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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 3 ½ day experience combining time spent on campus with time engaging in wilderness activities in the Uinta Mountains (also offered only prior to fall semester). For the 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 the 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.

	1995	1996	1997	1998	1999	2000	2001
Winter	570 (48)	384 (59)	340 (41)	411 (74)	na	na	na
Spring	254 (16)	193 (12)	243 (8)	171 (15/5)	464 (51/31)	557 (126/299)	723 (143/535)
Summer	216 (15)	192 (10)	166 (10)	138 (30/8)	159 (20/30)	209 (0/114)	165 (56/218)
Fall	4,257 (582)	3,687 (472)	3,132 (409)	2,759 (265/62)	3,295 (470/903)	3,048 (673/613)	3,492 (224/1228)
Totals:	5,958	5,009	4,349	3,938	5,423	5,675	6,784

Semesters	2002	2003	2004	2005	2006	2007	2008
Spring	619(20/484)	923 (7/293)	1,014 (231)	1,007 (163)	1,030(189)	1,160 (270)	1,179 (194)
Summer	180(0/138)	374 (1/118)	392 (103)	552 (66)	526(127)	456 (89)	428 (82)
Fall	3,347 (35/1,593)	3,793 (13/811)	4,142 (617)	4,750 (473)	4,481 (570)	4,040 (673)	4,060 (518)
Totals:	6,416	6,333	6,499	7,011	6,923	6,688	6,461

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 inabilities to generate reports for students that attend multiple programs.

ADMISSION STATUS - Fall 2008	#	%
New Baccalaureate	2, 497	56.5%
Transfer Baccalaureate	1,780	40.3%
Nontraditional	45	1.0%
Second Baccalaureate	99	2.2%
TOTAL	4.421	

- 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

<u>Year in School</u>	<u>Utah resident</u>	<u>Non-resident</u>
Freshman 14	29	3
Sophomore 7		
Junior 9		
Senior 2		

<u>Females</u>	<u>Males</u>	<u>Ethnic Diversity</u>
19	13	12

High Schools Represented

<u>Utah High Schools</u>		<u>High Schools out of state</u>
Mountain Crest	Skyline (3)	Independent School, KS
Judge Memorial (3)	Cottonwood	Skyview, Soldotna, AK
Jordan	West (2)	Albuquerque, NM
Kearns (1)	Layton (2)	Branford, CT
Provo High	St. Joseph	
Uintah	Academy for Math, Engineering and Science	
Hillcrest (2)	Davis	
East	Brighton (2)	
Bonneville	Northridge	

Majors Represented

Biology Secondary Education	International Studies	Economics
Architecture	Mass Communication (3)	Business Marketing
Undecided (2)	Biology (2)	Physics
Human Development	Philosophy	Mathematics
Exercise & Sport Science (2)	Psychology	Geology
Engineering	Business (2)	French
Political Science	Sociology	Nursing
Modern Dance	History	Ballet
Social Justice		

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 held 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

Andersen, E., February 2008, *Involvement... The Party Awaits You!*, Cheyenne, Wyoming; NODA Region III Conference
Fischer, M. and Patterson, B., February 2008, *Ingredients to Spice Up Your Team*, Cheyenne, Wyoming; NODA Region III Conference
Jones, M., October 2007, *Free Zone*, Dallas, Texas; NODA Annual Conference
Jones, M., February 2008, *NODA Leadership Opportunities*, Cheyenne, Wyoming; NODA Region III 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., Hatton, A. and Robbins, N., May 2008, *Assisting Transfer Students: Extraordinary Collaboration at the University of Utah*, Park City, Utah; NACADA Regional 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:

Gwen Fears

Transfer Task Force
 Student Commission
 Facebook subcommittee
 Retention Task Force
 Late Admission Petition Program

Michelle Jones

Wellness Network
 Spirit Committee
 Enrollment Management
 LEAP Advisory Board

Johnathan Luster

University College liaison
 UAAC Representative
 Advising Conference Committee
 SA Sustainability Committee
 Homecoming Committee

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.