LEAP RECEPTION	SILL CENTER, CONFERENCE ROOM
4-6PM	ENGINEERING RECEPTION	WARNOCK ENGN. BUILDING, LOBBY
5-7PM	FINE ARTS RECEPTION	ART BUILDING, GILTING GALLERY
5-7PM	HONORS COLLEGE RECEPTION	HONORS CENTER
7PM	SINBAD THE COMEDIAN	KINGSBURY HALL
8PM	HAMLET	PIONEER MEMORIAL THEATRE

SATURDAY, SEPTEMBER 25

8:30-9:30AM	ALUMNI SK & KIDS 1K	START AND FINISH AT ALUMNI HOUSE
9:30-3:30PM	REGISTRATION PICK UP	A. RAY ÖLP IN UNION, ROOM 280
9:30-5:30PM	TOUR: MUSEUM OF NATURAL HISTORY	MUSEUM OF NATURAL HISTORY, LOBBY
10AM-1PM	TOUR: RED BUTTE GARDEN	RED BUTTE GARDEN, VISITORS CENTER
11AM-5PM	MUSEUM OF FINE ARTS ADMISSION	UTAH MUSEUM OF FINE ARTS, LOBBY
1PM	TOUR: MARRIOTT LIBRARY	MARRIOTT LIBRARY, EAST ENTRANCE
3:30-4PM	REGISTRATION PICK UP	A. RAY ÖLP IN UNION, WEST PATIO
4-6PM	TAILGATE DINNER	A. RAY ÖLP IN UNION, WEST PATIO
6-9PM	UTAH UTES VS. SAN JOSE STATE	RICE-ECCLES STADIUM

SUNDAY, SEPTEMBER 26

10-10:30AM	REGISTRATION PICK UP	HERITAGE CENTER, DINING CENTER
10-12PM	CLOSING BRUNCH	HERITAGE CENTER, ROOM 2AB
2PM	VOLLEYBALL VS. COLORADO STATE	HPER EAST, CRIMSON COURT

THANK YOU FOR YOUR ATTENDANCE AND SUPPORT OF UNIVERSITY OF UTAH STUDENTS!

SAVE THE DATE: JANUARY 22 & MARCH 5: PARENT & FAMILY SPRING EVENTS AT THE UI
FOR MORE INFORMATION AND UPDATES, CHECK www.parent.s.utah.edu

Appendix D: Parent and Family Weekend Budget

Item	Expenses			Income		
	Cost	Quant.	Paid	Cost	Quant.	Received
University Guest House Rooms	\$75.00	43	\$3,225.00	\$75.00	43	\$3,225.00
Chartwells: Food for LEAP Reception			\$155.00			
LEAP Reception Registration				\$6.00	25	\$150.00
Chartwells: Food for Fine Arts Reception			\$155.00			
Fine Arts Reception Registration				\$6.00	15	\$90.00
Chartwells: Food for Engineering Reception			\$264.00			
Engineering Reception Registration				\$6.00	28	\$168.00
Chartwells: Food for Honors Reception			\$284.00			
Honors Reception Registration				\$6.00	39	\$234.00
HC 2AB Rental for Brunch	\$150.00		\$150.00			
HC Brunch Registration				\$6.00	86	\$516.00
Union Patio Rental for Tailgate	\$32.00		\$32.00			
Table Cloths for Tailgate	\$1.00	45	\$45.00			
SA Directors Tailgate	\$17.00	46	\$782.00			
Money from Jerry for Directors Tailgate				\$17.00	46	\$782.00
Chartwells: Food for Tailgate Lunch	\$10.00	280	\$2,800.00			
Football Tickets	\$30.00	281	\$8,430.00			
Football tickets sold				\$33.00	279	\$9,207.00
Tailgate Registration				\$12.00	309	\$3,708.00
Posters	\$0.96	125	\$119.50			
Connecting U Days Save the Dates	\$118.51		\$118.51			
Parking on Friday (Alumni Lot Moratorium)	\$75.00	1	\$70.00			
Parking Signs (4)	\$80.00		\$80.00			
Gifts / Decorations (beads, stickers, poms)			\$126.45			
Red Butte Guides	\$80.00		\$80.00			
Miscellaneous (e.g., pens, nametags)	\$10.00		\$10.00			
Total:			\$16,926.46			\$18,080.00
			Profit (Income - Expenses)			
				\$1,153.54		

Appendix E: Parent and Family Weekend Evaluation Results

Q1. Where do you/your family reside?

Count	Percent	
18	40.00%	In-state (Utah)
27	60.00%	Out-of-state
45		Respondents

Q2. 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	
24	53.33%	Strongly agree
19	42.22%	Agree
2	4.44%	Disagree
0	0.00%	Strongly disagree
0	0.00%	Not applicable
45		Respondents

Q3. Please indicate your level of agreement with the following statements: - Registering for Parent and Family Weekend online was an easy process.

Count	Percent	
26	57.78%	Strongly agree
19	42.22%	Agree
0	0.00%	Disagree
0	0.00%	Strongly disagree
0	0.00%	Not applicable
45		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	
31	68.89%	Strongly agree
14	31.11%	Agree
0	0.00%	Disagree
0	0.00%	Strongly disagree
0	0.00%	Not applicable
45		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	
32	71.11%	Strongly agree
12	26.67%	Agree
1	2.22%	Disagree
0	0.00%	Strongly disagree
0	0.00%	Not applicable
45		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	
28	62.22%	Strongly agree

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	
16	35.56%	Agree
1	2.22%	Disagree
0	0.00%	Strongly disagree
0	0.00%	Not applicable
45		Respondents

Q7. Please indicate your level of agreement with the following statements: - The materials included in the check-in folder were useful.

Count	Percent	
22	48.89%	Strongly agree
22	48.89%	Agree
0	0.00%	Disagree
0	0.00%	Strongly disagree
1	2.22%	Not applicable
45		Respondents

Q8. Please indicate your level of agreement with the following statements: - The cost of Parent and Family Weekend was appropriate.

Count	Percent	
21	46.67%	Strongly agree
21	46.67%	Agree
3	6.67%	Disagree
0	0.00%	Strongly disagree
0	0.00%	Not applicable
45		Respondents

Q9. Please indicate your level of agreement with the following statements: - Overall, I was satisfied with my experience at Parent and Family Weekend.

Count	Percent	
26	57.78%	Strongly agree
18	40.00%	Agree
1	2.22%	Disagree
0	0.00%	Strongly disagree
0	0.00%	Not applicable
45		Respondents

Q10. Please indicate your level of agreement with the following statements: - I would consider returning to campus for future parent and family events.

Count	Percent	
27	60.00%	Strongly agree
17	37.78%	Agree
1	2.22%	Disagree
0	0.00%	Strongly disagree
0	0.00%	Not applicable
45		Respondents

Q11. Please rate your satisfaction with the following events:

Friday - Campus Tour

Count	Percent	
0	0.00%	Excellent
1	2.22%	Above average
0	0.00%	Average
0	0.00%	Below average
0	0.00%	Extremely poor
44	97.78%	Not attended
45		Respondents

Q12. Please rate your satisfaction with the following events:

Friday - LEAP Reception

Count	Percent	
1	2.22%	Excellent
3	6.67%	Above average
0	0.00%	Average
0	0.00%	Below average
0	0.00%	Extremely poor
41	91.11%	Not attended
45		Respondents

Q13. Please rate your satisfaction with the following events:

Friday - Honors Reception

Count	Percent	
2	4.44%	Excellent
1	2.22%	Above average
3	6.67%	Average
0	0.00%	Below average
1	2.22%	Extremely poor
38	84.44%	Not attended
45		Respondents

Q14. Please rate your satisfaction with the following events:

Friday - Engineering Reception

Count	Percent	
2	4.44%	Excellent
0	0.00%	Above average
1	2.22%	Average
0	0.00%	Below average
0	0.00%	Extremely poor
42	93.33%	Not attended
45		Respondents

Q15. Please rate your satisfaction with the following events:

Friday - Fine Arts Reception

Count	Percent	
0	0.00%	Excellent

Q15. Please rate your satisfaction with the following events:

Friday - Fine Arts Reception

Count	Percent	
0	0.00%	Above average
0	0.00%	Average
2	4.44%	Below average
0	0.00%	Extremely poor
43	95.56%	Not attended
45		Respondents

Q16. Please rate your satisfaction with the following events:

Friday - Sinbad Show at Kingsbury Hall

Count	Percent	
6	13.33%	Excellent
0	0.00%	Above average
0	0.00%	Average
0	0.00%	Below average
0	0.00%	Extremely poor
39	86.67%	Not attended
45		Respondents

Q17. Please rate your satisfaction with the following events:

Friday - Hamlet at Pioneer Memorial Theatre

Count	Percent	
1	2.22%	Excellent
0	0.00%	Above average
0	0.00%	Average
0	0.00%	Below average
0	0.00%	Extremely poor
44	97.78%	Not attended
45		Respondents

Q18. Please rate your satisfaction with the following events:

Saturday - Utah Museum of Fine Arts (UMFA)

Count	Percent	
5	11.11%	Excellent
6	13.33%	Above average
0	0.00%	Average
0	0.00%	Below average
0	0.00%	Extremely poor
34	75.56%	Not attended
45		Respondents

Q19. Please rate your satisfaction with the following events:

