University of Utah
Office of Orientation
Annual Report
September 2007- September 2008

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Highlights Fall 2008 Orientation.................................................................3
Executive Summary....................................................................................4
  Overview of Programs..............................................................................4
  One-Day Orientation.............................................................................5
  Overnight Orientations..........................................................................6
  Outdoor Orientation................................................................................8
  On-line ....................................................................................................9
  Parent and Family Program ................................................................10
  University Preview Day..........................................................................12
  Welcome Week/PlazaFest........................................................................13
Statistical Profile........................................................................................15
  Program Participation.............................................................................15
Program Participation - Institutional Research Information......................17
  Attended/Not Enrolled Explanation.......................................................18
Evaluations.................................................................................................18
Information About Orientation & Leadership Development.......................20
  Academic and Student Affairs...............................................................20
  Student Staff Rotation..........................................................................20
  Orientation Leader Education and Training .........................................21
  Customer Service Excellence...............................................................21
Professional Endeavors...............................................................................22
  Orientation and Leadership Development............................................22
  Exempt Staff.......................................................................................22
  Non-exempt Staff...............................................................................22
  Orientation Leader Stats ....................................................................23
  High Schools Represented.................................................................23
  Majors Represented.............................................................................23
  State and National Presentations /Conferences Attended......................24
  Presentations.......................................................................................24
  Leadership Positions, Campus and Community Service......................24
Appendices – to access, please contact the Orientation office at (801) 581-7069.

A. Mission & Goals
B. Spring 2008 Dates and Program Schedules
C. Summer 2008 Dates and Program Schedules
D. Fall 2008 Dates
E. One-Day – Freshman Schedule
F. One-Day – Transfer Schedules
G. Combination Orientation Program Schedules – Fall 2008
H. Overnight Schedules
I. Outdoor Schedule
J. On-line Participation Report by Status and Location – Fall 2008
K. Parent Orientation Schedules – Fall 2008
L. University Preview Day Schedule
M. University Preview Day Evaluation Results
N. Welcome Week Flyer and PlazaFest Play-by-Play
O. Spring 2008 and Summer 2008 Program Comparisons
P. Program Participation Table – Fall 2008
Q. Attended/Not Enrolled Report – Spring, Summer, Fall 2008
R. Fall 2008 Evaluation Results
S. Parent and Family Program Evaluation Results
T. Outdoor and Overnight Orientation Evaluation
U. Orientation Benchmarking Results
V. Leadership Development in Higher Education Course Syllabus
W. Intensive Advising Training Schedule
Highlights Fall 2008

- 4,578 students participated in some form of Orientation for Fall 2008.
- For Fall 2008 2,760 freshmen and transfer students attended 15 One-Day programs for an average of 184 students per program.
  - 1,420 freshmen attended 7 One-Day programs, averaging 202 students per program
  - 1,340 transfer students attended 8 One-Day programs, averaging 168 students per program.
- Freshmen students were guaranteed college/departmental advising for all One-Day sessions.
- Departmental advising was offered at three of the transfer One-Day programs.
- 2,295 freshmen and transfer students completed an evaluation during a one-day program using handheld PDA’s, which enabled us to gather and analyze data on a daily basis.
- 657 freshmen completed an online evaluation at the conclusion of their overnight/outdoor orientation program.
- According to one-day surveys completed at Orientation, 14.15% of students registered for 6 to 11 credit hours, 73.88% of students registered for 12-15 credit hours, and 8.11% of students registered for 16-18 credit hours.
- 86.98% of students attending Orientation identified a specific area in which to major while 13.02% were undecided. 63.75% indicated that they intend to work less than 20 hours per week.
- 95.68% indicated that they know who to contact for information about their major, while 95.32% and 95.1% received useful information regarding general education and bachelor’s degree requirements respectively.
- 93.56% of one-day orientation participants indicated that they were satisfied with their overall orientation experience and 96.47% of overnight/outdoor participants were satisfied with their overall orientation experience.
- We are continuing efforts to decrease the number of students completing the On-line Orientation. 518 students took advantage of this Orientation for Fall 2008 which is a decrease of 155 students from Fall 2007.
- Over 200 hours of service were provided to the community through students participating in Orientation.
- 603 parents participated in a comprehensive Orientation program designed to best fit their needs.
- The Outdoor Orientation had 38 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 721 students opting to participate in the day and a half program. We added additional programs and encouraged students to spend more time on campus for orientation.
Executive Summary

Overview of Programs

The purpose of this report is to provide information about programs and services offered by the Office of Orientation and Leadership Development from September 2007 through September 2008.

Orientation and Leadership Development 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 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.

The programs that have evolved for freshmen students are: One-Day Orientation, which is an intensive, day long orientation; Overnight Orientation, which is a two-day comprehensive campus experience (only offered prior to fall semester); and Outdoor Orientation, which is a 3½ 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 second year, we offered a different approach to using the outdoors in conjunction with orientation programming. Thirty eight students participated in this program, an increase of 26 students from pilot program one year ago.

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

At Orientation, students:

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

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

One-Day Orientation

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

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

Students participating in One-Day sessions for Fall 2008 represent the largest segment of students engaging in any form of orientation programming. For Fall 2008, 15 programs were offered: 8 transfer sessions and 7 freshmen programs. Participation for fall semester was 2,760 freshmen and transfer students. This represents an average of 184 students per session. The average for freshmen programs was 202 and the average number of participants during the transfer programs was 168. Orientation dates for Fall 2008 programs are included in Appendix D. Schedules for the Freshmen One-Day program can be found in Appendix E and schedules for Transfer One-Day programs are found in Appendix F.
Academic advising was offered as a component of all Freshmen One-Day programs. Transfer students were offered two different options to complete their orientation. To receive registration eligibility, transfer students are required to meet with an academic advisor within their respective department and attend a Transfer Orientation program. Three of the eight Transfer Orientation programs included meeting with an academic advisor in an effort to serve students who wanted to make a single trip to campus in their preparation. This is a significant change from past years when all transfer programs offered academic advising. The change was implemented based on feedback received on evaluations from previous transfer students. Many transfer students meet with an advisor as they are preparing to transition to the University and felt the time commitment and requirement to meet with an advisor during orientation was not the best use of their time. Beginning in Fall 2004, transfer students are required to complete orientation and meet with an academic advisor before they are able to register for classes. Transfer students require more individualized attention from the academic advisors due to the fact that the advisors evaluate their coursework from their previous institution in order to determine how it fits into their major at the University of Utah. By offering some orientations with advising and others without, students get the information they desire in a format that is most suitable for them.

We also offer a number of Combination Programs that include information for both freshmen and transfer students just prior to classes beginning each term. The combination 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 freshmen are encouraged to see an advisor to check their course selection. The schedules for the late programs for Fall 2008 are included in Appendix G.

**Overnight Orientations**

Students interested in a more comprehensive introduction to the University may opt to participate in the Overnight Orientation program, which is designed to provide students the chance to explore the University and its many programs, resources, and involvement opportunities. The program is one and a half days in length and students are housed in the residence halls located in Fort Douglas. For Fall 2008, 721 students participated in the eight Overnight programs. The overnight programs have continued to grow over the past six years as the institution continues to support these programs and encourage incoming students to participate in these orientation programs.
Students spent the first day of the program learning about University requirements and becoming familiar with the major opportunities available to them at the University of Utah. The students also spent time in small groups, enabling them to start forming relationships and connections with other new students. Students were given an in-depth tour of campus and were encouraged to take an active role in learning their way around.

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

Ideally, it would be beneficial if all incoming freshmen participated in the Overnight program as this is the most comprehensive of all the University’s Orientation programs and provides students with ample time to connect with other students, faculty, and staff. For the fifth 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 third 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 program. 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 second year, we offered an Overnight program 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. These additional programs were well received by the Colleges and attended well by incoming students.

We partnered with the Center for Ethnic Student Affairs (CESA) to include students participating in programs sponsored by their office in an Overnight program. CESA and the Utah Opportunities Scholars (UOS) required students working with them to participate in a general overnight program. Fifty four students participated in a General Overnight program and had a separate breakout session on the morning of the second day to learn about requirements specific to their program and they received advising from the CESA professional staff. CESA and UOS contributed to the funding of this program. They paid one third of the students cost, allowing the students to only pay $20.00 to participate in the overnight program. The remaining funding came from Undergraduate Studies. This was a worthwhile endeavor and will be pursued again in 2009.

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, 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 27 students participate in this program.

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

The Overnight schedules for each program are included in Appendix H and the cost for a student to participate in the Overnight program was $60.00.

Outdoor Orientation

Historically, the Outback Orientation was offered for students who wanted to spend some time in an outdoor setting and complete their orientation. The first day was spent on campus familiarizing students with University Graduation Requirements and meeting with faculty advisors. Students then traveled to the Faculty Club Cabin located on the south fork of the Provo River in the Uinta Mountain Range. Students and staff spent the next two days participating in leadership activities, experiential learning through a challenge course, hiking, and exploring the great outdoors.
The value of community service was also emphasized as students spent time completing a service project. When students returned to campus on the third day, they wrapped up their orientation experience by registering for classes, taking an in-depth tour of campus, and spending a night in the residence halls.

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

Twelve students participated in this program for Fall 2007 and 38 students participated in the program for Fall 2008. The students spent three nights on campus and completed the orientation activities that students who attend an Overnight program complete. In addition to being introduced to University Graduation requirements, campus tours, academic advising, and involvement opportunities on campus, students were given the opportunity to participate in outdoor activities. On the second day of the program, students split into two groups and either went rock climbing or white water boating with representatives from Outdoor Recreation. On the third day of the program, all of the participants went to Snowbird Mountain Resort where they climbed the mountain, rode the tram, and enjoyed the zip line or the alpine slide. That evening, the students traveled downtown by light rail with Orientation staff where they attended a Bee’s Game. Of the students participating in this program, 29 of them were from out of state. This particular program does an amazing job of connecting students to each other and the University. We will look to potentially increase the number of students who have the opportunity to select this program for 2009. Student paid $200.00 for the entire program which covered the cost of their lodging for three nights, all of their meals, transportation and equipment used on the outdoor trips.

The students who participated in this program gathered during the first month of classes for a reunion, which was extremely successful. Outdoor Recreation worked with us again and the students participated in an outdoor trip. Reference Appendix I for the complete schedule.

