

Orientation & Leadership Development 2012-2013 Annual Report

The 2012-2013 year was a time of innovation and change for the Office of Orientation and Leadership Development. Some of the changes were reflected in personnel through the successful search for an Associate Director and a restructuring of roles for professional and graduate staff; however, the majority of updates were programmatic, demonstrating the continued efforts of the Office to increase opportunities, support, and retention of University of Utah students.

Overall, large-scale accomplishments for the Office are detailed below, but are included at a high-level here:

- Creation of an Associate Director role
- Transition Programs
 - Standardizing Orientation programs
 - Including academic advising in every on-campus Orientation program
 - Creation of a New Student Welcome with President Pershing
 - Creation of Swoop Camp: Spirit
 - Creation of Picture Your First Year
 - Creation of a Class of 2017 Block U picture
 - Creation of a Transfer Student Swag Swap
- Parents and Families
 - Creation of a bi-weekly email digest sent to Parents & Family members
 - Creation of a Parent Orientation Handbook, which won an award
 - Increased Parent Association materials, including a brochure, t-shirt, and
 - Implemented two new programs for parents and families: U of U v. BYU football game watch party (in collaboration with ASUU), Parent Association Welcome Luau
- Leadership Studies and Development
 - Increased number of elective courses for the Leadership Studies minor, including the collaboration with the Bennion Center to create LDRSP 2040, a course focused on community engagement.
 - Creation of the University of Utah Student Leadership Awards
 - Revival of the Learning to Lead conference, which hit record numbers of attendance
 - Creation of 2 Leadership Internships, in collaboration with MUSE

Because the Office of Orientation and Leadership Development reports to two different structures, its programs must fulfill two different types of learning outcomes. The Student Affairs Learning outcomes are detailed in each subsequent section of this report. However, the Undergraduate Studies Learning Outcomes that are

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consistently met through all Office programming include: Teamwork, Problem Solving, Intercultural knowledge and competence, and Foundations and skills for lifelong learning.

Transition Programs

Programs and services aimed at supporting undergraduate students in transition continued to expand for incoming undergraduate students during 2012-2013. In addition to providing support through professional and student staff, the Office of Orientation & Leadership Development served new students through the following programs:

- First-Year and Transfer Orientations for Spring, Summer, and Fall semesters
- Swoop Camp: Spirit
- The Campus Life Mentor program
- Picture Your First Year program
- 2013 Welcome Week, including department-owned programs:
 - New Student Welcome
 - Transfer Swag Swap
 - PlazaFest
 - Class of 2017 Block U Picture

For Spring and Summer 2013 matriculating students, one-day, on-campus programs were offered for both first-year and transfer students. Unlike past years, all of these programs included academic advising. A total of 913 spring-matriculating students attended on-campus orientations (transfer: 789, first-year: 124). In addition to these students, 220 students (transfer: 188, first-year 32) completed an online orientation to matriculate spring 2013.

For summer 2013, 282 summer-matriculating students (transfer: 245, first-year: 37) attended on-campus orientations. 87 students (transfer: 61, first-year: 26) completed an online orientation to matriculate summer 2013.

Like spring and summer students, one-day, on-campus programs were also offered to fall-matriculating, transfer students. 1582 students attended these programs, and 432 additional transfer students completed online orientation to matriculate fall 2013.

While these one-day programs had minor differences from the year before, the fall first-year program underwent large-scale changes. To standardize programs and accommodate each student's needs, the Office of Orientation & Leadership Development offered four types of programs for fall-matriculating first-year students: overnight, two-day, outdoor, and online orientations. Each overnight program shared the same schedule, and two-day programs followed it as well, but without the overnight pieces. Outdoor orientations (called *Swoop Camp: Adventure*) followed a one-day, on-campus orientation program followed by a 3-day outdoor component. Online

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orientation was allowed on a case-by-case basis according to individual need (e.g. out-of-state student with EFC of 0 and without funds to travel, student out of the country all summer for a learning abroad experience).

For fall-matriculating students, 1718 first-year students attended an overnight program, 973 first-year students attended a two-day program, 82 first-year students attended Swoop Camp: Adventure, and 155 completed an online orientation.