Saturday - Marriott Library Tour

Count	Percent	
2	4.44%	Excellent
2	4.44%	Above average

Q19. Please rate your satisfaction with the following events:

Saturday - Marriott Library Tour

Count	Percent	
0	0.00%	Average
0	0.00%	Below average
0	0.00%	Extremely poor
41	91.11%	Not attended
45		Respondents

Q20. Please rate your satisfaction with the following events:

Saturday - Red Butte Garden

Count	Percent	
7	15.56%	Excellent
2	4.44%	Above average
0	0.00%	Average
0	0.00%	Below average
0	0.00%	Extremely poor
36	80.00%	Not attended
45		Respondents

Q21. Please rate your satisfaction with the following events:

Saturday - Utah Museum of Natural History

Count	Percent	
5	11.11%	Excellent
5	11.11%	Above average
0	0.00%	Average
0	0.00%	Below average
0	0.00%	Extremely poor
35	77.78%	Not attended
45		Respondents

Q22. Please rate your satisfaction with the following events:

Saturday - Tailgate Dinner Party

Count	Percent	
14	31.11%	Excellent
9	20.00%	Above average
7	15.56%	Average
0	0.00%	Below average
0	0.00%	Extremely poor
15	33.33%	Not attended
45		Respondents

Q23. Please rate your satisfaction with the following events:

Saturday - Utah versus San Jose State football game

Count	Percent	
23	51.11%	Excellent
8	17.78%	Above average
3	6.67%	Average

Q23. Please rate your satisfaction with the following events:

Saturday - Utah versus San Jose State football game

Count	Percent	
2	4.44%	Below average
0	0.00%	Extremely poor
9	20.00%	Not attended
45		Respondents

Q24. Please rate your satisfaction with the following event:

Sunday - Closing Brunch

Count	Percent	
5	11.11%	Excellent
4	8.89%	Above average
3	6.67%	Average
0	0.00%	Below average
0	0.00%	Extremely poor
33	73.33%	Not attended
45		Respondents

Q25. Please rate your satisfaction with the following event:

Sunday - Utah Volleyball versus Colorado State

Count	Percent	
1	2.22%	Excellent
0	0.00%	Above average
0	0.00%	Average
0	0.00%	Below average
0	0.00%	Extremely poor
44	97.78%	Not attended
45		Respondents

Q26. How did you hear about Parent and Family Weekend? (Check all apply)

Count	Respondent %	Response %	
18	40.00%	21.69%	Parent and Family Newsletter
1	2.22%	1.20%	Poster on campus
27	60.00%	32.53%	E-mail from Parent Resources
3	6.67%	3.61%	From my student
5	11.11%	6.02%	Attended previous Parent and Family events
21	46.67%	25.30%	Parent and Family Orientation
3	6.67%	3.61%	Table at Residence Hall Move-in
1	2.22%	1.20%	Word of mouth
4	8.89%	4.82%	Other (please specify)
	Count	Percent	
	1	25.00%	orientation
	1	25.00%	Parent & Family Website
	1	25.00%	university calendar
	1	25.00%	Website
45			Respondents
83			Responses

Q27. How could we better market this event to other parents and family members?

Count	Percent	
16	100.00%	
	Count	Percent
	1	6.25% Actually, you might consider holding this even during Fall Break when students can spend more time with their families...it would be great for those of us from out of state...
	1	6.25% As a Freshman parent, I felt well informed. The staff was very courteous in the invitations. After the initial expense of moving a student to the campus from out of state, the weekend is a big consideration to some monetarily, but the staff made it worth the effort. (Expenses being flight, hotel and car) The prices of the events themselves were very resonable.
	1	6.25% Continue to utilize the "latest" methods of marking available - i.e. - emails & other devices.
	1	6.25% Did have questions about events which I had to email for clarification.
	1	6.25% During the registration for freshman or returning students.
	1	6.25% email and text
	1	6.25% e-mails, mailers, phone calls, push for the out of state families to attend
	1	6.25% have a way for parents to mingle better... ice breakers for parents and students... games.... 5 k run for us, games like 3 leg race...
	1	6.25% I think an invitation rather than a post card might be helpful.
	1	6.25% It was marketed well. We were extremely disappointed with the seating at the football game. They were horrible seats and we had never been there before so it would be a good idea to let parents know exactly where those seats are in the stadium so that we are aware of what to expect.
	1	6.25% mailing
	1	6.25% No change...except you could have students call.
	1	6.25% No need to it was awesome!!
	1	6.25% Not sure -- I thought you guys did a great job getting the word out to orientation and this function.
	1	6.25% The more info that is put out there, the better response this event will receive. So I would say to advertise a bit more. It didn't affect our family, as we were planning on going from the very beginning. But for some families who procrastinate, more advertising works the best. Maybe an additional mailer and email. I know I received an email regarding this event, but I don't think I received anything in the mail.
	1	6.25% To be more a part of the college experience, have the event in a tent at the tailgate by the football stadium and offer cash bar (beer and wine).
16	Respondents	

Q28. Were you pleased with the timing (September 24 - 26) of Parent and Family Weekend?

Count	Percent	
42	93.33%	Yes
3	6.67%	No
45	Respondents	

Q29. What dates/times of year would be better?

Count	Percent	
2	100.00%	
	Count	Percent
	1	50.00% During Fall Break
	1	50.00% I bit later in Oct. This was to close to Labor Day Weekend when students may have gone home or parents came to visit.
2	Respondents	

Q30. What about the timing was not good for you?

Count	Percent
2	100.00%

Q30. What about the timing was not good for you?

Count	Percent		Response
	Count	Percent	
	1	50.00%	It was a bit too early in the school year, as school administrators ourselves, our own school year was pretty busy and not yet solidly underway...but more importantly, there's a lot going on for the college students...maybe after midterms would be better for them...
	1	50.00%	Too close to Labor Day. Would like to spread out the visits and Labor Day was a good time to visit as well.
2	Respondents		

Q31. Friday

Count	Respondent %	Response %	Response
2	25.00%	14.29%	Campus Tour
1	12.50%	7.14%	Sinbad Show
1	12.50%	7.14%	Hamlet
2	25.00%	14.29%	LEAP Reception
2	25.00%	14.29%	Honors Reception
2	25.00%	14.29%	Fine Arts Reception
4	50.00%	28.57%	Engineering Reception
8	Respondents		
14	Responses		

Q32. Saturday

Count	Respondent %	Response %	Response
3	27.27%	18.75%	Utah Museum of Fine Arts (UMFA)
2	18.18%	12.50%	Marriott Library Tour
1	9.09%	6.25%	Utah Museum of Natural History
3	27.27%	18.75%	Red Butte Garden
5	45.45%	31.25%	Tailgate Dinner Party
2	18.18%	12.50%	Utah versus San Jose State Football Game
11	Respondents		
16	Responses		

Q33. Sunday

Count	Respondent %	Response %	Response
5	71.43%	62.50%	Closing Brunch
3	42.86%	37.50%	Volleyball versus Colorado State
7	Respondents		
8	Responses		

Q34. What prevented you from attending the(se) event(s)?

Count	Percent		Response
	Count	Percent	
21	100.00%		
	1	4.76%	Daughter was ill.
	1	4.76%	Didn't understand that my student had to get their own ticket. Decided to not attend since my student would not be able to see game with me.

Q34. What prevented you from attending the(se) event(s)?

Count	Percent	
1	4.76%	Due to time constraintants and doing things with our daughter we were not able to attend garden tour, but did go on our own as well as tour the library and campus. We went to the "other"tailgate party but had we known that the president was going to speak we were had gone to hear him and then went to the other party. Sunday we had a last minute invitation to go to Oktober Fest at Snowbird and could not make the brunch or volleyball game.
1	4.76%	events were scheduled very close to each other and some at the same time like 10 o'clock bute garden tour and 11 o'clock natural history museum tour
1	4.76%	Friday - had business meetings in the SLC area.
1	4.76%	Lots of options, too much to take in if attempting all. That's OK. Was not aware that free events like Natural History Museum tour had sign up. I missed the signup somehow, was only aware of signup/payment of paid events. Would have been participant of Tailgate and game if our student would have not had work commitments. Also due to the varying nature of student's work schedule, was challenge to plan for.
1	4.76%	my son had to work and I didn't want to attend alone
1	4.76%	My student was not interested, we did other things.
1	4.76%	N/A
1	4.76%	not enough time
1	4.76%	other obligations.
1	4.76%	our morning started way too late due to the fact that my son's car was parked in at his parking spot - Chapel Glen. Students had parked on the sides where there was no parking and he was not able to get his car out - even past 4 PM. This made it impossible for him to come to church with our family (we left from our hotel expecting him to join us) then we wanted to have lunch together downtown but first we had to pick him up from his dorm etc. Anyhow, I was looking forward to the volleyball games but it got too late to attend due to a parking matter!
1	4.76%	timing got in way of other things we were doing
1	4.76%	Two of the three of us attended. My son was busy studying in the Engineering computer lab and could not attend the Engineering Reception, but my sister (his Aunt from Oklahoma) and I (Mom) attended. We truly enjoyed meeting the staff, students, alums and tour of the Engineering Buiding. He did come at the very end, about 6 pm, and met the remaining students and staff and ate some food that I had saved for him. We truly enjoyed the reception!
1	4.76%	we arrived late to the engineering reception so our son gave us a tour of his classrooms and computer lab etc. It was fun. We left early sunday so we missed the brunch but the tickets are good so we'll use them later. On Saturday we took our son mountain bike shopping so we missed some of the events there too.
1	4.76%	We arrived on campus late, 6:00 due to flight delays. We then proceeded to the Museum of Fine Arts as the e-mail stated and were told by a person at the door that the party was a "private" birthday party. We then saw Mark at the "check in" and were advised that the reception was at the "Art" building. By the time we got to the Art building at 6:45, the reception area was closed. We did see the punch bowl through the window.....but there must not have been enough attendees to keep it open.(?)
1	4.76%	We attended all events for which we were registered. We were unable to register for the closing brunch.
1	4.76%	We did not arrive in SLC until after the party was over, due to scheduling conflicts at home.
1	4.76%	We had very little time to spend with our son, as he joined a fraternity and the fraternity had the whole weekend planned for their pledges. We ended up having a late lunch with him and missed the tailgate. I think the fraternities need to not make so many plans for their pledges on parent weekend, so that we can spend some time with our sons/daughters, who are greatly missed.
1	4.76%	We planned other things with our son.
1	4.76%	Went to Natural History museum, ate lunch, too tired to walk to the others. Parked car and unwilling to risk not being able to park in parking lot near stadium later in the day.
21	Respondents	

Q35. What events/activities would you like to see in future Parent and Family Weekends?