**On-line Orientation**

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

The On-line Orientation was designed in June 2000 and was made to be an interactive program where students are given the essential general education information they would receive if they were participating in a campus session. The On-line Orientation introduces participants to the new student to-do list and to many services and resources available. Students are provided information about University Graduation Requirements, Bachelor’s Degree Requirements, and step-by-step instructions on making course selections. The On-line Orientation was overhauled during the 2003-2004 academic year. We migrated to using the WebCT system provided by the University. This change in how the orientation is administered has enabled us to ensure the students are gaining some of the information necessary by requiring they complete and pass quizzes on the information provided by the On-line Orientation. 518 students completed the On-line Orientation for Fall 2008. A report outlining the participation in the on-line by status and location is included in Appendix J.

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

Parent Programs

Similar to entering students seeking answers to their questions as they begin their educational pursuits, students’ parents and family members also hope to obtain information about the University of Utah. Four years ago, parent and family orientation programming was provided in conjunction with all Overnight sessions only. In 2005, efforts were continued to include a separate
parent and family program track for all freshmen specific One-day sessions in addition to the Overnight Orientation programs and the Outback Orientation, as well as two programs independent from student orientation. Due to the success of these independent programs in 2005, we again provided an Evening Parent and Family Program and a Saturday Parent and Family program in 2006. In 2008, we provided a parent and family program in conjunction with all Overnight and One-day sessions – as well as the Outdoor Orientation – and one independent program on the Friday before Fall classes began.

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

Parent and Family Orientation Programs were held in the Olpin Student Union for one-day programs, the Heritage Center during overnight programs, and the University Guest House for the independent program in August; with the goal of acquainting parents and family members with the living learning centers and opportunities available to students on both upper and lower campus. The programs included a welcome by a University Administrator, a session on how the University partners with families to support students, a brief explanation of FERPA, an overview of the University and academic requirements, a chance for parents and students to meet with specific departments, as well as breakout sessions on financial aid, health and wellness, University housing, campus safety, extracurricular involvement, and career planning. Participants were provided lunch from Chartwells in the Heritage Center or the Olpin Student Union depending on the program, and a tour of the residential living facilities and/or of campus was the final session of the program. The final piece of the parent program was an informal reception in which campus faculty and administrators attended in an effort to address any final questions/concerns that parents had while waiting for their students to complete the registration process. The dates of Parent and Family Orientation in addition to a schedule are included in Appendix K.
A total of 603 parents and family members attended a Parent and Family Orientation Program, which was 10 more than 2007. With the addition of a full-time Assistant Director focused on Parent and Family Programs, we anticipate that these programs will continue to grow and expand. The Assistant Director position is dedicated to initiating and fostering relationships with parents and family members and to provide useful information.

**University Preview Day**

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

On March 8, 2008, 261 students and 254 guests (including mostly parents and family members) participated in Preview Day. Preview Day had previously been held during the first weekend in May; however, in 2004, we began offering this program in March as opposed to May in an effort to encourage students who were deciding between the University of Utah and another institution to visit campus, gain information, and find answers to questions that would help them in their decision to attend the University. The feedback from this change in timing was positive. Therefore, Preview Day for 2009 will be held in March again. A copy of the University Preview Day Schedule is included in Appendix L.

Preview Day 2008 was successful as demonstrated by our evaluations. Students and family members were given evaluations during the check-in process. As an incentive to return a completed form at the conclusion of Preview Day, raffle tickets were stapled to the evaluations and all participants who returned a completed form were eligible for free prizes. Out of 515 participants, 242 returned a completed evaluation.

The four primary statements on the evaluations were: 1) Preview Day was a valuable experience for me, 2) My questions were answered, 3) I learned about campus resources, and 4) The Preview Day staff members were helpful. The responses for these statements were: Strongly Agree, Agree, Disagree, Strongly Disagree. Notable data include 99% of respondents strongly agreed or agreed to questions 1, 2, and 3, while 100% strongly agreed or agreed to question 4.
Each Preview Day workshop session was evaluated on a 1-5 scale: 1 representing poor and 5 representing excellent. Participants were asked to score only the sessions they attended. In general, programs received a rate between 3 (average) to 5 (excellent). The highest ranked sessions included: “Studying from Afar: Making Study Abroad or National Student Exchange Part of Your College Experience,” “College Survival Skills,” “Get Into the Game: Join the Mighty Utah Student Section (MUSS),” “Academic Support: Help and Assistance for U,” “Student Panel: What to Expect as a First-Year Student,” “Learning Communities: LEAP and Honors,” and “Creating the College Experience: Getting Involved Outside of the Classroom.”

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

- *Everything was great*
- *More sessions and topics*
- *More information from academic advisors*
- *Very informative*

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

**Welcome Week and PlazaFest**

Initiated in Fall 1999, First Week/Welcome Week was designed as a series of programs and activities to welcome students the first week of school. The goal is to produce a welcoming environment that is supportive, exciting, and socially engaging for the students. In Fall of 2008, two campus information centers were placed at the Library Plaza and at the top of Presidents Circle in order to assist students with any questions they may have and assist students in finding their classes.

Initiatives were led by the Orientation Office for Fall 2004 to bring campus departments and groups from across campus together to coordinate schedules and utilize the marketing efforts of the individual groups. There are many different areas on campus that coordinate events during the first week of school and by joining efforts, we attempted to set the tone for the year and encouraged students to get involved early. The name was changed from First Week to Welcome Week in 2004. Events for 2008 were sponsored by the Associated Students of the University of Utah (ASUU), Union Programming Council, Residence Halls Association, Athletics, Greeks, the University Campus Store, the Hinckley Institute of Politics, Outdoor Recreation, University College, and the Orientation Office. The Welcome Week schedule for 2008 went beyond the first week of school due to a number of offices holding events after Labor Day weekend which fell on the first weekend after classes began.
The culminating event of the Welcome Week is PlazaFest, which is a student involvement festival with campus organizations and departments staffing tables throughout the Union Plaza. This event has been held as a campus-wide activity for the past 13 years. Historically, this event was held on the Saturday before fall classes began; however, the event was moved to the Saturday after classes began when the University moved to the semester system. In Fall of 2008, we made a significant, strategic change to offer PlazaFest on a class day. The purpose of moving the event to a class day was to attract the commuter student population and attempt to expand the list of organizations involved. We chose a Wednesday because this day was perceived to have the highest student traffic on campus, and chose the second week of classes in an effort for students to settle into their classes and be eager to seek involvement opportunities.

Over 125 organizations – including student groups, clubs, campus departments, and our sponsors – participated in PlazaFest on Wednesday, September 3, 2008. During the festival, students had a chance to gather information, be entertained by local bands, eat food, and sign up for free giveaways from the Office of Orientation and Leadership Development, the Alumni Association, and the University Guest House. It is estimated that approximately 6,000 participants attended PlazaFest 2008, which is an increase over approximately 3,000 participants in 2007. Informal evaluations were sent to all departments, clubs, and organizations that attended the event. Feedback received indicated that everyone approved of the day of the week change. A Welcome Week schedule and a PlazaFest play-by-play can be found in Appendix N.

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

The statistics in the table on the next page indicate the total number of students attending Orientation programs for a particular quarter/semester. The numbers are used to compare attendance on a yearly basis. These statistics do not break down attendance by program as does the Program Participation table. The exception to this is the numbers for On-line (indicated in parentheses). Note that On-line Orientation did not begin until Spring of 1998. It is also important to note that some percentage of students participate in more than one Orientation program and therefore are counted more than once in the numbers reported.

<table>
<thead>
<tr>
<th>Quarter/Semester For Which Students Matriculated</th>
<th>1995 to 2008</th>
</tr>
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<tbody>
<tr>
<td>Winter</td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td>570 (48)</td>
</tr>
<tr>
<td>1996</td>
<td>254 (16)</td>
</tr>
<tr>
<td>Spring</td>
<td>216 (15)</td>
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<tr>
<td>Summer</td>
<td>4,257 (582)</td>
</tr>
<tr>
<td>Fall</td>
<td>5,958</td>
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<table>
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<tr>
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<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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</thead>
<tbody>
<tr>
<td>Spring</td>
<td>619(20/484)</td>
<td>923 (7/293)</td>
<td>1,014 (231)</td>
<td>1,007 (163)</td>
<td>1,030(189)</td>
<td>1,160 (270)</td>
<td>1,179 (194)</td>
</tr>
<tr>
<td>Summer</td>
<td>180(0/138)</td>
<td>374 (1/118)</td>
<td>392 (103)</td>
<td>552 (66)</td>
<td>526(127)</td>
<td>456 (89)</td>
<td>428 (82)</td>
</tr>
<tr>
<td>Fall</td>
<td>3,347 (35/1,593)</td>
<td>3,793 (13/811)</td>
<td>4,142 (617)</td>
<td>4,750 (473)</td>
<td>4,481 (570)</td>
<td>4,040 (673)</td>
<td>4,060 (518)</td>
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<td>Totals:</td>
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<td>6,333</td>
<td>6,499</td>
<td>7,011</td>
<td>6,923</td>
<td>6,688</td>
<td>6,461</td>
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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 2008, we offered 3 Transfer Orientation programs, 1 Freshmen Orientation program, and 5 Combination programs. For Summer semester 2008, we offered 1 program for transfer students, 1 for freshmen, and 5 combination programs. See Appendix O for a comparison of orientation participation numbers for Spring and Summer semesters.

In addition to the 8 transfer specific one-day orientations, 7 freshmen one-day programs, 8 Overnight programs, 1 Outdoor, On-line, and 6 Combination programs held in August we offered specific orientation programs to various populations of students for Fall 2008. Various programs brought their cohort of students to orientation on specific days. These groups included: The Health Science LEAP program, Utah Opportunities Scholars, Upward Bound, Jump Start, and student athletes.

We worked with the Athletic department for Fall 2008 to include the student athletes in the orientations that are offered to all incoming students. We invited student athletes to participate in orientation during one of two programs – either an overnight program or a one-day program. They participated in the regular program and then met with athletic academic advisors in the afternoon for advising and course registration. This partnership was initiated by the Athletics department for Fall 2006 and worked well for 2008. Previously, from 1999 to 2005, we offered a specific orientation for Student Athletes who started in the Fall semester. The change in programming was in an effort to stay in compliance with NCAA rules and regulations concerning the treatment of student athletes. We will continue to offer this type of program in the future.

We previously offered orientation sessions specific for international students. Over the past couple of years, the International Center oriented their students due to the complex nature of issues international students have. As of Fall 2006, these students were oriented to the University of Utah by the International Center, however we provide orientation leaders in the afternoon to assist the international students in registering for classes at the conclusion of the International Orientation. Beginning spring semester 2009, we will be reexamining this practice and partnering with the International Center to evaluate and revamp the orientation program undergraduate international degree seeking students receive.
For the ninth year in 2008, a special Orientation program was presented to the Access students. This is a group of women students who are majoring in a science related field. We work with the College of Science to coordinate this particular program. Twenty seven students participated in this program for Fall 2008.