Assessment data for fall-matriculating students (both first-year and transfer populations) had 658 responses from first-years (486 attended an overnight program, 172 attended a two-day program) and 370 responses from transfer students. Important pieces of the data included:

- Registered for 12-18 credit hours
 - Overnight: 97.7%
 - Two-Day: 92.94%
 - Transfer: 73.9 %
- Academic Advising Experience
 - Overnight: 73% excellent or good
 - Two-Day: 73% excellent or good
 - Transfer: 70% excellent or good
- Received a broad introduction to the academic expectations and resources
 - Overnight: 82% strongly agree or agree
 - Two-Day: 85% strongly agree or agree
 - Transfer: 81% strongly agree or agree
- Received a broad introduction to student support resources and campus life
 - Overnight: 85% strongly agree or agree
 - Two-Day: 86% strongly agree or agree
 - Transfer: 81% strongly agree or agree
- Felt welcome to and part of the U community
 - Overnight: 87% strongly agree or agree
 - Two-Day 82% strongly agree or agree
 - Transfer: 84% strongly agree or agree
- Received sufficient information about Orientation before coming to campus
 - Overnight: 55% strongly agree or agree
 - Two-Day 62% strongly agree or agree
 - Transfer: 66% strongly agree or agree
- Orientation Leader was a knowledgeable and supportive resource

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- Overnight: 93% strongly agree or agree
- Two-Day 91% strongly agree or agree
- Transfer: 83% strongly agree or agree
- Opportunity to connect with other incoming students
 - Overnight: 75% strongly agree or agree
 - Two-Day 63% strongly agree or agree
 - Transfer: 58% strongly agree or agree

In 2013, the Office of Orientation & Leadership Development also debuted an extended orientation program called Swoop Camp: Spirit (SC:S). Like Swoop Camp: Adventure, this program was a 4-day, 3-night event to help students feel more connected to the U. Unlike its sister program, SC:S did not satisfy the orientation requirement.

In its inaugural year, SC:S hosted 36 first-year students. 62% of the participants were from out-of-state, and 97% of participants are living on-campus in their first year. With 9 upper-class Captains leading small groups, new students got significant 4-on-1 time with a current student to learn the traditions, best practices, and attitudes of a successful U student. Assessment data shows that the relationship new students developed with their Captain was the most beneficial part of the program with 100% of the responses rating their Captain in the highest categories (“Very good” - 94% or “Good” - 6%). Additionally, 83% of responses showed that participants felt the overall experience was “Very beneficial” (68%) or “Somewhat beneficial” (15%). 86% of responses also showed that SC:S was “Very effective” (62%) or “Effective” 24% at helping them transition to the U.

In 2012-2013, the Campus Life Mentor (CLM) program had 53 first-year participants that satisfied all of the following: attended at least one large-scale CLM event, communicated with mentor at least 3 times in the fall semester, met with mentor at least one time in the fall semester. The averaged data of 32 of these students included:

1st Semester GPA	Credit Hours Fall	2nd Semester GPA	Credit Hours Spring	Fall 2012 to Spring 2013 Persistence	Fall 2012 to Fall 2013 Persistence	Cumulative GPA	Cumulative Hours at End of First Year
2.99	12.52	2.94	13.21	93.55%	74.19%	2.95	29.23

Additionally, the following qualitative data from the Mentors was collected that showed their thoughts on the relationships they developed with first-year students:

- “To start the year I tried to help people find their majors and make life plans. I soon found this was not a good way to help them; I’m not a college advisor. They needed someone to show them

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the options and tell them who they should talk to. I know nothing about theatre or finance, but I know where to find people that do. So I changed my approach, and it fit more in line with our original expectations as mentors anyway, so it was my mistake to think I could try and solve all their problems, another mistake I had to learn on my own, guess I'm still a little like my freshman self."

- "[Name omitted] came in extremely quiet but I felt somewhat comfortable knowing that I felt a similar situation coming into school immediately. I think I assisted her with breaking out of her shell a little bit, definitely because of the commonalities we shared. For instance, she came from Idaho and knew no one coming into college, which is the same situation I experienced."
- "I assisted one of my mentees with [a] job search. He now has a job that he likes and it's convenient for his schedule"
- "We ended up talking about school, life and the questions she had about signing up for classes during the semesters, as well as what various codes meant and where she could go to get more information on class schedules."
- "when I found out that [name omitted] likes to sing I recommended that she enroll in Women's Chorus as a way to meet new people, and she told me that she has really enjoyed the class."
- "I encouraged [name omitted] to get involved and we are going to do service hours together"
- "I feel I have prompted thoughts of the role of being a woman in [name omitted]. The male character in Sweeney Todd that was played by a female opened the perfect discussion for me to present the issue, and provoke thoughts. I used history, which [she] is fond of, and reminded her of Shakespeare's days when females were not allowed to act on stage, when males played the roles of females. Since she is passion about history, she of course knows the path to women's rights we faced in the U.S. but may not have consciously connected herself to the struggles women still face in today's society. For example, many females still receive less pay for the same job position as males. Since [she] is currently searching for new job opportunities on campus, I hope in the future we could lead into more discussion of her role as a female."