Count	Percent
15	100.00%
Count	Percent

Q35. What events/activities would you like to see in future Parent and Family Weekends?

Count	Percent	
1	6.67%	a not cost program either film or lecture about U of U , college in general etc. maybe a chance to meet some of my son's professors
1	6.67%	A parent social (other than the tailgate party) would be nice. Just so we could mingle with other parents and get to know people. That's the only thing I can think of at this time.
1	6.67%	Bigger group dinner. Might be able to meet more people and be more fun.
1	6.67%	Definately a football game and Tailgate Party. !!!!!!!! Utah Museum of Fine Arts & Museum of Natural History, Red Butte Garden, Engineering Reception, (we were not able to tour the Natural History Museum or Red Butte Garden this visit).
1	6.67%	games, events to help us mingle better, meet parents better, treasure hunt, 3 leg races, other sports, active events not sitting events, things we can do with our students,
1	6.67%	i would like to see more time with people involved in education process and more guided museum tours
1	6.67%	It was hard for us to get to Salt Lake City by 4:00pm, so in the future we either need to take the whole day off or plan only to attend events on Saturday. Neither my son or my husband were interested in going to any events, and truthfully I mostly wanted to see my son so I didn't care what we did. I am not a good one to ask about events.
1	6.67%	n/a
1	6.67%	N/A
1	6.67%	None, these were all great opportunities.
1	6.67%	Open house, tour of department facilities (Engineering).
1	6.67%	See below...
1	6.67%	There was plenty to choose from.
1	6.67%	Wish we could have met instructor of my son's particular Leap program. Also would have liked to have time with his dorm R.A. And maybe some brief activity with the school of his major. Also, he's a band member and it would have been great to be invited to do something with them. (We managed to follow the band around to all their activities on Saturday anyway.)
1	6.67%	Women's club lacrosse.
15	Respondents	

Q36. Please provide us with additional feedback and/or suggestions.

Count	Percent	
24	100.00%	
Count	Percent	
1	4.17%	As I stated above, I think the fraternities/sororities need to be made aware of parent weekend so that they do not plan so many activities for their pledges. Over a period of 3 days, we were able to visit with our son a total of 3 hours because he was involved with frat stuff. A few more hours with our son would have been nice since we traveled from out of state to see him. Other than that, we did have a wonderful weekend.
1	4.17%	Did not realize that this was 4th annual event. Overall, think you are doing a good job. Thanks for the opportunity!
1	4.17%	Great event - looking forward to next years.
1	4.17%	I do not think that the maps of campus are that easy to read. I will send you a map I received from an informational packet from Ohio state in a few days. The format is so easy to read!!! Thanks
1	4.17%	I think that the Honors Reception was too similar to the open house presentation--delightful but too similar. Might have been nice to meet some of the other faculty of the seminar courses or hear from a few students.
1	4.17%	I think the whole program was very well done. I was impressed with the variety of things we could do.
1	4.17%	I thought it was all well planned for first year parents. I don't feel the need to go visit on this particular weekend in the future though
1	4.17%	I was surprised at how few parents were there given the size of the university. That was a little disappointing. Is it because everyone lives close? Maybe publicize much earlier in the admissions process so more families from out of state can plan to attend. WE HAD A WONDERFUL TIME!!! Thought you guys did a wonderful job given that it's only your 4th year.
1	4.17%	I was surprised that the Ute Football game was \$30 for both me and my student (of course, it was the first game we attended). Only 5 students attended the Fine Arts reception....food and drink was mediocre. The tailgate party was great.

Q36. Please provide us with additional feedback and/or suggestions.

Count	Percent	
1	4.17%	I would have liked to sit with my son during the football game. Such limited time together sitting apart for the entire game was hard.
1	4.17%	I would like a t-shirt for purchase to commemorate the occasion. That would be excellent! pre-order would be an idea. "Proud parent of a "U" student" or something to that effect.
1	4.17%	I would like to see the parents that pay a hefty fee for tuition get better than nose bleed seats at the football game. We were literally the very top seat in the corner. That was very disappointing.
1	4.17%	I would like to suggest that for future Parent and Family Weekends you do one thing that is geared towards freshman and their families. At my son's school, San Diego State University, they have what is called convocation. It is held in the basketball arena and very well attended by students and their parents and families. It was held on Sat. morning and the president of the university spoke as well as heads of the departments and student affairs. The head of the parent organization spoke, president of the student organization spoke so you really got a sense of the philosophy and mission and commitment that everyone had in the school and the success of your student. San Diego State's students, like the U, is largely attended by CA students, most residing in or around the San Diego area. It is a nice feeling to be surrounded by other freshman families whose kids are starting their college journey at the same time at the same school. At the end of the ceremony, which was only about an hour long we all got a school lapel pin and we received the mission statement as a group. At the football game you clearly get a sense of the school spirit and community's commitment to their beloved Running Utes, it would be nice to get a feel of that commitment to your incoming freshman who not only come from the grand state of UT, but all over the United States as well as the world.
1	4.17%	Including meal availability before the event would help. Should I pack my own lunch or what is available on or around campus. For parents of residence hall students, what is the meal schedule and can families use their included guest meals for this weekend? Also, the parking information was sufficient but it wasn't addressed until after registration. I personally like to know such details with registration. Thanks
1	4.17%	it will be very nice to have tours scheduled at least 2 hours apart so we have time to ask questions and get on time to the next tour
1	4.17%	Mark was great -- responsive when I at first couldn't register for some events. I'd like to see more space to register since I didn't find out till the last day I needed to register.
1	4.17%	Overall, good job!
1	4.17%	Recommend allowing option to buy football tickets without paying for the tailgate dinner. Also, recommend providing best football seats on first come/first serve basis, i.e., those who register first get the seats closest to the field.
1	4.17%	Sinbad was great -- needed more promotion and need to return when less competition from other programs/activities. Food at tailgate dinner excellent; however, location far from field house. Next year we want to be where band plays and to see football players' walk on main street near stadium.
1	4.17%	Thank you for all of the hard work that you put into making this a special weekend. A few suggestions would be: closer and better parking, fresh fruit and green salad with the tailgate meal, more spots to deposit the garbage after dinner. We had a wonderful time.
1	4.17%	The tailgate party was great. (like last year) Food was tasty and hot. No lines. Comfortable seating. Thanks for the good weather too! Our seats at the football game were very poor. (6seats) 2nd row from the top and so far south we couldn't see the Jumbotron. How can we get better seats for next year? was I just late booking them? Are all the parents seated in the same section?
1	4.17%	We (not my son, he had classes and busy with homework) toured the Museum of Fine Arts on Friday instead of Saturday. The staff let us in on Friday, we explained we could not attend on Saturday. It would be good if the tickets were flexible for Saturday or Friday maybe others could have attended also. Since we came from out of state, and my son doesn't have family in Utah, and he doesn't have a car, we were busy Saturday before the game getting some errands done with him. We arrived at the Tailgate party late, but the food was still out and we were able to get a plate before the game. The food was GREAT and your staff is THE BEST!!!!!! Thank you for a wonderful weekend!!!!!!
1	4.17%	We really liked the Natural History Museum and Red Butte Gardens - bonus points for having them available free of charge!
1	4.17%	We were disappointed in the "tailgate" event. While the food was good, it was a bit messy and hard to eat, and it certainly wasn't much of a "tailgate" atmosphere. We did appreciate hearing from the college president. And, while it was GREAT to go to the football game, it would have been even better if we had better seats. We couldn't see the jumbo-tron screen from where we were sitting. Seats more towards the center would be good.

Appendix F: Offices that Participated in the 2010 Parent and Family Calling Campaign

Office	Staff
Housing and Residential Education	15
Counseling Center	3
University Union	7
Bennion Center	6
Women's Resource Center	3
Orientation and Leadership Development	5
Center for Disability Services	5
International Center	3
Study Abroad	5
Student Health Center	2
University College	4
Conference and Guest Services	4
Registrar's Office	10
Student Recruitment and High School Services	5
Educational Opportunity Programs (TRiO)	3
Vice-President's Office	4
Admissions Office	6
Career Services	5
Assessment	2
Student Development	1

Appendix G: 2010 Parent and Family Calling Campaign Script
Calling Script for Parents/Family Members of Incoming Students

Hello, may I speak to _____?