The Orientation Office conducts a special Orientation for students participating in the National Student Exchange program and also graduate students in the Physicians Assistants program. In Fall 2007, 8 students attended the NSE orientation, while 6 attended in the Spring of 2008. Also, in 2008, we worked with Alissa Black and the Chinese cohort program. The University Information presentation was given at each of these programs; including information on UCard, transportation, Athletics, museums, theatres and campus resources. Twenty-one students were present. The information presented was very well received. We provided a similar information sessions about the University for graduate teaching assistants during a training provided by the Center for Teaching and Learning Excellence for Fall 2008. Approximately 30 students attended this presentation. For a complete table of orientation program participation, reference Appendix P.

Orientation Participation Fall 2008 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 2008. There are discrepancies with the PeopleSoft program and our inability to generate reports for students that attend multiple programs.

<table>
<thead>
<tr>
<th>ADMISSION STATUS - Fall 2008</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Baccalaureate</td>
<td>2,497</td>
<td>56.5%</td>
</tr>
<tr>
<td>Transfer Baccalaureate</td>
<td>1,780</td>
<td>40.3%</td>
</tr>
<tr>
<td>Nontraditional</td>
<td>45</td>
<td>1.0%</td>
</tr>
<tr>
<td>Second Baccalaureate</td>
<td>99</td>
<td>2.2%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4,421</strong></td>
<td></td>
</tr>
</tbody>
</table>

- New Baccalaureate is defined as 0 to 12 hours at the time of admission and/or graduated from high school this calendar year.
- 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 2008 Explanation

At the beginning of every semester, after orientation is over and the census date has passed, we look at the number of students who attended an orientation and did not enroll in classes for that term. We conduct an on-line assessment to gather input from students regarding difficulties they may have faced that prevented them from enrolling. Students attend an orientation but did not enroll in classes for several reasons for Fall Semester 2008. Some of these reasons include, “I will be attending a different institution.”; “I will not be attending due to personal reasons.”; “I will be deferring my admittance until spring or summer of 2009.”; and “I am unable to attend due to financial reasons.” The greatest number of responses given includes not attending for financial reasons or attending a different institution. Fall 2008 was the first year that an email was sent by Student Voice. We provided them with the personal email accounts for all students that attended orientation but did not enroll in classes. We chose to look up each student’s personal email rather than use their Umail account under the assumption that most of these students would not be using University email at this point since they are not attending the institution. Student Voice sent the email out the day following the last day to add classes for the semester. The survey was active for 3 weeks for the students to access and a reminder email was sent after a week and a half. We found that students were willing to disclose personal information regarding their reasons for not attending in their email responses. 19.9% of students responded to the Student Voice survey compared to 26.5% of students responding to the email from our office in Fall 2007. A detailed report can be found in Appendix Q. We complete this project for spring and summer terms as well. The data from both of those semesters mirror the results of fall semester.

Evaluations and Assessment Projects

Evaluations used for Fall 2008 transfer, combination and freshmen one-day orientations were designed to provide immediate and accurate reporting. Information was collected from students on a hand held personal digital assistants (PDA’s) when they checked out from the program. The students answered questions on the PDA’s and we were then able to download the information on a daily basis. This format allowed us to make changes and adjustments to the orientation programs on a daily basis and provide a better service for incoming students. This format was used for all One-Day Orientation programs including transfer students and freshmen. Evaluations for the Overnight and Outdoor programs were completed through a specific website to allow us to ask specific questions related to those unique programs. The results of the evaluations
for transfer and freshmen One-Day programs are included in Appendix R. In addition to the specific questions, students were given the opportunity to respond to open ended questions which are also included in Appendix R. Reference Appendix S for results and for Parent and Family Program evaluation information, reference Appendix T for Outdoor and Overnight Orientation evaluation results.

In addition to conducting satisfaction surveys at all orientation programs, our office has undertaken a variety of assessment projects. During the 2007-2008 academic year, we participated in a national Benchmarking study. This study included a series of questions. 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. One area of suggested improvement is our website. We will be addressing this in the next year. Complete benchmarking results can be found in Appendix U.

Additionally, for Fall semester 2008, we undertook several research projects and initiatives to reach out to students prior to the beginning of classes. We contacted 19 students who responded to a postcard sent by High School Recruitment as indicated they were planning to attend the University of Utah in the Fall but had not completed an orientation program. The results of this initiative were that 9 students completed an orientation. We also ran the attended orientation but not enrolled in classes report in late July to discern how many students had not enrolled in classes after completing an orientation. There were 898 students that were not registered for classes at that point. By mid August we contacted the remaining 178 students that were not registered for classes. Upon calling the students, we learned that 47 of them would not be registering for fall classes due to reasons such as attending a different school, financial difficulty, moving out of state, or deferring to another semester. 57 of the students indicated that they would be registering for fall classes soon, 18 of them said they recently registered for classes, and we were unable to contact the remaining 56 students. The last initiative we undertook was contacting all students who signed up for an orientation program but did not attend their scheduled program. We found that 28.73% will be attending a different institution, 20.69% were planning to attend a later program and register for classes, 10.34% were deferring their admittance, 8.06% had other reasons for not attending the
University, 4.59% would not be attending due to financial reasons, and there were 27.59% that we were unable to contact.

During freshmen orientation programs for Fall 2008, we administered the Student Readiness Inventory (SRI). The SRI is an assessment tool that was designed by ACT to predict a student’s commitment and readiness for higher education. The University of Utah decided to administer this assessment to incoming students in an effort to gather information about what the incoming class of freshmen look like with regards to their commitment to college, academic preparation and services they may need in their transition. The results of this assessment will be reviewed during academic year 2008-2009 and a recommendation will be made as to whether we continue to use this tool and provide guidance on the evaluation of services provided for students. It is important to note that administering the SRI was not an orientation initiative but rather a forum for which to administer the test. The University Retention Committee commissioned the use of the assessment and will be evaluating the results and making recommendations regarding further use.

Information about the Office of Orientation and Leadership Development

What makes the Office of Orientation and Leadership Development Unique?

We are in our 12th 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 Affairs in various aspects of our mission. However, even when reporting within a sole division, our daily contact ranges from academic deans and advisors to counseling, financial aid, and the registrars office. Our success depends heavily on the collaboration of multiple programs, departments, and agencies.

Student Staff Rotation

Another unique aspect of our office is the rotating staff. During the academic year our staff includes four full-time professionals and four part-time students who work specifically on
orientation projects, two part time office assistants and one part time student who works specifically on our website and technology. In preparation for summer, we hire approximately 27 additional students to serve as Orientation Leaders. In addition, a number of these students are called upon during the academic year to assist in the facilitation of our smaller mid-year programs. This rotating staff has a number of unique implications in terms of space, payroll, and information distribution that may not be an issue in other departments across campus.

**Orientation Leader Education and Training**

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

**Customer Service Excellence**

We see ourselves, in the Office of Orientation and Leadership Development, as a primary player in the retention of new University students. Because of that, we value excellent customer service beyond all else. Though this may not make us unique in relation to other agencies and departments on campus, we do make note of the praise we receive in regards to our willingness to advise, assist, and refer. The Orientation staff gives the office phone number to thousands of students throughout the year and as a result, our office is often the first place new students call when they have questions or concerns. Any one of our staff is willing to set everything aside to address a problem and we strive for a one-stop system. If a referral is needed, the Orientation staff does everything possible to ensure it is accurate.
Professional Endeavors

Orientation and Leadership Development

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

The Orientation Team professional staff remained consistent during the 2007-2008 academic year after experiencing significant change at the end of the 2006-2007 year. A new Project Coordinator was hired in May of 2007 and a new Assistant Director, responsible primarily for Parent Programming, was also hired in May of 2007.

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

Exempt Staff

Gwen M. Fears – July 2002-present
Director
EdD – University of Utah, Educational Leadership and Policy (December 2008)
MS – Colorado State University, Student Affairs in Higher Education
BA – Colorado State University, Technical Journalism

Michelle L. Jones – June 2005-present
Assistant Director
M.S.Ed – Purdue University, College Student Affairs
BA – Purdue University, Communication

Johnathan Luster – May 2007-present
Assistant Director
MS – Miami University, College Student Personnel
BA – University of Tennessee, Communication Studies

Non-Exempt Staff

Sharon Holladay – May 2007-present
Projects Coordinator
BS – University of Utah, Psychology

Student Program Coordinators

**Erica Andersen**, Communication, Junior
**Morgan Fischer**, Pharmacy, Junior
**Yevy Kopeleva**, Communication, Junior
**Brandon Patterson**, Communication, Junior

Orientation Leader Stats

<table>
<thead>
<tr>
<th>Year in School</th>
<th>Utah resident</th>
<th>Non-resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Sophomore</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>2</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Females</th>
<th>Males</th>
<th>Ethnic Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>13</td>
<td>12</td>
</tr>
</tbody>
</table>

High Schools Represented

<table>
<thead>
<tr>
<th>Utah High Schools</th>
<th>High Schools out of state</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mountain Crest</td>
<td>Independent School, KS</td>
</tr>
<tr>
<td>Judge Memorial</td>
<td>Cottonwood</td>
</tr>
<tr>
<td>Jordan</td>
<td>West (2)</td>
</tr>
<tr>
<td>Kearns (1)</td>
<td>Layton (2)</td>
</tr>
<tr>
<td>Provo High</td>
<td>St. Joseph</td>
</tr>
<tr>
<td>Uintah</td>
<td>Academy for Math, Engineering and Science</td>
</tr>
<tr>
<td>Hillcrest (2)</td>
<td>Davis</td>
</tr>
<tr>
<td>East</td>
<td>Brighton (2)</td>
</tr>
<tr>
<td>Bonneville</td>
<td>Northridge</td>
</tr>
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</table>

Majors Represented

<table>
<thead>
<tr>
<th>Biology Secondary Education</th>
<th>International Studies</th>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>Mass Communication (3)</td>
<td>Business Marketing</td>
</tr>
<tr>
<td>Undecided (2)</td>
<td>Biology (2)</td>
<td>Physics</td>
</tr>
<tr>
<td>Human Development</td>
<td>Philosophy</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Exercise &amp; Sport Science (2)</td>
<td>Psychology</td>
<td>Geology</td>
</tr>
<tr>
<td>Engineering</td>
<td>Business (2)</td>
<td>French</td>
</tr>
<tr>
<td>Political Science</td>
<td>Sociology</td>
<td>Nursing</td>
</tr>
<tr>
<td>Modern Dance</td>
<td>History</td>
<td>Ballet</td>
</tr>
<tr>
<td>Social Justice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Transfer Institutions

Greenville College; Sacramento State; Snow College
State and National Presentations /Conferences Attended

Gwen Fears, Michelle Jones, Johnathan Luster, Sharon Holladay, Brandon Patterson, Yevgenyia Kopeleva, Morgan Fischer, and Erica Andersen represented the Orientation team at the NODA annual conference help in Dallas, Texas in October, 2007. Johnathan attended a three day pre-conference workshop designed for new professional in orientation. Michelle was awarded the outstanding interest session award at the regional NODA conference in 2006 and presented this session again at the annual conference in 2007. Gwen Fears and Michelle Jones along with 13 undergraduate students represented the orientation team at the 2008 regional NODA conference in Cheyenne, Wyoming. Several University of Utah students presented at this conference. Gwen Fears was recognized as the Outstanding Orientation Professional for Region III.