Because the first semester in college is a transformative time, a new initiative called *Picture Your First Year* (PYFY) was started in Fall 2012. To creatively track what the transition is like for University of Utah students, first-year participants documented their personal story through photography for 10 weeks. Each week focused on a different theme (e.g. my U, confidence and anxiety), and participants met with an upper-class mentor to share the photos and stories of their experiences. This meeting time also served as a time to connect with other students and to be linked to support networks and resources through the mentor. Prior experience with

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photography was not necessary, and the participants work was showcased in a gallery exhibit for the campus community to view.

While 40 students initially expressed interest in the program, only 8 students were able to fit the meeting time around their class schedule and regularly attended the meetings (missed one or fewer). Although this program was planned to last only in the fall semester, the participants wanted to continue it in the spring. Due to their excitement, PYFY became a year-long program with the spring semester lasting 8 weeks.

2013 Welcome Week was expanded to include a wider array of programming by offering Innovation Grants to departments and organizations with new or enlarged events. 22 new events were programmed from the \$5,000 disbursed. Additionally, Orientation & Leadership Development-owned Welcome Week programs continued to grow. The New Student Welcome with the President continued for its second year with 456 in attendance, and PlazaFest welcomed approximately the same number of student groups and departments to table as previous year. In addition to these persisting programs, the Office also debuted a formal check-in process, a community service pledge drive, a Transfer Swag Swap, and a Class of 2017 Block U Picture. All new events were deemed a success with 2,234 students checking-in to Welcome Week, over 1,740 service hours pledged, 187 transfer students attending the Swap, and over 551 first-year students taking part in the Class of 2017 picture.

All Student Affairs Learning Outcomes were used for transition programs. Specifically, the following outcomes were linked to each of the afore-mentioned programs:

- **Health & Wellness:** New Student Orientation, Campus Life Mentor program
- **Leadership:** New Student Orientation, Swoop Camp: Spirit, Campus Life Mentor program
- **Global Citizenship:** New Student Orientation, Swoop Camp: Spirit
- **Diversity & Inclusion:** New Student Orientation, Swoop Camp: Spirit, Welcome Week
- **Civic Engagement & Social Responsibility:** New Student Orientation, Swoop Camp: Spirit, Welcome Week
- **Campus Community:** New Student Orientation, Swoop Camp: Spirit, Campus Life Mentor program, Picture Your First Year, Welcome Week, PlazaFest, Class of 2017 Block U Picture
- **Academic Persistence & Achievement:** New Student Orientation, Swoop Camp: Spirit, Campus Life Mentor program, Welcome Week
- **Practical Competence:** New Student Orientation, Swoop Camp: Spirit, Campus Life Mentor program, Picture Your First Year
- **Critical Thinking:** New Student Orientation, Swoop Camp: Spirit, Campus Life Mentor program

Parent and Family Programs

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The Office of Orientation & Leadership Development and the Parent Association greatly expanded resources, communications, and events this past year to better serve parents and family members of undergraduate students. The growth was driven by research of best practices, increased demand, and the desire to help parents better connect their students with *Campus Community* and encourage their students in *Academic Persistence and Achievement*, two important Student Affairs Learning Outcomes.

Last fall, the Parent Association President and Office staff researched Pac-12 institutions regarding parent and family events, services, and communications. One strategy we learned about was easily recreated for the U, in the form of a *Parent & Family Bi-Weekly Digest*. This communication was implemented in Fall 2012 and provides information on current and upcoming programs, opportunities, and resources. The creation of the *Digest* allows the existing *Parent & Family Newsletter* to focus on high-level updates, information, and advice. The digest has proven successful, evidenced by a high percentage of emails that are opened¹ and from which links are followed.