Hi, I'm _____, a student affairs professional at the University of Utah, calling on behalf of Parent Resources. How are you doing?

This is not a solicitation. It is to touch base with parents/families of new students at the University of Utah.

We want to be sure that you and your student's first semester experience with the University of Utah is all that you had hoped it would be. Have registration, tuition payment, and housing for your student gone smoothly?

If yes

Great, we're happy to hear that. Are you aware of our Parent Association and Parent E-mail Newsletter?

You can sign up for both at no cost by visiting the Parent Resources website at www.parents.utah.edu.

The newsletter contains important information about deadlines and opportunities for you and your student while the Parent Association provides opportunities for all parents/family members to get involved with the University of Utah.

If no

Could you please tell me about the nature of the difficulty?

We would like to assist you in resolving this problem. If you are comfortable with me sharing your concern, I will pass this information along to _____ (appropriate office) and someone from that area will contact you soon.

Also, are you aware of our Parent Association and Parent E-mail Newsletter?

You can sign up for both at no cost by visiting the Parent Resources website at www.parents.utah.edu.

The newsletter contains important information about deadlines and opportunities for you and your student while the Parent Association provides opportunities for all parents/family members to get involved with the University of Utah.

Do you have any other questions/concerns that I can help with? (Provide appropriate contact information and/or referrals if so.)

Thank you for your time. If you have additional concerns or need information in the future, please contact Parent Resources at 801-585-1141.

Voicemail Messages

If a contact doesn't answer, please leave him/her the following message:

Hello _____, my name is _____ and I am calling on behalf of the University of Utah. We are calling you as a parent/family member of a new student to be sure that your experiences with the U thus far have been positive. Please feel free to contact me if you have any questions or concerns. I can be reached at _____

_____.

Appendix H: Parent and Family Spring Event Budget

Spring Event Budget						
Item	Cost	Quantity	Total Paid	Cost	Quantity	Total Received
Postcard Printing	\$175.95	1	\$175.95			
Postcard Mailing	\$191.99	1	\$191.99			
Guest House Rooms	\$75.00	2	\$150.00	\$75.00	2	\$150.00
Reception/Basketball	\$0.00		\$0.00	\$5.00	1	\$5.00
Reception/Gymnastics	\$5.00	45	\$225.00	\$6.00	28	\$168.00
Reception Food			\$115.00			
Snowshoe Equip Rental	\$10.00	14	\$140.00			
Snowshoe Registration				\$10.00	10	\$100.00
Materials/Decorations			\$0.00			
Total Cost			\$997.94			
Total Received						\$423.00
Balance			-\$574.94			

Appendix I: Parent Association Executive Committee 2010-2011

First	Last	Street	Phone	E-mail
Connie	Marshall	2346 Sego Lily Drive Sandy, UT 84092	801-799- 2263	connie@alta.com
Richard	Bodkin	1816 Grover Lane Holladay, UT 84124	801-278- 4954	richardb54@msn.com
Cathy	Cohen	24352 Macedo Mission Viejo, CA 92691	949-770- 1273	thomann1@cox.net
Armen	Taroian	2141 E. Camino Way Cottonwood Heights, UT 84121	801-944- 0961	ataroian@wardeg.com
Larry	Newhall	412 W. 500 N Heber City, UT 84032	435-654- 1428	newhallassociates@comcast.net
Joe	Schuch	17218 S. Allendale Dr. Belton, MO 64102	816-419- 8699	jrschuch@gmail.com
Janie	Hansen	3088 Kensington Ct West Linn, OR 97068	503-799- 6498	janie.hansen@portofportland.com
Joy	Scott	11859 S. Casper Rd Sandy, UT 84092	801-783- 9462	joysie9@hotmail.com
Kyle	Krogen	7281 Chris Ln Cottonwood Heights, UT 84121	801-831- 9822	kylekrogen@msn.com
Stacey	Dahlquist	13 W. Sunrise Way Farmington, UT 84025	801-558- 1170	stadah@msn.com
Michelle	Atkinson	6610 W. Randolph Dr. Boise, ID 83709	208-841- 6540	michellem.atkinson@energizer.com
Michele	Mansfield	HC67 Box 1 Lapoint, UT 84039	435-247- 2375	mtmansfield@yahoo.com

Appendix J: Screenshot of Proud Parent Apparel on Campus Store Website

UTAH RED ZONE
THE UNIVERSITY OF UTAH CAMPUS STORE

447 West 1425 North
Layton, UT 84041
801-544-6577

10497 South State Street
Sandy, UT 84070
801-523-9173

RED ZONE

The Official Store for the University of Utah. All revenue returned to the University of Utah.

Mens Womens T-Shirts Sweatshirts Childrens Spirit / Team

[Merchandise Categories](#) > [Promo 4](#)

Promo 4

		
Proud Parent U of U T-Shirt 2070515 \$19.99	U of U Proud Parent Hoodie 2070542 \$44.99	Women's Proud Parent V-Neck T-Shirt 2070527 \$24.99

Showing Results 1 - 3 of 3 Items Per Page

Appendix K: Parent Association Red Butte Picnic Budget

Item	Number	Cost	Number	Revenue
Food		\$150.22		
Red Butte Entrance	36	\$271.00		
Registrations			34	\$510.00
Total Cost		\$421.22		
Total Revenue				\$510.00
Difference		+ \$88.78		

Appendix L: Parent and Family Newsletter Topics: 2010-2011

Parent & Family Newsletter Topics						
Topic\Edition	Summer	August	October	December	February	April
Parent & Family Events	x	x	x			
Parent Association	x	x	x			
ASUU			x			
Career Services			x			
Dean of Students					x	
Counseling Center			x			
LEAP			x			
Leadership			x			
Orientation			x			
Housing & Residential Education		x	x		x	
Graduation					x	x
Parent Reflection			x			x
Residency for Tuition Purposes						x
Pac-12		x				x
CESA						x
College Spotlight			x		x	x
The Parent Fund			x		x	
ASUU Personal Money Management Center					x	
Study Abroad					x	
Daily Utah Chronicle Reprint					x	
Academic Advising			x		x	
Student Reflections				x		
VP of Student Affairs Reflection	x	x		x		
Mark Your Calendars/Important Dates	x			x	x	x
Marriott Library	x		x			
Care Packages			x			
Copyright Violations - Campus Announcements			x			
Welcome Week	x	x				
Proud Parent Apparel	x					
Bennion Center		x				
Student Jobs		x				
Off - Campus Housing		x				
Parent Calendars		x				

Appendix M: Parent and Family Newsletter Screenshot

campus: [a to z index](#) | [map](#) | [directory](#) | [calendar](#)

U **PARENT RESOURCES**
STUDENT AFFAIRS | THE UNIVERSITY OF UTAH

SEARCH

PARENT FAMILY ORIENTATION | STUDENT AFFAIRS

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- Parent Association
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PARENT ASSOCIATION

Parent & Family Newsletter


A PUBLICATION FROM THE UNIVERSITY OF UTAH'S PARENT RESOURCES,
A DIVISION OF THE OFFICE OF NEW STUDENT ORIENTATION

August 2011 - Enjoy this edition of the Parent & Family Newsletter. Contact Parent Resources with any comments, questions, or article suggestions: (801) 585-1141 or parents@sa.utah.edu

If you are helping your student move into the residence halls on August 18, keep an eye out for Parent Association Executive Committee members. Come say hi!

WELCOME (BACK) TO THE U! - WELCOME WEEK 2011

The U kicks off the year with a host of events before and during the first two weeks of the semester. New this year is an event just for parents. Read more in this article.



PARENT & FAMILY PICNIC AT RED BUTTE: AUGUST 19

On Friday, August 19, from 4-6pm at Red Butte Garden: Join the Parent Association and other parents/family members for a guided tour and picnic. This is a great option if you are helping your student move into the residence halls, but is certainly open to ALL parents and family members.

FIRST YEAR PARENT CORNER: WHAT ABOUT ME?!

Sending a child off to college brings many changes, but not just

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- [Welcome \(Back\) Week](#)
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Appendix N: University of Utah Parents Facebook Page Screenshot



- Wall**
- Hidden Posts
 - Info
 - Friend Activity
 - Discussions
 - Photos
 - Notes
 - Events
- EDIT**

249
like this

1
was here

- Likes** See All
- 
Leadership Development at the University of
 - 
University Guest House & Conference
 - 
Utah Museum of Fine Arts
 - 
ASUU Personal Money Management
 - 
Chartwells Dining Services, University of Utah

Subscribe via SMS

University of Utah Parents

Education · Salt Lake City, Utah · [Edit Info](#)



Wall University of Utah Parents · Everyone (Most Recent) ▾

Share: [Status](#) [Photo](#) [Link](#) [Video](#) [Question](#)


Write something...

 **University of Utah Parents**
 Encourage your student to attend Plazafest on this Wednesday, August 31, 10am-2pm outside the Union. Over 175 student orgs, colleges/departments, and campus offices in one place to talk about what they offer to students! Free food too!
 Like · Comment · 3 minutes ago

 **University of Utah Parents**
 Tomorrow (Sunday, August 28): Free Burritos and Pirates of the Caribbean 4 at the Marriott Library. Food at 7, movie at 7:30pm. Check here for more: <http://bit.ly/pGfM2k>
 539 Impressions · 0.19% Feedback
 Like · Comment · Saturday at 11:44am

 Dana Lanquist Thompson likes this.