Johnathan Luster attended one symposium for parent and family programming and two academic advising conferences. The Parent and Family Programs Symposium was hosted by Arizona State University in November 2007, and topics ranged from parent and family weekend ideas to sponsorship suggestions. Johnathan helped to plan and attended the University of Utah’s second annual Academic Advising Conference in September 2007, and attended the National Academic Advising Association’s (NACADA) regional conference in Park City, UT, in May 2008.

Presentations

Jones, M., October 2007, *Free Zone*, Dallas, Texas; NODA Annual Conference
Kopeleva, Y. and Behl, J., February 2008, *Orientation Leader Hiring – All of the Essentials to a Fabulous Fiesta!*, Cheyenne, Wyoming; NODA Region III Conference
Luster, J. and Lane, K., October 2007, *Creating your own Bright Future: Life after Graduate School*, Dallas, Texas; NODA Annual Conference

Leadership Positions, Campus and Community Service

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

- Michelle Jones – Region III representative on the NODA Board of Directors; term 2006-2009
• As a part of our staff training, we volunteered at the Utah food bank for three hours in February 2008 and again in June 2008.

We represent the Orientation Office at a number of different campus events from the National Merit Scholars dinner to the LGBTQ resource day to the Presidential Scholars Dinner. We make a concerted effort to support other events occurring throughout campus and to find a variety of different venues to provide information about orientation to prospective students and parents.

In addition to these activities, our staff serves on a variety of campus committee’s:

<table>
<thead>
<tr>
<th>Gwen Fears</th>
<th>Michelle Jones</th>
<th>Johnathan Luster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Task Force</td>
<td>Wellness Network</td>
<td>University College liaison</td>
</tr>
<tr>
<td>Student Commission</td>
<td>Spirit Committee</td>
<td>UAAC Representative</td>
</tr>
<tr>
<td>Facebook subcommittee</td>
<td>Enrollment Management</td>
<td>Advising Conference Committee</td>
</tr>
<tr>
<td>Retention Task Force</td>
<td>LEAP Advisory Board</td>
<td>SA Sustainability Committee</td>
</tr>
<tr>
<td>Late Admission Petition Program</td>
<td></td>
<td>Homecoming Committee</td>
</tr>
</tbody>
</table>

Committees from our Office that involve others:
- Preview Day Committee
- PlazaFest Planning Committee
- LeaderShape Planning Committee
- Parent and Family Weekend Committee

Our department also values the meaning of community service and strives to encourage community service work both on and off campus. Community service is included as part of the Orientation Leader class and is encouraged throughout the year as a good teambuilding activity. Our team for Fall 2008 worked with the Utah Foodbank on two separate occasions and found it to be a very rewarding experience to give back to the community in some small form.
Leadership Development

Year End Report

September 2007 - August 2008

Prepared by: Michelle Jones
Highlights – Leadership Development 2007-2008 .......................... 3
Executive Summary.............................................................. 4
Overview ............................................................................. 4
Leadership Development Mission........................................... 4
Leadership Development Office............................................... 4
Leadership Internship............................................................. 4
Leadership Scholars.............................................................. 5
Leadership Floor.................................................................... 5
LeaderShape Institute............................................................. 5
Learning to Lead Conference .................................................. 6
UGS 2020: Foundations in Leadership..................................... 6
Leadership Minor.................................................................... 6
High School Leadership Conference...................................... 7
Summary.................................................................................. 7

Appendices- to access, please contact the Leadership Development Office at (801) 581-7069.

A. Learning to Lead Conference Schedule
B. Learning to Lead Conference Evaluations
C. Learning to Lead Conference Budget
E. ELP 4820: Field Experience Syllabus– Fall 2007
F. UGS 4750: Reflections on Leadership in Multiple Contexts Syllabus– Spring 2008
Highlights – Leadership Development 2007-2008

- Undergraduate Studies 2020, Foundations in Leadership, was taught in the fall of 2007.

- The third one-day Learning to Lead Conference, open to all University of Utah students, was held in Fall 2007, with over 40 students in attendance.

- The Capstone Course for the recently approved Leadership Minor, UGS 4750: Reflections on Leadership in Multiple Contexts, was offered for the first time in Spring 2008 with an enrollment of 3 students.

- The Field Experience course for the Leadership Minor, ELP 4820, was offered for the first time in Fall 2007 with an enrollment of 4 students.

- Three students completed the Leadership Studies Minor. Two students walked in graduation ceremonies in May 2007. A third will graduate in December 2008.
Executive Summary

Overview

The purpose of this report is to provide an overview of the Leadership Development Office from August 2007 through July 2008. A formal initiative to enrich leadership development for students was advanced by Dr. Barbara Snyder, Vice President of Student Affairs, in the fall of 2000. Most of the activities mentioned are part of this leadership initiative.

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

Leadership Development Mission

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

Leadership Development Office

The Leadership Development Office and the Office of Orientation are a joint office; this office space was completely remodeled during the 2003-2004 academic year. During the 2005-2006 academic year, bulletin space in the North wing of the Union was designated for Leadership Development in order to reach a broader audience. Books in the leadership resource center were catalogued online and organized to facilitate students’ use. Additionally, more books are purchased on an on-going basis in an effort to provide the most current resources to students.

In 2007-2008, the Leadership Development website (www.sa.utah.edu/leadership) was continually modified. The leadership resource center is cataloged and maintained online, along with information about the Learning to Lead Conference and the LeaderShape Institute.

Leadership Internship

For the sixth year, the Leadership Development Office offered a leadership internship to University of Utah undergraduate students. Cortney Hurst served as the leadership intern during the 2007-2008 academic year. She primarily worked during Fall semester and on select projects during the Spring semester.
Leadership Scholars

The University of Utah awards incoming students who have excelled in leadership positions while in high school a one year scholarship. The students who are awarded these scholarships are not required to continue in leadership positions once they begin taking classes at the University. The Leadership Development office has made a concerted effort to reach out to these students, upon their arrival at the University, to encourage them to get involved on campus. We host a luncheon for these scholarship recipients just prior to PlazaFest at the beginning of the school year. The intent of hosting a luncheon prior to this event is that students will meet other students interested in leadership, and participate in PlazaFest where they can gain valuable information about involvement and leadership opportunities on campus. During the lunch, we invited the Associate Vice President for Student Affairs and a past leadership scholar recipient to speak. For Fall 2007, we had 34 students RSVP to attend this lunch. We will continue to reach out to these students and explore other opportunities to engage these students in leadership experiences.

Leadership Floor in Housing and Residential Education

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

The University of Utah LeaderShape® Institute

The Leadership Development Office coordinated the effort to bring the LeaderShape® Institute to the University of Utah for first time in 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, the campus dining service has partnered with this program to provide all of the food and a chef.

Due to a change in the University of Utah Academic calendar, the Leadership Development Office moved the timing of the LeaderShape Institute from May to October, over the new week-long Fall
break. Due to this change. There was not a LeaderShape Institute held during the 2007-2008 academic year. However, a University of Utah LeaderShape Institute is being planned for the Fall of 2008.

**Learning to Lead Conference**

During the 2004-2005 academic year, a Leadership Workshop Series was offered about once a month throughout the academic year. The workshop series was designed to teach students practical leadership skills and was free of charge and open to all students. Students, faculty, and staff of the University of Utah presented the workshops. The attendance at these programs was sometimes low and sporadic. Therefore, the decision was made in 2005 to combine these workshops into a one-day conference where all the information previously presented in the workshop series was available to students on a more condensed timeline. During the Fall of 2007, the Learning to Lead Conference was held in the Olpin Student Union. The Union Programming Council, Greeks, and ASUU partnered with the Office of Leadership Development to put on the 2007 Learning to Lead Conference. A schedule of the conference, as well as evaluations and a budget can be found in *Appendices A, B and C*. The event was successful and we intend to continue holding the Learning to Lead Conference in upcoming years. This year nationally known motivational speaker, Kirk Weisler presented at the program.

**UGS 2020: Foundations in Leadership**

Fourteen students enrolled in UGS 2020: Foundations in Leadership. The Director of Assessment, Evaluation and Research for Student Affairs, Stacy Ackerlind, co-taught the class twice a week with Sandi Parks from Continuing Education. The class will be offered again in the Fall of 2008.

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

**Leadership Minor**

After several years of work, the Leadership Studies Minor received approval for the Board of Regents in July 2006. UGS 2020 serves as the foundation course for the minor and is typically taught during fall semester. The Field Experience (ELP 4820) was offered Fall 2007 for the first time. Four students enrolled in ELP 4820. The Associate Dean for University College, Dr. Sharon Aiken-Wisniewski, taught the class. The course syllabus can be found in *Appendix E*. The class will be offered again in the Fall of 2008.
The Capstone Course (UGS 4750) was offered Spring 2008 for the first time and three students enrolled in the course. The Associate Vice President for Student Affairs, Dr. Kari Ellingson, the Senior Associate Vice President of Academic Affairs, Dr. John Francis, the Director of Orientation and Leadership Development, Gwen Fears and an Assistant Director of Orientation and Leadership Development, Johnathan Luster, taught the class. The course syllabus can be found in Appendix F. The class will be offered again in the Spring of 2009.

Two students graduated from the University of Utah with a Leadership Studies minor in May 2008 and one more student completed all of the requirements for the minor and will graduate in December 2008.

A Leadership Minor Advisory Committee was convened in Summer 2008 with the sole purpose of evaluating the minor in Leadership Studies. The committee was comprised of faculty and administration from the following areas on campus: Undergraduate Studies, Student Affairs, and Office of Orientation & Leadership Development.