Write a comment...

 **University of Utah Parents**
 Is your student looking for something to do tonight? Encourage them to go to Crimson Nights tonight in the Union from 9pm-2am. The Union Programming Council puts on this event and there will be thousands of U students there. Free admission with your student's UCard! Head here for more info: <http://www.facebook.com/yourcampuslife>
 547 Impressions · 0% Feedback
 Like · Comment · Friday at 12:53pm

 **University of Utah Parents**
 From The University of Utah Athletics: Get your Red out!! Fan Fest is tomorrow from 10-1pm at Rice-Eccles Stadium. Event is free & 18 Ute teams will be on hand to sign autographs, pose for photos & engage in interactive games. See you there!
 446 Impressions · 0% Feedback
 Like · Comment · Friday at 9:56am

 **University of Utah Parents**

Appendix O: Ute Send Off Invite

<p>UNIVERSITY OF UTAH PARENT ASSOCIATION</p> <p>PARENTS of the UNIVERSITY of UTAH entering CLASS OF 2011...</p> <p>Before you send your students to the U, please join us for a UTE SENDOFF with other families in the Boise area!</p> <p><i>Sunday, August 7, 2011</i> <i>4:00-6:00 pm</i></p> <p><i>Home of Michelle Atkinson</i> <i>6610 West Randolph Drive</i> <i>Boise, ID 83709</i></p>	<p>Hosted by Michelle & Rick Atkinson, parents of a current U student and member of the Parent Association Executive Committee</p>  <p>Casual/pool attire. Appetizers and drinks will be served. Students are welcome!</p>
	<p><i>Please RSVP by July 31, 2011</i> mflora@sa.utah.edu <i>or</i> (801) 581-7069</p>

Appendix P: Ute Send Off Contact Information Exchange Sheet

Parent Information Exchange

Send-Off location: _____
Date: _____

Name	E-mail	Freshman/Sophomore/Junior/Senior (circle one)
_____	_____	Fr / So / Jr / Sr
_____	_____	Fr / So / Jr / Sr
_____	_____	Fr / So / Jr / Sr
_____	_____	Fr / So / Jr / Sr
_____	_____	Fr / So / Jr / Sr
_____	_____	Fr / So / Jr / Sr
_____	_____	Fr / So / Jr / Sr
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_____	_____	Fr / So / Jr / Sr
_____	_____	Fr / So / Jr / Sr
_____	_____	Fr / So / Jr / Sr

Appendix Q: Ute Send Off Budget

Item	Price
Invites	\$178.00
Shipping	\$50.00
Proud Parent t-shirts	\$90.00
Sandy Space	\$50.00
Sandy Food:	\$49.60
Total	\$417.60



**National Student Exchange
Year End Report
August 2010- July 2011**

**Prepared By:
Mark Pontious
Coordinator
National Student Exchange Program**



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Highlights – National Student Exchange 2010-2011

- Twenty-seven of twenty-eight outgoing University of Utah students were placed at either their first or second choice school at the placement conference in March of 2010 for exchange in the 2010-2011 academic year.
- The number of outgoing University of Utah students placed on exchange during the 2009-2010 academic year increased to 31 students from 26 students in the 2008-2009 academic year. The incoming placements increased to 37 students for 2009-2010 from 15 students during 2008-2009.
- In the 2010-2011 academic year, the University of Utah's incoming increased to 81% from 59% in 2009-2010.
- For the 2010-2011 academic year, 28 University of Utah students applied prior to the March 2010 placement conference to participate. There were also three students placed after the March 2010 conference.

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 2010 through July 2011. 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 & 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 several years. The Office of Orientation & Leadership Development was an ideal place to relocate this program for several reasons. The Office of Orientation & Leadership Development had partnered with Undergraduate Studies and the NSE program to supply orientation services and matriculation fee waivers. Therefore, the Office of Orientation & Leadership Development had existing knowledge of the NSE program and resources in place to support this program. Additionally, the Office of Orientation & 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 200 institutions of higher education within the United States, its territories, and Canada. The program provides 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, over 94,000 students have completed an exchange 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. 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. This site is continually updated and is a supplement to the information found on the NSE headquarters website at www.nse.org.

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. This application includes an essay on why the student wishes to exchange, a meeting with the University of Utah NSE coordinator, and supplying two references (one academic and one personal), along with transcripts and other scholastic and placement preference information. Students are able to rank up to eight institutions to which they are interested in exchanging. 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 attempts 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 internally for placement purposes. 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 promotes the National Student Exchange program in a variety of ways. Professional posters are placed around campus in both the fall and spring semesters, advertising the NSE program. Letters are sent via email each semester to all freshmen and sophomore students who are academically eligible to participate in NSE, inviting them to make an appointment with the NSE coordinator. Individuals representing NSE are present and tabling at Study Abroad Fairs, PlazaFest, and the Major Expo each year. Additionally, the program is presented to academic advisors from all Colleges at a University Academic Advising Committee (UAAC) meeting.

Placement Conference

Each year representatives from all 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 2010 Annual NSE Conference in Colorado Springs, Colorado, placements were made for the 2010-2011 academic year: 25 outgoing and 28 incoming students were placed. Of the outgoing students, 19 of 25 were placed at their first choice institution, four at their second choice, and one at the third choice. Two students were not placed at any of their chosen institutions. Additionally, in March 2009 at the Annual NSE Conference in Raleigh, North Carolina, 21 outgoing students were placed and 19 incoming students were accepted for the 2008-2009 academic year.

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 one or two 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 2010-2011 academic year, including conference placement and post-conference placements, an increase was seen in incoming students between the 2009-2010 and 2010-2011 academic years, and the outgoing placement total also decreased. In the 2010-2011 academic year, 31 students from the University of Utah were placed at 20 institutions. In the 2009-2010 academic year 26 students from the University of Utah were placed. The University of Utah accepted 37 students from 25 institutions for 2010-2011, while the University accepted 27 students from 20 schools for 2009-2010. Each year the NSE Coordinator attempts to balance the total number of semesters on each tuition plan between the incoming and outgoing students. 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 program 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 2010-2011 was \$190.

In 2008-2009, the University of Utah's outgoing completion rate increased to 81% from 76% in 2007-2008, and the incoming completion rate also increased to 80% from 50% in 2007-2008. For the 2009-2010 academic year, the completion rate for outgoing students declined to 77% and for incoming students, the completion rate declined to 59%. The 2010-2011 the incoming completion rate increased again, with 81% completing their Exchange. However, the outgoing completion rate decreased to just 67%. Completion statistics can be found in *Appendix A*. Details on both outgoing and incoming exchange students can be found in *Appendix B*. Assessment is conducted to learn reasons for not completing Exchanges and ways to improve completion rates.

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 a Placement Acceptance Form, sign a Liability Waiver and a Statement of Understanding, and walk through the process of how to complete a Course Contract form, 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. To view a Placement Acceptance Form, a Liability Waiver, a Statement of Understanding, and a Course Contract, see *Appendices C, D, E, and F*, respectively.

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 of Utah. Orientations include information about campus, resources, student involvement and community events. Undergraduate Bulletin and Student Resource Guides 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.

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 results of this assessment provided 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.

National Student Exchange Partnerships

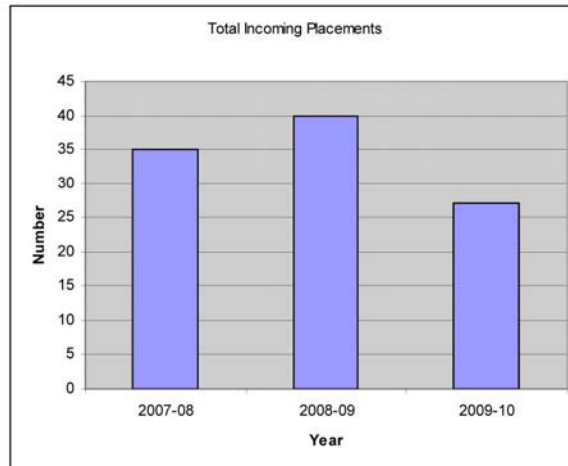
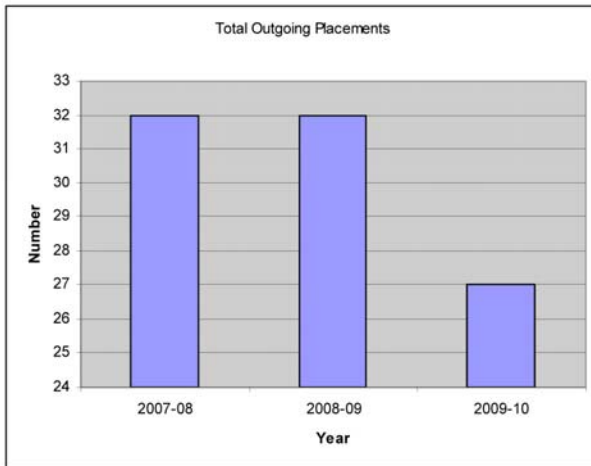
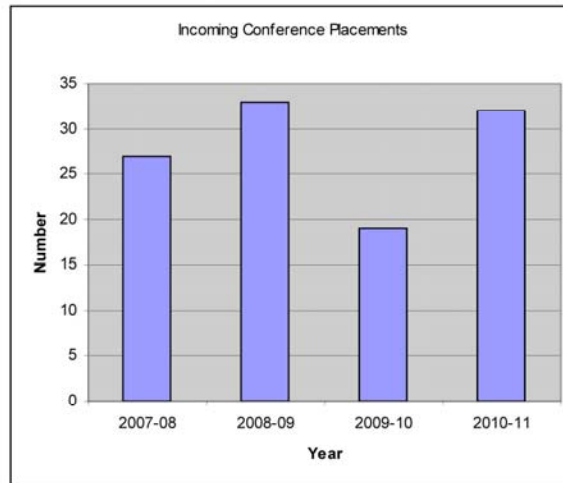
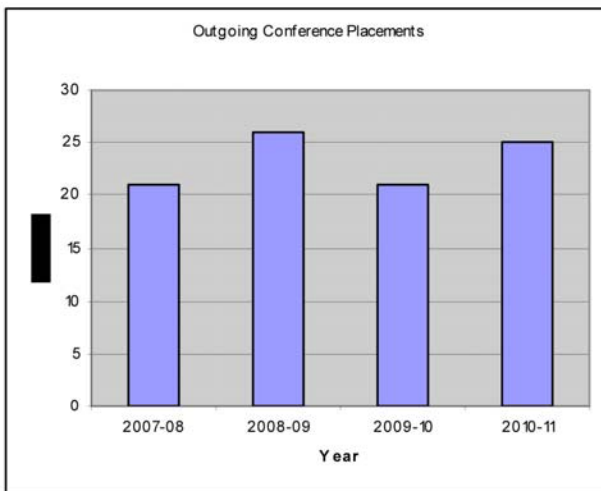
The National Student Exchange program at the University of Utah would not be possible without the outstanding partnerships that exist across campus. Student Recruitment and High School Services and the Office of New Student Orientation promote NSE to prospective and admitted students. The Admissions Office works hard to expedite NSE student admissions, and in conjunction with the Registrar's Office, allows incoming exchange students priority registration with continuing junior-level students. 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 2010-2011 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.