The next steps for the Leadership Studies Minor is to develop a comprehensive marketing plan and begin recruiting students from a variety of backgrounds to participate in this unique, interdisciplinary experience.

**High School Leadership Conference**

The Dean of Students Office worked to bring the High School Leadership Conference back to campus in August 2008. They invited area high school students and their advisors to spend a Saturday on campus learning about leadership. Several different University of Utah student leaders led the breakout sessions and the Greek Council led the efforts on organizing the event. The Leadership Development Office offered support and input on the conference. For 2009, the two office will partner to expand the leadership conference offered to area high school students.

**Summary**

The University of Utah community supports and encourages campus efforts to continue offering leadership development opportunities for the student body. During the 2007-2008 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.
National Student Exchange

Year End Report
August 2007 - July 2008

Prepared By: Michelle Jones

Photos courtesy of exchange students:
Max Seltenrich, to Humboldt State University, Spring 2008
Sarkis Karapetyan, to University of Calgary, Spring 2008
## Table of Contents

Highlights – National Student Exchange 2007-2008 ........................................ 3
Executive Summary ........................................................................................................ 4
Overview ......................................................................................................................... 4
National Student Exchange Mission ............................................................................. 4
National Student Exchange Office .............................................................................. 5
National Student Exchange Intern .............................................................................. 6
National Student Exchange Eligibility and Application ................................................ 6
National Student Exchange Marketing .......................................................................... 7
Placement Conference .................................................................................................... 7
Placement Statistics ...................................................................................................... 8
Completion Statistics ..................................................................................................... 8
Outgoing Placement Meeting ....................................................................................... 9
Incoming National Student Exchange Orientation ....................................................... 9
National Student Exchange Assessment ...................................................................... 9
National Student Exchange Partnerships ................................................................... 10
Summary ......................................................................................................................... 10

Appendices – to access, please contact the National Student Exchange Office at (801) 581-7069

Appendix A.................................................National Student Exchange Placement Chart
Appendix B............Student Exchange Details, 2007-2008 Outgoing and Incoming
Appendix C.........................National Student Exchange Assessment Results
Highlights – National Student Exchange 2007-2008

- All outgoing University of Utah students were placed at one of their top choice schools at the placement conference in March of 2008 for exchange in the 2008-2009 academic year.

- All incoming students ranking the University of Utah as their first choice at the placement conference in March of 2008, were accepted for exchange to the University of Utah for the 2008-2009 academic year.

- The number of outgoing University of Utah students participating in exchange during the 2007-2008 academic year increased nearly 266% over the 2006-2007 academic year.

- The percentage of outgoing University of Utah students who were placed for exchange and completed their exchange (completion rate) during the 2007-2008 academic year, was 30 percentage points higher than in the 2006-2007 academic year.
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 2007 through July 2008. The Office of Orientation and Leadership Development assumed responsibility for the University of Utah’s NSE program in January 2006. After being housed within Undergraduate Studies for ten years, the NSE program moved under the direction of a new coordinator within the Office of Orientation and Leadership Development. This move was a result of several factors, including the need for a more student-centered location on campus and a reaction to the steady decrease in student participation over the last several years. The Office of Orientation and Leadership Development was an ideal place to relocate for several reasons. The Office of Orientation and Leadership Development had partnered with Undergraduate Studies and the NSE program over the past several years, supplying orientation services and matriculation fee waivers. Therefore, the Office of Orientation and Leadership Development had existing basic knowledge of the NSE program. Additionally, the Office of Orientation and Leadership Development maintains relationships with academic advisors and various student support services across campus, who serve as an integral part of the exchange process. This report details the activities of the National Student Exchange Program at the University of Utah.

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 206 institutions of higher education within the United States, its territories, and Canada. The program allows undergraduate students the opportunity to attend any of the participating institutions for up to one academic year. Students pay either tuition at their home institution, designated Plan B students, or the host institution’s in-state tuition, designated Plan A students. Participation in the National Student Exchange program provides students the opportunity to:

- Broaden personal and educational perspectives
- Explore and appreciate new cultures
- Learn from prominent professors
- Access courses not offered at the students’ home campuses
- Explore new areas of study
- Live in different geographic areas
- Investigate graduate or professional schools
- Look for future employment opportunities

The majority of students are placed for exchange by NSE Coordinators, at the Annual National Student Exchange conference, held in March prior to the academic year in which students intend to exchange. Following the placement conference, some institutions remain open for placement; therefore, many students are also placed post-conference, upon agreement of NSE coordinators. Consortium-wide, 3,088 students completed an exchange during the 2007-2008 academic year and over 90,000 since its inception in 1968.

National Student Exchange Office

The NSE program has been coordinated out of the Office of Orientation and Leadership Development in Suite 280 of the Olpin Student Union Building since January 2006. Immediately prior to being located in the Union, the NSE Office was in the Sill Center and coordinated by Undergraduate Studies. The University of Utah NSE program also has a presence online at www.sa.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 Intern**

In Fall 2006, the University of Utah NSE program offered an internship to an undergraduate student who was a former NSE participant. Rachel Bowman served as the NSE intern during the 2006-2007 academic year. An internship was not offered for the 2007-2008 academic year, with plans to offer an internship position in 2008-2009.

**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 and at the completion of the term prior to the student’s exchange.

- Full-time enrollment at your home campus
- Minimum home campus cumulative GPA of 2.5 (4.0 scale)
- Good academic standing as defined by your 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 your home institution
- No current or pending probationary or disciplinary action for violation of codes of student conduct
- Must not be on probation, parole, or have any pending legal judgments

In addition to the requirements listed above, students at the University of Utah wishing to exchange must go through an application process, which includes an essay on why the student wishes to exchange, meeting with the University of Utah NSE Coordinator, and supplying 2 references (one academic and one personal), along with transcripts and other scholastic and placement preference information. Students are able to rank up to 5 institutions which they are interested in exchanging to. Students are chosen by the NSE coordinator based upon their ability to meet the requirements, and their perceived ability to complete the exchange successfully, as well as be a quality representative of the University of Utah. The NSE coordinator will attempt to place students at the institution which they have ranked first. If the student is not placed at their first choice institution, an attempt will be made to place them at their second choice institution, and then on down their ranked list. If more than one student from the University of Utah wishes to be placed at the same institution, the NSE coordinator will rank these students. This ranking will be seen by the host NSE coordinator as they are deciding whom to accept.
National Student Exchange Marketing

The University of Utah National Student Exchange Office promotes the program in a variety of ways. Professional posters are placed around campus in both the Fall and Spring semesters, advertising not only the NSE program, but also NSE Information Sessions that are held in the Union building twice a year. Facebook advertisements are also used to promote the program and the information sessions. Letters are sent via email each semester to all Freshmen and Sophomore students who are academically eligible to participate in NSE, inviting them to attend information sessions and/or make an appointment with the NSE coordinator. Representatives from the NSE Office are present and tabling at both PlazaFest and the Major Expo each year. Additionally, the program is presented to academic advisors in all Colleges at a University Academic Advising Committee (UAAC) meeting.

Placement Conference

Each year representatives from all 206 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 2007 Annual NSE Conference in Boise, Idaho, 21 outgoing students were placed and 27 incoming students were accepted for the 2007-2008 academic year. These figures are greater than the 2006 Annual NSE Conference, in Buffalo, New York, with 9 and 20 students, respectively placed for the 2006-2007 academic year. Only 1 outgoing student was rejected by all preferred host schools in 2007; 2 were rejected in 2006.

Additionally, in March 2008, in Minneapolis, Minnesota, placements were made for the 2008-2009 academic year: 26 outgoing and 33 incoming students were placed and no outgoing students were rejected. Placement decisions are based on space availability at each host institution, proper access of courses in the student’s area of study, housing availability, as well as the balancing of tuition payments. Students who have been placed on exchange in a prior academic year and not completed the exchange, or students who list only 1 or 2 possible sites for exchange are the most likely to be rejected by one or more schools. Students who are flexible with their choices of institutions are the most likely to be placed. Placement Conference statistics can be found in Appendix A.
Placement Statistics

When taking into consideration placements made for the entire 2007-2008 academic year, including both conference placement and post-conference placements, an increase was seen in both incoming and outgoing students between the 2006-2007 and 2007-2008 academic years. In 2007-2008, a total of 32 students went on exchange from the University of Utah to 23 different schools, In the 2006-2007 academic year 12 students were placed at 9 different institutions. The University of Utah accepted 35 students from 24 different institutions in 2007-2008, while having only 23 students from 14 institutions in 2006-2007. The University of Utah figures are higher than the national average of 21 students placed per institution on both incoming and outgoing placements. Total Placement statistics can be found in Appendix A.

Completion Statistics

Not all students who are placed for an exchange complete the exchange. Some decide to withdraw placement for a variety of different reasons including personal, academic and financial. The completion rate is calculated by dividing the number of students who complete an exchange, by the number of students who were placed on exchange for a given academic year. It is the goal of the University of Utah National Student Exchange Office to increase the completion rate each year. In order to increase the completion rates of both incoming and outgoing students, attempts have been made to increase communication from the time the student first indicates interest in exchange to the time the student exchanges. Students who do not complete exchange lose their application fee, which for 2007-2008 was $150.

For the 2006-2007 academic year, the University of Utah’s outgoing student completion rate was 46%, and the incoming completion rate was 78%. In 2007-2008, the University of Utah’s outgoing completion rate increased to 76%, above the national rate of 72%, while the incoming completion rate dropped to 50%. It is not known why the incoming completion rate dropped for the 2007-2008 academic year; however, efforts are being made to assist incoming students by sending earlier communications from the University, and helping students attain earlier registration dates and access to housing applications, in hopes to raise the incoming completion rate for the 2008-2008 academic year. Completion statistics can be found in Appendix A. Details on both outgoing and incoming exchange students can be found in Appendix B.
Outgoing Placement Meetings

Each year, a week following the Placement Conference in March, Placement Meetings are held in which outgoing students are made aware of their placement status, receive contact information for their host institution NSE coordinator, complete Placement Acceptance Forms, sign Liability Waivers, and walk through the process of how to complete their Course Contract forms, which ensure course transfer upon return to the University of Utah. Other topics addressed include policy and time frame differences between institutions, culture shock, and how to successfully return to the University of Utah upon completion of their exchange. Students who cannot make the Placement Meeting make appointments to see the NSE coordinator on an individual basis.

Incoming National Student Exchange Orientation

Each semester in which incoming exchange students are beginning their exchange at the University of Utah, typically every Fall and Spring semester, an NSE Orientation is held to help the exchange students transition to Salt Lake City and the University. Orientations include information about campus, resources, student involvement and community events. Undergraduate Bulletin and Student Resource Guides and Course Catalogs are also made available. At least one University of Utah current student, and sometimes a continuing incoming exchange student will be present to assist the exchanges students’ transitions. All paperwork for the semester is completed, questions are answered and a short campus tour is given. Exchange students also learn to use TRAX and experience downtown for dinner. During the Fall semester, students attended Crimson Nights together at the conclusion of Orientation.

National Student Exchange Assessment

Both incoming and outgoing exchange students are sent a satisfaction survey during the last week of their final semester on exchange. The 2007-2008 academic year was the first time this assessment was administered. The survey completion rate for incoming students was 75% and 88% for outgoing students. The results of this assessment gave us great information on how to improve the program as well as much positive feedback. Outgoing student indicated disappointment with housing at their host institutions. Housing expectations will be addressed in next year’s Placement Meeting. Additionally, the University of Utah NSE coordinator will institute follow-up communication with outgoing students who requested housing. Incoming students were satisfied with the NSE orientation and the transition process. Orientation will
continue in the same form for the 2008-2009 academic year. The complete results from the assessment can be found in Appendix C.

National Student Exchange Partnerships

The National Student Exchange program at the University of Utah would not be possible without the outstanding partnerships that exist across campus. Student Recruitment and High School Services promotes NSE to prospective students. The Admissions office works hard to expedite NSE student admissions, and in conjunction with the Registrar, allows incoming exchange students Junior priority registration. Income Accounting assists in tuition and fee allocation and troubleshooting, while Financial Aid assists students with funding both incoming and outgoing exchanges. University College, Transfer Admissions and Departmental Advisors work with outgoing students in the areas 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 2007-2008 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.
University of Utah
Parent Resources
Division of Orientation and Leadership Development

September 2007 - August 2008
Annual Report

Prepared by:
Johnathan Luster
Assistant Director, Orientation and Leadership Development
# Table of Contents

**EXECUTIVE SUMMARY** ................................................................. 3  
**PARENT RESOURCES** .................................................................. 3  
**PARENT AND FAMILY WEEKEND 2007: SEPTEMBER 28 & 29** ........... 4  
  - **Friday Events** ................................................................. 5  
  - **Saturday Events** .......................................................... 5  
  - **Registration and Attendance** .............................................. 5  
  - **The Guest House** ........................................................... 6  
  - **Evaluation** ..................................................................... 6  
  - **Suggestions for Future Parent and Family Weekends** .............. 6  
**PARENT AND FAMILY SPRING EVENT 2008: FEBRUARY 23** ....... 7  
  - **Schedule** ...................................................................... 7  
  - **Marketing and Registration** ............................................... 7  
  - **Suggestions for Future Spring Events** ............................... 7  
**PARENT ASSOCIATION** ................................................................... 8  
  - **Mission** ....................................................................... 8  
  - **Membership** ................................................................. 8  
  - **Executive Committee** ..................................................... 8  
**PARENT AND FAMILY NEWSLETTERS** ..................................... 9  
  - **Distribution** ................................................................. 9  
  - **Design and Formatting** .................................................... 9  
**E-MAIL HOTLINE** .................................................................... 10  
**APPENDICES** ........................................................................... 11  
  - **Appendix A: Screenshot of Parent Resources Website** .......... 11  
  - **Appendix B: Parent and Family Weekend Marketing Plan** ....... 12  
  - **Appendix C: Parent and Family Weekend Schedule** ............. 13  
  - **Appendix D: Guest List for Friday Night Reception** ............... 14  
  - **Appendix E: Parent and Family Weekend Budget** ............... 15  
  - **Appendix F: Completed Evaluations for Parent and Family Weekend** 16  
  - **Appendix G: Sample Parent and Family Newsletter** ............. 18  
  - **Appendix H: Special Holiday Edition of Parent and Family Newsletter** 19  

To access appendices, please contact the Parent Resources Office at (801) 581-7069.
Executive Summary

- Parent Resources – division of Orientation and Leadership Development – was created in February 2008
- 2007 was first year to offer University-wide Parent and Family Weekend in Fall semester
  - 29 families attended (48 total participants), 19 families were out-of-state
  - Families had great experience on campus based on their feedback
- 2008 was first year to offer a Parent and Family event during Spring semester
  - 7 families attended (19 total participants), 1 family was out-of-state
  - Families had positive experience overall; significant suggestion to market this event much earlier
- Parent Association and Parent and Family Newsletter transitioned to Parent Resources
  - Parent Association Executive Committee established organization’s mission
  - Parent and Family Newsletter readership increased by 27% to 1,400
  - Parent and Family Newsletter design changed to be more visually inviting

Parent Resources

Most “Millennials” - the generation of current typical undergraduate students - have grown accustomed to high levels of involvement from their parents. Actively participating in Parent-Teacher Associations, pushing their children to excel in academics and extracurricular activities, and helping in all major life decisions are examples of ways that parents of Millennials expect to be involved. In efforts to continue parent involvement through their student’s education, many universities have developed specific ways of programming for and communicating with parents and family members of undergraduate students.

In May of 2007, the Office of Orientation and Leadership Development hired a new Assistant Director to coordinate the University of Utah’s outreach with parents and family members of undergraduate students. The Office has been offering Parent and Family Orientations for families of new students for over five years, and was charged with exploring additional ways of reaching out to the parent community. Specifically, a new initiative was an annual Fall Parent and Family Weekend.

Another office at the University of Utah - Student Initiatives - began coordinating parent involvement before 2007, and these responsibilities shifted to the Office of Orientation and
Leadership Development in May 2007. These items include the Parent Association, Parent Resources website, and Parent and Family Newsletters.

While it seems logical that the Office of Orientation and Leadership Development coordinates Parent and Family Orientation, it is not a natural fit for other family programming. As a branding idea, Parent Resources was created (unofficially) as a division of Orientation and Leadership Development in February 2008. Every parent and family program - with the exception of Parent and Family Orientation - indicates Parent Resources as the contact office.

The first step of branding Parent Resources was to design a website. A parent website existed within the Office of Undergraduate Studies, and this information along with a new website address moved to Parent Resources. The address was changed to www.parents.utah.edu, and a screenshot can be viewed in Appendix A.

The primary purpose of this website is to provide families with accessible information about the University of Utah and opportunities for involvement. Information on the Parent Resources website includes Parent and Family Events, the Parent Association, and Parent and Family Newsletters. As parent programming continues to grow, this website will become a stronger resource for families, especially families of incoming students. An aspiration parent website is the University of Minnesota’s University Parent: www.parent.umn.edu.

The remainder of this report focuses on parent programming at the University of Utah in the 2007-2008 academic year. This excludes Parent and Family Orientation because it coincides with student orientation initiatives. For this information, view the 2007-2008 annual report from the Office of Orientation and Leadership Development.

Parent and Family Weekend 2007: September 28 & 29

Coordinating the first annual University-wide Parent and Family Weekend was a primary focus for Parent Resources in its first year. The Director of Orientation and Leadership Development solicited feedback from the Parent Association regarding potential Parent and Family Weekend activities and dates, and this group chose to align Parent and Family Weekend 2007 with University Homecoming. This partnership proved to be positive as the Homecoming Committee assisted with many marketing strategies. See Appendix B for the marketing plan.

The schedule of events included a reception on Friday evening, an information session on Saturday morning, and a football game and tailgate lunch on Saturday afternoon. See Appendix C for the schedule. This schedule was designed to provide parents and families with a few exciting
events on campus while leaving much of the weekend open for them to choose how to spend time with their students.

**Friday Events**

The goal for the reception on Friday evening was to connect parents and families with University faculty, staff, and students. Parent Resources invited representatives from many campus areas to offer information and answer questions. See *appendix D* for the guest list. President Young was selected as the keynote speaker; however, he was unable to attend at the last minute because of an overlapping engagement. John Francis, Senior Associate Vice President for Academic Affairs, and Barb Snyder, Vice President for Student Affairs, addressed the audience in place of the President. Forty-eight parents and family members and 13 campus representatives attended the reception.

**Saturday Events**

Saturday morning offered an information session for parents and family members to learn about opportunities for their students on campus, as well as events and programs that the U offers to the greater community, such as concerts and art exhibits. Speakers included Annie Nebeker Christensen, Dean of Students; John Francis, Senior Associate Vice President for Academic Affairs; and Cortney Hurst and Brandon Patterson, Orientation Leaders. Twenty-one parents and family members attended the information session.

The premier event of Parent and Family Weekend was the Saturday tailgate and football game versus Utah State. Parent Resources purchased and reserved a block of 50 tickets for the football game as an estimate of the number of participants to expect. Before the football game, Parent Resources partnered with the Division of Student Affairs and Chartwells (the campus food provider) to organize a joint Parent and Family Weekend/Student Affairs Tailgate Lunch. All Student Affairs Directors were invited to the tailgate, and this event was included in the Parent and Family Weekend registration cost. Forty-four parents and family members attended the Tailgate Lunch, and approximately 20 attended the football game.

**Registration and Attendance**

An online registration system was created that allowed parents and families to register and make payment through the Parent Resources website. The costs for Parent and Family Weekend were:

- $25 per person for the Weekend (to cover meals, space rentals, and staffing)
$15 per football ticket
$140 per Guest House room (for both Friday and Saturday nights)

All who registered paid $25 per person (including their student if he/she was planning to attend), and the football tickets and Guest House room were additional options available. See Appendix E for the budget.

While 72 participants (36 families) registered and paid for Parent and Family Weekend, 48 parents and family members attended the Friday reception, 21 attended the Saturday Morning Information Session, and 44 attended the Tailgate Lunch. Forty-four of the available 50 football tickets were purchased, and approximately 20 participants attended the game. Of the 29 families that attended, 10 were from Utah and the remaining 19 were from out-of-state. The numbers for the entire weekend (especially the low football game attendance) were presumably affected by unfortunately cold and snowy weather.

The Guest House

With hopes of many participants traveling to Parent and Family Weekend from out of state, Parent Resources negotiated a contract with the University Guest House to block rooms. Thirty rooms were reserved initially for each night (Friday and Saturday). Eight families reserved a room at the Guest House for both nights, and one family stayed at the Guest House on Saturday only.

Evaluation

On the Tuesday that followed Parent and Family Weekend, an electronic evaluation was e-mailed to the 29 families that attended. Seventeen participants responded (59%), and notable data include a 94% satisfaction rate with the weekend and 100% satisfaction with the timeframe of the weekend (late September). See Appendix F for complete evaluation results.