Appendix A: Placement Chart

<i>Placement Chart</i>	2007-2008	2008-2009	2009-2010	2010-2011
Outgoing Conference Placements	21	26	21	25
Incoming Conference Placements	27	33	19	32
Total Outgoing Placements	32	32	27	N/A
Total Incoming Placements	35	40	27	N/A
Outgoing Completion Rate	76%	81%	74%	N/A
Incoming Completion Rate	50%	80%	59%	N/A



Appendix B: 2010-2011 Placement Statistics

Incoming 2010-2011

Last	First	Home School	Tuition Plan	Time
Birdsall	Ryan	University of Wisconsin-Green Bay	Plan B	AY
Bows	Pamela	Johnson State College	Plan A	SS
Chaput	Simon	Universite de Sherbrooke	Plan B	FS
Chavez	Vanessa	Northern Arizona University	Plan A	SS
Colon	Daliz	University of Puerto Rico, Rio Piedras	Plan B	AY
DiRienzo	Amy	University of Wyoming	Plan A	FS
Eaton	Kaitlin	University of Massachusetts at Amherst	Plan B	AY
Garcia	Brett	California State University, Chico	Plan A	AY
Greene	Laura	University of Massachusetts at Amherst	Plan A	SS
Jordahl	Laiken	University of Arizona	Plan B	SS
Kushner	Thomas	Ramapo College of New Jersey	Plan A	FS
Labarre	Emanuel	Universite de Sherbrooke	Plan B	SS
Lippert	Kristin	University of Rhode Island	Plan A	FS
Moomey	Megan	Fort Lewis College	Plan B	AY
Mulkern	Danielle	California University of Pennsylvania	Plan A	AY
Olsen	Cody	Central Washington University	Plan A	SS
Pierce	Corri	California State University, San Bernardino	Plan A	AY
ROGERS	LEVI	Portland State University	Plan B	AY
Romanach	Ricardo	University of Puerto Rico, Rio Piedras	Plan A	FS
Sandager	Karl	University of Wisconsin-Eau Claire	Plan B	FS
Schneider	Nicholas	University of Tennessee	Plan A	AY
Simard	Alexandre	Universite de Sherbrooke	Plan B	SS
Simard	Jonathan	Universite de Sherbrooke	Plan B	SS
Sims	Steven	Florida International University	Plan B	FS
Taren	Crystal	Northern Arizona University	Plan B	SS
Welch	Trevor	Fort Lewis College	Plan A	AY
Wleklinski	Laura	Oregon State University	Plan A	FS
Williams	Kimberly	University of Idaho	Plan A	FS
Wong	Taj`a	Hawaii - Manoa	Plan A	SS
Zimmerman	Jennifer	California State University, Chico/ Cancelled	Plan A	FS
Fish	Gail	New College of Florida/ Cancelled	Plan B	SS
Delaney	Sheila	California State University, San Bernardino/ Cancelled	Plan B	AY
Jackson	Vanessa	Northern Arizona University/ Cancelled	Plan B	AY
Jones	Jillian	North Carolina State University/ Cancelled	Plan A	FS
Leak	Hannah	Indiana University-Purdue University Indianapolis/ Cancelled	Plan B	SS
Urena	Suzanne	Florida International University/ Cancelled	Plan B	SS
Wills	Erin	Univ. of Minnesota - Twin Cities/ Cancelled	Plan A	AY

Key:

Tuition Plans

Plan A - pay resident tuition rate of University of Utah

Plan B - pay resident tuition rate of home school

Placement Period

AY = Academic Year

FS = Fall Semester

SS = Spring Semester

Outgoing 2010-2011

Last	First	Accepted School	Tuition Plan	Time
Bankhead	Annette	California State University, San Bernardino	Plan B	FS
Bowman	Kainoa	University of Oregon	Plan A	AY
Cannon	Eleanor	University of Georgia	Plan B	AY
Chindgren	Jessica	University of Rhode Island	Plan B	AY
Finch	Peter	Montana State University	Plan B	AY
Franco	Wendy	California State University, Northridge	Plan B	AY
Gallegos	David	Oregon State University	Plan A	WQ+ SQ
Giffin	Heather	University of Oregon	Plan A	AY
Hennings	Beau	University of Washington	Plan A	AY
Hoodes	Joanna	University of Massachusetts at Amherst	Plan B	AY
Khou	Lorissa	California State University, Northridge	Plan B	AY
Kushnir	Sandra	California State University, Northridge	Plan A	AY
Lau	Justin	Portland State University	Plan B	AY
Manning	Alexis	University of Hawaii at Hilo	Plan B	FS
Mirabelli	Giulia	University of Hawaii at Manoa	Plan A	SS
Nakoryakov	Alexandra	Inter American Univ of Puerto Rico-San German	Plan B	SS
Orme	Lora	University of Minnesota, Twin Cities	Plan B	AY
Quigley	Matthew	University of Washington	Plan A	AY
Romero	Christina	University of Massachusetts at Boston	Plan A	AY
Shifflet	John	University of Idaho	Plan B	SS
Sullivan	Anna	University of Massachusetts at Amherst	Plan A	FS
Bean	Dannielle	California State University, San Bernardino/ Cancelled	Plan B	AY
Carrizo	Jessica	Humboldt State University/ Cancelled	Plan B	AY
Conway	Elizabeth	University of Alaska Anchorage/ Cancelled	Plan B	FS
Gingras	Pacific	University of the Virgin Islands, St. Croix/ Cancelled	Plan A	SS
Hayes	Ashley	Queens College, CUNY/ Cancelled	Plan A	AY
Kushnir	Sandra	California State University, Los Angeles/ Cancelled	Plan A	AY
Pisciotta	Jamie	University of Massachusetts at Boston/ Cancelled	Plan A	AY
Soriano	Karina	Queens College, CUNY/ Cancelled	Plan A	Sum + FS
Ul-Hasan	Sabah	California State University, Monterey Bay/ Cancelled	Plan B	FS
Vasquez	Veronica	California State University, Northridge/ Cancelled	Plan A	SS

Key

Tuition Plan

Plan A - Paying resident tuition to host/accepted school

Plan B - Paying resident tuition to University of Utah

Time

AY = Academic Year

FS = Fall Semester

SS = Spring Semester

Sum = Summer Semester

WQ = Winter Quarter

SQ = Spring Quarter

Appendix C: Sample Placement Acceptance Form

National Student Exchange - Placement Acceptance Form (PAF)

STUDENT:

- **IF ACCEPTING YOUR PLACEMENT,** complete all the missing information in parts A, B, and E on each copy of this form. Read Part D. Read the Conditions of Placement. Sign and date each of the three copies of this form and the Conditions. Keep one copy of this form and one copy of the Conditions for yourself. Return the remaining two copies of this form and the Conditions to your HOME campus NSE Coordinator.
- **IF DECLINING YOUR PLACEMENT,** Check Part C; indicate the reason for declining; and sign and date each copy of this form. Keep one copy for yourself and return the other two copies to your HOME campus NSE Coordinator.

HOME COORDINATOR:

- For March conference placement, mail one copy of the form and Conditions to the host coordinator postmarked no later than April 1 or placement may be rescinded.
- For post-conference placement, one copy of the form and Conditions must be mailed to the host coordinator immediately following placement.

Placement is not confirmed until one signed copy each of this form and the Conditions are received by the HOST NSE coordinator. A new PAF must be completed if the time period of the original exchange is modified or extended. Changes may be made to the original PAF as long as each change is initialed and dated by the student as well as the host and home coordinators; and a copy is on file on both the home and host campuses.

PART A: Participant Information (Complete missing information.)

NAME: _____ GENDER: _____ BIRTHDATE: _____
HOME CAMPUS: University of Utah GPA: _____
MAJOR: _____ NSE I.D.: _____
I will be at my current address until: ___/___/___
CURRENT ADDRESS: _____ TELEPHONE: _____
PERMANENT HOME ADDRESS: _____ TELEPHONE: _____
SUMMER ADDRESS: _____ TELEPHONE: _____
EMAIL: _____ ALTERNATE EMAIL: _____ CELL PHONE: _____

Part B: Accepting the Placement (Complete missing information.)

- I ACCEPT my placement AT: _____ ON: _____
FOR EXCHANGE PERIOD: Academic Year 2010
I plan to: _____ live on campus _____ live off campus I plan to request financial aid from my host campus: Yes
My citizenship is: I am a US citizen and I am NOT a Canadian citizen

Part C: Declining the Placement

- I DECLINE my placement. Reason: _____

PART D: Special Conditions or Circumstances

Questions below are designed as a self-assessment guide. It is not necessary to answer on this form, but if your answer to any of the questions in this section is YES, you should immediately identify yourself and your needs to your host campus coordinator. Notification at least two to three months prior to arrival on campus is necessary in order for your host institution to address your needs. You will be asked to submit documentation which is written, current, and prepared by a qualified professional in the manner and time period required by your host campus. You will also be asked to identify the kind of arrangements that are currently being made for you at your home campus. Consult home and host disability service coordinators for additional information. Failure to provide documentation, in the manner and time required by the host campus, may mean that needed services cannot be provided.

- Do you have any medical condition which might require immediate medical attention during your exchange?
- Do you have any conditions which may affect your emotional or mental well-being during your exchange?
- Do you have any physical conditions for which you will need accessible on-campus housing and/or classroom accommodation?
- Do you have any documented disability which may require academic accommodations (e.g., note takers, taped texts) during your exchange?

PART E: Emergency Contact

Identify a person or persons (parents, guardian, spouse, etc.) who should be informed in the event of any situation determined to be an emergency by the host NSE Coordinator or designee.

NAME: _____ RELATIONSHIP: _____
ADDRESS: _____ CITY, STATE/PROVINCE AND CODE: _____
TELEPHONE: _____ CELL PHONE: _____ EMAIL: _____

SIGNATURE

I affirm that the information above is complete, accurate, and true to the best of my knowledge. I have read this form, including the Conditions of Placement. I understand its contents, agree with its conditions, and acknowledge that I am signing it freely, voluntarily, and under no compulsion.

Student (please print name): _____
Student (signature): _____ Date: _____

CONDITIONS OF PLACEMENT

Eligibility — I understand that my participation in the National Student Exchange is conditional upon my maintaining, at the end of the term prior to exchange, all eligibility requirements (academic, social, behavioral) as defined by NSE and my home and host campuses. If I fail to meet these requirements, I understand that my exchange will be cancelled. I understand that my exchange may be terminated by either my home or host campus if I fail to maintain these eligibility standards while on exchange. I further understand that failure to enroll as a full-time student may affect my financial aid, housing, or NSE program eligibility at my host campus.

Timely Completion of Forms — I understand that my participation in the National Student Exchange is contingent upon my returning all forms (application, registration, housing, etc.) and other materials which may be requested by my host campus by stated deadlines. Failure to do so may result in the cancellation of my placement.

Exchange Period — I understand that my exchange placement is limited to the period specified on the reverse side of this form. An extension of a single term exchange will be considered only with the approval of both my home and host NSE coordinators. Under no circumstances will the total of all my exchange periods exceed the equivalent of one calendar year. I further agree that if I cancel or shorten the duration of my exchange, I will notify, in writing, the NSE coordinators at both my home and host campuses. I understand that failure to so notify may have financial and/or enrollment consequences.

Course Approval and Course Access — I understand that it is my responsibility to develop, during the term prior to exchange, a flexible, written advising agreement with my home campus that will identify how coursework to be taken at the host campus will fit into my degree requirements at my home campus. I understand that any deviation from the written advising agreement must be approved, in writing, by my home campus. I further understand that course prerequisites at the host campus must be met and that course registration at the host institution is based on the availability of offerings and cannot be guaranteed.

Tuition/Fees, Room/Meals, and Other Fees — I agree to pay tuition/fees in a timely manner and according to the payment plan (A or B) on which I have been placed. I also agree to pay room/meals to my host campus in a timely manner. I understand that failure to make full payment of all required fees or to resolve other debts to the home or host campus may result in the cancellation of any course registration and/or disenrollment at the host campus and upon return to my home campus. I understand that all financial obligations to my host and home campuses must be fulfilled prior to receiving transcripts from my host campus, re-enrolling at my home university, or receiving a transcript or diploma from my home campus.

Off-Campus Housing — I understand that on-campus housing at some NSE member universities is not guaranteed or may not be available. I understand that if I live off campus, I do so at my own discretion and risk.

Transcripts — I assume responsibility to request that an official transcript of the work attempted while on exchange be sent back to the office on the home campus designated by the home campus NSE coordinator.

Insurance — I understand that NSE strongly recommends that I have adequate health insurance for the time period of exchange, and it is my responsibility to ensure that I am adequately covered for the period and place of my exchange. I further understand that my home and/or host campus may require purchase of institutional health insurance or proof of coverage. I understand that I may also be required to pay a fee to utilize the health services at my host campus. I understand that it is my responsibility to ensure that automobile and personal property insurance covers me during the place and period of my exchange.

Medical Matters — I will comply with any requirements for medical information relating to my participation in the exchange, including obtaining or documenting immunizations required by my home and/or host campuses.

Personal Health and Safety — I understand that NSE and my home and host campuses cannot guarantee my health and safety while on exchange. I am responsible for acting prudently and exercising caution and common sense at all times. In extreme weather or other emergency situations, I understand that it is my responsibility to follow the instructions provided by host university personnel. I agree that NSE as well as my home and host campuses are not responsible for any personal injury, death, and/or loss or damage to property suffered by me during my exchange, including periods of travel with, and independent of, the exchange program.

Rules and Regulations — It is my responsibility to be informed about, and I agree to abide by, all rules, regulations, and policies of NSE and my home and host campuses governing my academic, financial, and social/behavioral status while on exchange. I understand that failure to conform to these rules and regulations may result in the termination of my exchange participation and that further disciplinary action may be taken by my host and home campuses.

Release of Information — I understand that the collection, retention, and dissemination of my records, and information about me is subject to federal regulations under the *Family Rights and Privacy Act of 1974*. This means that I am responsible for specifying persons or agents who may have access to my records. I, therefore, give permission, by signing this *Placement Acceptance Form*, to collect and release information to my home and host institutions and to the National Student Exchange as it is appropriate to my application for, and participation in, exchange including: letters of recommendation, transcripts, financial status with the campus, report of conduct, and medical/counseling records all for the purposes of exchange participation, continuation, or termination. I further agree that my home and host campuses may disclose to one another, to the National Student Exchange, and to my parents, legal guardian, or spouse any information which may impact my mental health or physical well-being while on exchange. (This information is available to the above stated parties from the time of placement until the receipt of the official transcript by the home campus of the work attempted at the host campus.)

Hold-Harmless — I understand that my participation in the National Student Exchange is voluntary. I understand that the National Student Exchange does not make any warranties of any kind, expressed or implied, regarding NSE program participation, including perceived quality of the experience or services rendered. I further understand that the National Student Exchange assumes no responsibility and disclaims any liability for any injury, loss, damage, or expense (personal, academic, financial, or other) suffered by me by reason of my participation in this exchange program.

Student Name _____ Signature _____ date _____

Appendix D: Sample Liability Waiver

TERMS AND AGREEMENT FOR PARTICIPATION IN THE NATIONAL STUDENT EXCHANGE UNIVERSITY OF UTAH

This agreement and release is made and entered into between the University of Utah (hereafter referred to as UNIVERSITY) and _____ (Hereafter referred to as STUDENT) for participation in the National Student Exchange (hereafter referred to as NSE).

I RECITALS

WHEREAS, University desires to provide educational exchange opportunities for its students including studying at one of NSE's member colleges or universities, as well as linkage to the international programs or other off-campus study opportunities offered by the NSE member institutions; and

WHEREAS, STUDENT desires to participate in NSE and its linkages under the terms and conditions hereinafter set forth;

NOW, THEREFORE, in consideration hereof, the parties agree as follows:

II STUDENT'S OBLIGATIONS

1. *Release of Information*

The collection, retention and dissemination of your records and information about you is subject to federal regulations under the *Family Education Rights and Privacy Act of 1974*. This means that you are responsible for specifying the persons or agents who may have access to your records. It is, therefore, necessary to obtain your permission to collect and release information appropriate to your application and participation in the exchange, e.g., letters of recommendation, transcripts, conduct, fiscal, and medical and/or counseling files that have a bearing on your application for exchange as well as your continuing eligibility for exchange while at the host institution. STUDENT further agrees that the UNIVERSITY and host institution may disclose to one another information which impacts the financial, academic, health, and disciplinary well-being of the student. In addition, STUDENT agrees to the release of name, address and telephone number to incoming and outgoing NSE students.