Suggestions for Future Parent and Family Weekends

Overall, Parent and Family Weekend was a success. The participants seemed to have a pleasant experience on campus, and there were only minor mishaps (e.g., the President not being able to attend and the snow/cold weather on Saturday). Specifically, there are some suggestions to consider in the future:

- Online registration: require a general registration cost for the Weekend (participants could purchase only football tickets without paying for any other events which was problematic), split all events and charge an individual cost
- Plan around student breaks: the 2007 Weekend was only one week before fall break
- Include more events: outdoor recreation, arts on campus
Add one more day: many other universities spread parent and family weekends across three or four days, and this model might work at the U
Main event: might not need to be a football game, look at fall schedule

Parent and Family Spring Event 2008: February 23

To increase awareness of parent and family programming, the Director and Assistant Director chose to offer a small event for families in Spring 2008. The event was marketed as an opportunity for local families to visit campus and cheer on the University of Utah men’s basketball team.

Schedule

The Spring Event included lunch and the men’s basketball game on Saturday, February 23, 2008. Three campus administrators – Barb Snyder, Vice President of Student Affairs; Kari Ellingson, Associate Vice President for Student Affairs; and John Francis, Senior Association Vice President for Academic Affairs – attended lunch to offer brief remarks and field questions. After lunch, the group walked to the Huntsman Center for the 12:00pm men’s basketball game against the University of New Mexico Lobos.

Marketing and Registration

The Parent and Family Spring Event was marketed to participants of Parent and Family Weekend 2007, members of the Parent Association, and prior attendees of Parent and Family Orientation. Postcards were mailed to these populations in early January 2008, and these postcards were followed with an e-mail reminder in February.

Parents and families could register online through the Parent Resources website. Tickets cost $15, which included lunch and the basketball game. Seven families registered and attended, with 19 total participants. Six families were from Utah (mostly Salt Lake Valley), and one family traveled from Sunnyvale, California.

Suggestions for Future Spring Events

As the first Spring Event, we viewed this turnout to be a success. Below are some suggestions:

- Determine date and activities much earlier (we set a date for Spring 2008 in December 2007 which did not provide much time for marketing)
- Involve more events on campus (e.g., athletic events, the arts)
- Partner with local ski resort to provide skiing/snowboarding opportunities
- Begin marketing in November/December
- Parents were very impressed with the 30-second announcement at the basketball game
Parent Association

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

Mission

The mission statement is:

*The Parent Association at the University of Utah serves to enhance communication among students, parents, family members, and the University through opportunities for open dialogue with administrators. The Association is dedicated to supporting students by promoting undergraduate scholarships, assisting the University with fundraising among parents and families, promoting campus safety, and disseminating other information that will be useful to students and their families.* (Approved May 2008)

In addition to the responsibilities listed in the mission statement, a primary function of the Parent Association is to provide parents with a voice. Parents and families play a vital role in the University community, and this organization provides a platform to organize efforts and discuss issues.

Membership

Membership is open and free to all parents and family members of undergraduate students. When the organization was founded, membership cost $50 annually or $150 for a lifetime membership. This cost was revisited in Fall of 2006, and the Executive Committee decided to offer membership at no cost hoping to make the Parent Association accessible to all families. The Parent Association advertises to parents during Parent and Family Orientation and through the Parent Resources website. Most members join during orientation.

Executive Committee

During the 2007-2008 academic year, there were five members of the Parent Association Executive Committee, each with students who began in Fall 2006. This group met once during the Fall semester and once in the Spring semester. Two projects of this committee were to revamps the Association’s mission statement and establish bylaws. The Executive Committee updated the mission statement to its current form, and will vote on approving the bylaws during the Fall 2008 meeting.

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 help with these projects. Parent Resources will help add new Executive Committee members in early Fall 2008. The goal is to add four new members each year who will serve on the Executive Committee three years. Since no new members were added in Fall 2007, the plan is to add eight new members who represent entering students in both Fall 2007 and Fall 2008 semester.

**Parent and Family Newsletters**

Parent and Family Newsletters were created by the Office of Student Initiatives before Parent Resources adopted this initiative. These newsletters were sent four times during the academic year, and this distribution continued with Parent Resources in the 2007-2008 academic year. The goal of Parent and Family Newsletters is to keep families in the University community informed of happenings on campus. This includes policy updates, departmental events, academic deadlines, and student opportunities.

**Distribution**

As of August 2008, the distribution list included over 1,400 recipients. This was an increase over the 1,100 recipients in May 2007 when Student Initiatives sent the newsletter. In the 2007-2008 year, the Parent and Family Newsletter was sent on September 17, December 3, February 4, and April 7. All Newsletters are archived on the Parent Resources website (www.parents.utah.edu). To view a sample Parent and Family Newsletter, see *Appendix G*.

In addition to the four distribution dates, a special Holiday edition of the Parent and Family Newsletter was sent in November 2007. The purpose of this edition was to reach out to families of new University of Utah students and inform them of changes they might expect in their students as they visit home for the Holidays. Kari Ellingson – Associate Vice President for Student Affairs – wrote this edition, and a copy can be viewed in *Appendix H*.

**Design and Formatting**

An e-mail invitation was sent at least one month before each distribution date to request articles for the Parent and Family Newsletter. This message went to student affairs offices, academic offices, support services, and other University entities. It was suggested that each area submit articles that pertained to upcoming events, policies, and/or deadlines instead of offering standard advertisements for their services. This would allow for a richer, more informative newsletter.
Before Parent Resources adopted the Parent and Family Newsletter, the editions were black and white word documents. An intentional design change was to make the newsletter more visually appealing and user friendly. Newsletters in the 2007-2008 year were created in Microsoft Publisher, then converted to Portable Document Format (PDF). Internal links were created so readers could jump to any articles from the main menu and easily jump back to the first page from any location in the newsletter. See Appendix G for a sample copy of the first page of the February 4, 2008 edition.

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. During Parent and Family Orientation 2007, the new Director from Student Initiatives advertised this e-mail address as an avenue for parents and family members to use if their questions were not being answered by typical University channels.

The Dr. Brown e-mail address was forwarded to Johnathan Luster’s e-mail account in August 2007. During the 2007-2008 academic year, only one parent used this e-mail hotline. Since Dr. Brown no longer works at the University of Utah, Parent Resources plans to phase out this e-mail hotline. In addition, contact information for Johnathan Luster and other Orientation staff exists on the Parent Resources website.
Appendices

Appendix A: Screenshot of Parent Resources website (www.parents.utah.edu)
## Appendix B: Parent and Family Weekend Marketing Plan

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>May-September</td>
<td>Attended monthly University Homecoming meetings</td>
</tr>
<tr>
<td>June and July</td>
<td>Distributed handbill advertisements to parents and family members during 2007 Parent and Family Orientation</td>
</tr>
<tr>
<td>August 1</td>
<td>Website went live on Orientation webpages</td>
</tr>
<tr>
<td>August</td>
<td>E-mailed parents and family members who participated in last three years of Parent and Family Orientation</td>
</tr>
<tr>
<td>August</td>
<td>Mailed postcard to parents and family members from 2007 Parent and Family Orientation</td>
</tr>
<tr>
<td>August</td>
<td>Sent e-mail to student groups: LEAP, Honors, Greek</td>
</tr>
<tr>
<td>August</td>
<td>Placed advertisement in housing move-in folders; also placed postcards at check-in tables during move-in</td>
</tr>
<tr>
<td>August</td>
<td>Created event in University Calendar; linked from University Homecoming website</td>
</tr>
<tr>
<td>August 20</td>
<td>Registration on website went live</td>
</tr>
<tr>
<td>August 31</td>
<td>Advertised in Alumni U News and Views Newsletter</td>
</tr>
<tr>
<td>September 17</td>
<td>Advertised in Parent Newsletter</td>
</tr>
<tr>
<td>September 18-22</td>
<td>Advertised during calling campaign to parents from Central Development Office</td>
</tr>
</tbody>
</table>
Appendix C: Parent and Family Weekend Schedule

Friday, September 28

3:00pm-4:00pm  **Campus Tour** (optional)
Meet at Orientation Office, Room 280, Olpin Student Union

4:00pm-7:00pm  **Reception with President Young and Other Campus Representatives**
Gallery Space, Main Level of the Warnock Engineering Building

Saturday, September 29

9:00am-11:00am  **Information Session**
Room 2250, Warnock Engineering Building

11:00am-12:30pm  **Tailgate Lunch**
North Lawn, Outside of Olpin Student Union

1:00pm  **University of Utah versus Utah State Football Game**
Rice-Eccles Stadium
### Appendix D: Guest List for Friday Night Reception

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barb Snyder</td>
<td>Vice President for Student Affairs</td>
</tr>
<tr>
<td>John Francis</td>
<td>Sr. Associate Vice President for Academic Affairs</td>
</tr>
<tr>
<td>Kari Ellingson</td>
<td>Associate Vice President for Student Affairs</td>
</tr>
<tr>
<td>Annie Nebeker-Christensen</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>Gwen Fears</td>
<td>Director of Orientation and Leadership Development</td>
</tr>
<tr>
<td>Johnathan Luster</td>
<td>Assistant Director of Orientation and Leadership Development</td>
</tr>
<tr>
<td>Paul Brinkman</td>
<td>Senior Vice President for Budget and Planning</td>
</tr>
<tr>
<td>Dave Pershing</td>
<td>Associate Vice President for Academic Affairs</td>
</tr>
<tr>
<td>Carolyn Bliss</td>
<td>Director of LEAP</td>
</tr>
<tr>
<td>Tom Richmond</td>
<td>Assistant Director of Honors College</td>
</tr>
<tr>
<td>Martina Stewart</td>
<td>Academic Advisor, University College</td>
</tr>
<tr>
<td>Sandy McLelland</td>
<td>Academic Advisor, University College</td>
</tr>
<tr>
<td>Erica Marken</td>
<td>Director of Student Initiatives</td>
</tr>
</tbody>
</table>

**Could Not Attend:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon Aiken-Wisnewski</td>
<td>Associate Dean, Undergraduate Studies</td>
</tr>
<tr>
<td>Martha Bradley</td>
<td>Director of Honors College</td>
</tr>
<tr>
<td>Lorris Betz</td>
<td>Senior Vice President for Health Sciences</td>
</tr>
<tr>
<td>Octavio Villalpando</td>
<td>Associate Vice President for Diversity</td>
</tr>
</tbody>
</table>
### Appendix E: Parent and Family Weekend Budget