STUDENT agrees that above mentioned information may be released: a) as part of the review and approval of the application for exchange, b) For the purpose of placement on NSE, c) To the host institution and d) By the host institution to the home institution during the period of exchange.

2. *Release for Off-Campus Study through NSE*

STUDENT understands that the UNIVERSITY and NSE assist students in making arrangements to exchange to the host institution and/or link to international programs and off-campus study opportunities of the host institution only as a service to their students. UNIVERSITY and NSE are acting solely as agents for the students, and therefore, do not make any warranties of any kind, express or implied, regarding NSE program participation, including perceived quality of the experience or services rendered. The UNIVERSITY and NSE assume no responsibility and disclaim any liability for any damages or injuries suffered by STUDENT by reason of negligent or wrongful acts or failures to act of any person or institution with whom the UNIVERSITY and NSE may make arrangement for the promotion, facilitation, and/or operation of the exchange.

3. *Voluntary Participation*

STUDENT understands that participation in NSE is voluntary and is not required by the UNIVERSITY.

4. *Academic Progress*

STUDENT understands that course pre-requisites and program requirements at the host institution must be met. STUDENT further understands that course registration at the host institution is based on availability of offerings and cannot be guaranteed.

5. *Tuition/Fees and Room/Meals*

STUDENT shall pay the tuition/fees and room/meals of the UNIVERSITY and the host institution in a timely manner.

6. *Indebtedness*

STUDENT understands that failure to make full payment of all required fees or to resolve other debts. To the UNIVERSITY or host institution (e.g., unreturned equipment, overdue short-term or emergency loans, lost library books, residence hall or meal plan payments, or any other financial obligations required by the host institution or UNIVERSITY) may result in the cancellation of pre-registration for the following semester, denial of registration until payment is made, and/or disenrollment at the host institution or UNIVERSITY. STUDENT further understands that all financial obligations to the host institution or UNIVERSITY must be fulfilled prior to receiving transcripts from the host institution or a diploma from the UNIVERSITY.

7. *Health Insurance*

STUDENT shall obtain and maintain health insurance which is satisfactory to the host institution and provides, at a minimum, coverage for the time period of exchange.

8. *Medical Matters*

STUDENT shall obtain immunizations required by the UNIVERSITY and/or host institution as well as comply with any other medical matters relating to the STUDENTS participating in NSE.

9. *Medical Treatment*

If, during his/her participation in NSE, STUDENT becomes incapacitated or otherwise unable to provide consent to medical treatment and advance consent cannot be obtained from STUDENT'S family, STUDENT agrees that medical treatment may be performed when, in the opinion of competent medical personnel, the health or welfare of STUDENT will be adversely affected by any delay. In such event, STUDENT authorizes the UNIVERSITY'S or the host institution's NSE coordinator or designated representative to grant permission for the necessary medical treatment of STUDENT.

10. *Health and Safety*

STUDENT understands that the UNIVERSITY, NSE, and the host institution cannot guarantee his/her health and safety while participating in NSE. STUDENT is responsible for acting prudently and exercising caution and common sense at all times.

11. *Transportation*

STUDENT understands that he/she is participating in a program which requires some form of transportation from the UNIVERSITY and/or own home to the host institution. STUDENT agrees that the UNIVERSITY, NSE, and the host institution are not responsible for any personal injury, death, and/or loss or damage to property suffered by STUDENT during periods of travel associated with, and independent of, the exchange program.

12. *Rules and Regulations*

STUDENT shall abide by all applicable rules, regulations, and policies of the host institution as well as the academic and social standards established for the NSE program of that institution. STUDENT agrees that failure to so conform may result in the termination of exchange participation. Furthermore, STUDENT understands further disciplinary action may be taken by either the host institution or the UNIVERSITY.

13. *Transcripts*

STUDENT assumes the responsibility of requesting that an official transcript of the host institution's work to be sent to the UNIVERSITY.

14. *Waiver*

STUDENT forever discharges the State of Utah, the Board of Regents, the Board of Trustees, the UNIVERSITY; NSE, the host institution, their respective officers, employees, attorneys, representatives, insurers, agents, and assigns, each and every person, natural or corporate, from any and all demands, causes of action and/or judgments of whatsoever nature or character, past, present or future, known or unknown, whether in contract or in tort, whether for death, dismemberment, disability, physical or mental illness, financial loss, property damage, inconvenience,

failure to maintain academic progress, accounts receivable, credits, refunds, or any other monies due or to become due, or other damages of any kind and nature, which have accrued, and whether arising from common law or statute, to me, my heirs, executors, legal representatives, successors or assigns, arising out of, in any way, my participation in NSE as a STUDENT at UNIVERSITY.

15. *Hold-Harmless*

STUDENT agrees to indemnify and hold the Board of Regents, the Board of Trustees, the UNIVERSITY, NSE, the host institution, and their officers, agents or employees harmless for any financial liability and obligation which he/she personally incurs, and for any injury, loss, damage, liability, cost or expense to the person or property of another which is caused or contributed to by STUDENT during his/her participation in NSE.

III UNIVERSITY'S OBLIGATIONS

1. UNIVERSITY will facilitate STUDENT'S participation in NSE by processing the documentation necessary for enrollment at UNIVERSITY and NSE, and by acting as a liaison with the host institution.
2. Upon satisfactory completion of NSE, UNIVERSITY will grant STUDENT credit for courses taken at the host institution on the same basis as it would for courses satisfactorily completed at the UNIVERSITY.

IV MISCELLANEOUS PROVISIONS

1. All lawsuits brought by one party hereto against the other and which are in regard to this *Agreement and Release* or in any way relating to STUDENT'S participation in NSE shall be filed and litigate in a court of competent jurisdiction in the State of Utah.
2. This *Agreement and Release* and all claims and causes of action brought by one party hereto and against the other and in any way relating STUDENT'S participating in NSE shall be governed by the laws of the State of Utah.

V SIGNATURES

STUDENT has read this *Agreement and Release*, understands its contents, and acknowledges that it is signed freely, voluntarily, and under no compulsion.

STUDENT (please print)

STUDENT signature

Date

If the student is under 18 years of age, Parent or Legal Guardian must sign below:

PARENT/LEGAL GUARDIAN has read this *Agreement and Release*, understands its contents, and acknowledges that it is signed freely, voluntarily, and under no compulsion.

PARENT/LEGAL GUARDIAN (please print)

PARENT/LEGAL GUARDIAN (signature)

Date

UNIVERSITY
BY:

Mark Pontious
Coordinator
National Student Exchange
A. Ray Olpin Union, Suite 280

Date

Appendix E: Statement of Understanding

**UNIVERSITY OF UTAH
NATIONAL STUDENT EXCHANGE
STATEMENT OF UNDERSTANDING**

1. I understand that it is my responsibility to **complete the Academic Agreement** with my home campus NSE advisor in order to ensure transfer of credit hours earned at the University of Utah.
2. I understand that it is my responsibility to give a copy of the **receipt of tuition payment** to the University of Utah NSE Coordinator as soon as possible, but not later than the first day of classes.
3. I understand that the intent of the National Student Exchange Program is that participants return to their home institution to complete requirements for their college degree. **It is not intended that NSE be utilized as a vehicle for inter-institutional transfer.**
4. I understand that it is my responsibility to **provide appropriate address information to both my home and host institution NSE coordinators and registrars.**

Signature: _____ Date: _____

Name: _____

Appendix F: Course Selection Contract



Course Selection Contract



This contract must be completed and signed by the NSE student, Transfer Admissions Advisor, and Academic Advisor and/or Departmental Advisor (as appropriate).

Student's Name: _____

Phone: _____ uNID: _____

E-mail Address: _____

Credit Hours completed _____ GPA: _____

Institution at which you plan to study: _____

Term/Year you plan to exchange: _____

The following advisor(s) have met with the student and acknowledge that the classes listed on the reverse of this form will be accepted by the University of Utah as transfer credit.

- 1. Courses Acceptable for Transfer** *Transfer Admissions, 250 SSB*
 This is to verify that the classes on the reverse side of this contract will be accepted by the University of Utah provided the student receives a grade of "C-" or better in the classes.

Transfer Admissions Advisor's Signature *Print Name* *Date*
- 2. Requirements for General Education/Electives** *University College, 450 SSB*
 This is to verify that the classes coded as (G) or (E) on the reverse side of this contract will satisfy the University of Utah General Education (G) or elective (E) requirements.

Academic Advisor's Signature *Print Name* *Date*
- 3. Requirements for Major/Academic Plan** *Major/Departmental Advisor*
 This is to verify that classes coded as (M) on the reverse side of this contract will satisfy the University of Utah requirements in the student's major area of study/academic plan.

Departmental Advisor's Signature *Print Name* *Date*

List the courses you expect to take and the number of credits. Also check the appropriate columns for each course (M = Major/Academic Plan; G = General Education; or E = Electives).

Dept.	Course No.	Title	Credits	M	G	E

List alternate courses below to be taken if above courses are not offered or are filled at registration.

Dept.	Course No.	Title	Credits	M	G	E

Student Statement of Understanding

I understand that the courses listed above have been approved for transfer credit, provided I earn a grade of "C-" or above, as a part of my exchange program. I understand that should I take additional or substitute classes, they would need to be approved by the appropriate advisor, in writing, before I can receive transfer credit.

Student Signature

Date