<table>
<thead>
<tr>
<th><strong>Item: Money Spent</strong></th>
<th><strong>Cost</strong></th>
<th><strong>Quantity</strong></th>
<th><strong>Total</strong></th>
<th><strong>Notes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chartwells: Food for Reception</td>
<td>$404.40</td>
<td>1</td>
<td>$404.40</td>
<td></td>
</tr>
<tr>
<td>Chartwells: Food for Tailgate</td>
<td>$746.25</td>
<td>1</td>
<td>$746.25</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>$20.00</td>
<td>1</td>
<td>$20.00</td>
<td></td>
</tr>
<tr>
<td>Warnock Engineering Building</td>
<td>$100.00</td>
<td>1</td>
<td>$100.00</td>
<td>Approximate</td>
</tr>
<tr>
<td>Gifts / Decorations from Union</td>
<td>$160.29</td>
<td>1</td>
<td>$160.29</td>
<td>No Charge</td>
</tr>
<tr>
<td>Gifts / Decorations from Michael's</td>
<td>$14.82</td>
<td>1</td>
<td>$14.82</td>
<td></td>
</tr>
<tr>
<td>US Map from Barnes and Noble</td>
<td>$5.27</td>
<td>1</td>
<td>$5.27</td>
<td></td>
</tr>
<tr>
<td>Parent Newsletter Printing</td>
<td>$127.40</td>
<td>1</td>
<td>$127.40</td>
<td></td>
</tr>
<tr>
<td>Banner</td>
<td>$48.00</td>
<td>1</td>
<td>$48.00</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous (e.g., nametags)</td>
<td>$50.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Football Tickets</td>
<td>$15.00</td>
<td>50</td>
<td>$750.00</td>
<td></td>
</tr>
<tr>
<td>University Guest House Rooms Advertising (e.g., mailing,</td>
<td>$140.00</td>
<td>8.5</td>
<td>$1,035.00</td>
<td></td>
</tr>
<tr>
<td>printing)</td>
<td>$250.00</td>
<td>1</td>
<td>$250.00</td>
<td>Approximate</td>
</tr>
</tbody>
</table>

**Total:** $3,653.43

<table>
<thead>
<tr>
<th><strong>Item: Money Received</strong></th>
<th><strong>Cost</strong></th>
<th><strong>Quantity</strong></th>
<th><strong>Total</strong></th>
<th><strong>Notes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>General Registration</td>
<td>$25.00</td>
<td>71</td>
<td>$1,775.00</td>
<td>Paid for Sat. lunch only</td>
</tr>
<tr>
<td>General Registration</td>
<td>$15.00</td>
<td>1</td>
<td>$15.00</td>
<td></td>
</tr>
<tr>
<td>Football Tickets</td>
<td>$15.00</td>
<td>44</td>
<td>$660.00</td>
<td></td>
</tr>
<tr>
<td>Football Tickets</td>
<td>$10.00</td>
<td>2</td>
<td>$20.00</td>
<td>Sold day of game</td>
</tr>
<tr>
<td>Rooms at Guest House</td>
<td>$140.00</td>
<td>8</td>
<td>$1,120.00</td>
<td></td>
</tr>
<tr>
<td>Room at Guest House</td>
<td>$70.00</td>
<td>1</td>
<td>$70.00</td>
<td>For Saturday night only</td>
</tr>
</tbody>
</table>

**Total:** $3,660.00
Appendix F: Completed Evaluations for Parent and Family Weekend (n = 17)

The information on the Parent and Family Weekend website was easy to understand.
Strongly Agree: 6 (35 %)
Agree: 10 (59 %)
Neutral: 1 (6 %)

Registering for Parent and Family Weekend online was a simple process.
Strongly Agree: 8 (47 %)
Agree: 8 (47 %)
Disagree: 1 (6 %)

After registering for Parent and Family Weekend, I was satisfied with the amount of communication from the Office of Orientation and Leadership Development.
Strongly Agree: 11 (65 %)
Agree: 15 (29 %)
Neutral: 1 (6 %)

The information in the mailing I received after registering for Parent and Family Weekend was useful.
Strongly Agree: 10 (59 %)
Agree: 6 (35 %)
Neutral: 1 (6 %)

Before arriving on campus for Parent and Family Weekend, I understood the schedule of events.
Strongly Agree: 10 (62 %)
Agree: 3 (19 %)
Neutral: 3 (19 %)

While I was on campus for Parent and Family Weekend, I was able to find event locations easily.
Strongly Agree: 7 (41 %)
Agree: 7 (41 %)
Neutral: 2 (12 %)
Disagree: 1 (6 %)

I enjoyed the reception on Friday evening.
Strongly Agree: 5 (29 %)
Agree: 5 (29 %)
Neutral: 3 (18 %)
Not Applicable: 4 (24 %)

The information session on Saturday morning was useful.
Strongly Agree: 5 (29 %)
Agree: 2 (12 %)
Not Applicable: 10 (59 %)

I enjoyed the tailgate lunch on Saturday.
Strongly Agree: 8 (50 %)
Agree: 3 (19 %)
Neutral: 2 (12 %)
Not Applicable: 3 (19 %)

I enjoyed the Utah versus Utah State football game.
Strongly Agree: 2 (12 %)
Agree: 6 (38 %)
Neutral: 4 (25 %)
Disagree: 1 (6 %)  
Not Applicable: 3 (19 %)  

The materials included in the folder I received when I checked-in at Parent and Family Weekend were useful.  
Strongly Agree: 9 (53 %)  
Agree: 8 (47 %)  

The cost of Parent and Family Weekend was appropriate.  
Strongly Agree: 7 (44 %)  
Agree: 6 (38 %)  
Neutral: 1 (6 %)  
Disagree: 1 (6 %)  
Strongly Disagree: 1 (6 %)  

Overall, I was satisfied with my experience at Parent and Family Weekend.  
Strongly Agree: 9 (53 %)  
Agree: 7 (41 %)  
Disagree: 1 (6 %)  

I would consider returning to campus for a parent and family event in spring 2008.  
Strongly Agree: 7 (41 %)  
Agree: 6 (35 %)  
Neutral: 2 (12 %)  
Disagree: 2 (12 %)  

How did you hear about Parent and Family Weekend?  
Parent and Family Orientation (6), online (5), mailings (3), Parent Association (1), move-in day (1)  

Do you have suggestions on how to market this event to parents and family members?  
Marketing was sufficient (5), more info as to what would happen at events  

Were you pleased with the timing (September 28 & 29) of Parent and Family Weekend? If not, please suggest other dates/times of year.  
Yes 11  
No 0  
Jokes on no snow (3)  

Were there any events/activities that you wish would have been included in Parent and Family Weekend?  
More time to mingle with other parents, more involvement with Homecoming, tour residence halls, outdoor activities  

Please provide us with additional feedback and/or suggestions.  
Overall pleased (2), President should make this event a priority, more information on events that are also happening that weekend, split pricing for tailgate lunch and reception
Appendix G: Sample Parent and Family Newsletter

February 4, 2008

I hope your 2008 is off to a wonderful start! In this edition of the Parent and Family Newsletter, you will find information on (clicking on any title jumps to that article’s location):

- Parent and Family Spring Event
- ASUU Tutoring Center
- Career and Job Fairs
- Counseling Center
- Greek Life Spring Recruitment
- Housing & Residential Education
- LEAP
- Learning Enhancement Program
- Library Updates
- National Student Exchange Deadline
- Rock the U
- Student Health Center
- Study Abroad
- TRIO - Student Support Services
- Undergraduate Research
- Women's Resource Center Scholarships

Please let me know how I can help as you continue to support your student, and contact me if you would like information on a particular subject in future Newsletters. Look for the next edition of the Parent and Family Newsletter in April.

Johnathan Luster
Assistant Director, Orientation and Leadership Development
jluster@sa.utah.edu  |  801-585-1141

Parent and Family Spring Event  Back to Top

Join other families on Saturday, February 23, as we cheer on the University of Utah Men's Basketball Team against the University of New Mexico Lobos! Lunch will be provided at 11:00am, and the game begins at 12:00pm. For information about parking, driving directions, and locations, visit our website: www.parents.utah.edu.

Tickets are limited, so register online today! All parents and family members are welcome, as well as your students. The cost for each participant is $15. Registration closes at 5:00pm on Tuesday, February 19.

Call or e-mail Johnathan Luster with questions (contact information above).

Register online:
www.parents.utah.edu

Spring Break 2008 is March 17 - 22
For other dates, check out the Spring 2008 Academic Calendar:
www.sa.utah.edu/regist/pages/Deadlines.html
During Parent and Family Orientation, many of you might have heard about a variety of changes you and your student move through during their college experience. For those of you with students living at home or living close to home, you’ve begun to experience these transitions with your son or daughter in person. However, for those of you who will have your first extended visit from your student during the upcoming holidays, here are some general considerations for your time together. (Please keep in mind that these suggestions are general in nature, as each of you has a unique relationship with your own son or daughter.)

You and your student have likely been looking forward to this vacation since school started in August. If you are like many parents or family members, you can’t wait to spend some quality time learning about the day-to-day life of your child—classes, friends, activities—all the details that you can’t get over the phone or by email. Your son or daughter may want to just relax, eat well, visit friends, and enjoy the “familiar.” However, because independence and separation are major developmental tasks of many freshmen, this first long visit home can be intense for everyone. Your student may both look forward to having you take care of them, but they may also want you to recognize that he or she is an adult and that the relationship is changing. This can be a bittersweet time for parents and family members. You have looked forward to your child coming home, and it seems they are no sooner in the door than they are out again, reconnecting with friends and trying to establish this new, adult, “independent” relationship with you. You may feel torn between wanting to respect his or her independence while still making sure that the rest of your household isn’t thrown into chaos by the return of this emerging adult. While all families are different, seek to do your best to balance your needs with the needs of your student regarding the “independence factor.” Not any easy task, but one that normally becomes easier with practice. By the time your student is a senior, you’ll be an expert!

Two other thoughts to consider: Firstly, when home from college for the first time, many students tend to tell their parents what is going wrong while telling their friends what is going right. As parents, we tend to be only as happy as our most unhappy child and we want to help. Try to spend enough time to get the whole picture before going into “fix it” mode. Your student might just need a place to blow off steam. Secondly, if you can, save the difficult discussions which are foremost in your mind—but which you know your daughter or son would just as soon avoid—for a little later in the visit. This might include discussions about grades, money, or “the future.” While these are important topics, starting with the more general, “So, how are things going?”, might get you where you want to go without the confrontation.

With those thoughts in mind, don’t forget to relax and enjoy this visit, whether it occurs in the next few weeks or not until the end of the year! They are still your child even though you may be able to see, more clearly than ever before, the adult they are becoming.

Happy Holidays and Season’s Greetings!

Kari Ellingson
Associate Vice President for Student Development
University of Utah