Another new form of communication created this past year is the *Parent Orientation Handbook*. Parents of incoming students received this comprehensive publication at Parent & Family Orientation, while all parents can access it by downloading it from our website. The *Handbook* includes the following sections:

- Welcome from President Pershing
- Supporting a College Student 101
- Connecting to the U
- Visiting Campus
- University Mission and Community Expectations
- Getting Started
- Living, Dining & Transportation
- First Year Experience
- Academic Resources and Requirements
- Academic Advising
- Student Support Services
- Health, Safety and Wellness
- Co-Curricular Opportunities
- Map and Helpful Contacts
- Academic Year Calendar

In addition to these two new resources, the Office of Orientation & Leadership Development supported the Parent Association in creating a brochure, two new programs, promotional items, and volunteer opportunities

¹The Office of Admissions bases their definition of email campaign success on accepted business practices that aim for at least a 10-12% open rate. Within that paradigm, the Office of Admissions considers open rates over 20% to be a success. The Office of Orientation & Leadership Development saw an average of a 27% open rate for the first year of the *Parent & Family Bi-Weekly Digest*.

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and recognition. The Parent Association brochure advertises its mission, events, and volunteer opportunities and was given to parents attending Parent & Family Orientation, Welcome Week events, and Parent & Family Weekend. It is also available for download on Parent Association webpage.

Because Fall Parent & Family Weekend in 2012 did not overlap with the Homecoming football game, the Parent Association collaborated with ASUU and Dining Services to host a watch party. Approximately 200 people attended and viewed the U of U versus BYU game on a 65' inflatable screen. In addition to this new program, the Parent Association also initiated a program for Welcome Week. The *Parent Association Welcome Luau* had 315 attendees and was designed to specifically welcome parents and family members and to create a Friday program between move-in and the New Student Welcome.

With increased demand for the twelve Parent Association Executive Committee members to volunteer at University events (i.e. Connecting U Days, Bringing the U to You, New Student Welcome), the Parent Association unveiled an opportunity for members to engage more deeply through volunteer work. The newly formed Parent Council allows those who do not have the time to serve as an Executive Committee member to contribute in significant, but less time-consuming ways. Some of these volunteer opportunities through the Parent Council include: supporting parent and family programs, going with Admissions representatives to high schools, and calling to congratulate parents of newly admitted students. The Parent Council was advertised during Parent & Family Orientation in the summer of 2013 and now has 70 members who are recognized on the Parent Association website and given a special Block U Parent pin the first time they volunteer.

In addition to the new initiatives previously described, the Office of Orientation and Leadership Development also updated continuing programs for increased success. Parent & Family Orientation (PFO) hosted 724 participants in the summer of 2013 and offered a more streamlined program. Strongly positive assessment data indicated that:

- 100% of attendees agreed PFO provided a broad introduction to student support services and campus life at the University.
- 94.8% of attendees agreed PFO provided a broad introduction to the academic expectations and resources at the University.
- 94.8% of attendees agreed they understood safety and security resources and procedures at the University.
- 87.8% of attendees agreed PFO helped them understand appropriate methods for interacting with their student and the University and the philosophy behind the methods.

Small group sessions with Orientation Leaders were added to the PFO schedule, with assessment data showing that they helped 83.7% participants understand student life at the University. In addition to this change, PFO attendees received Parent Association t-shirts for the first time. Parent Association Executive Committee

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members collected contact information with each t-shirt they gave out and followed up with every participant via phone after PFO.

Although largely a successful year of growth for Parent and Family Programs, Parent & Family Weekend participant numbers experienced a slight decrease in 2012-2013. To better inform our programming for the coming year, the Office of Orientation & Leadership Development conducted an assessment on the types of events parents would elect to attend as well as the methods of communication they prefer. This information indicated a strong preference for more on-campus events and for the advertising of these events to come through email and mail.

Leadership Development

Leadership Development continued to grow and change during the 2012-2013 academic year. The Leadership Studies academic minor attracted new students each semester, with the three core courses (LDRSP 2020, LDRSP 4100, and LDRSP 4750) continuing to have steady enrollment.

- *LDRSP 2020: Foundations in Leadership* was taught during Fall 2012 (44 students) and Spring 2013 (23 students) for a combined enrollment of 67 students for the academic year.
- *LDRSP 4100: Field Experience* had an enrollment of 11 students during the Fall 2012 semester.
- *LDRSP 4750: Leadership Capstone* enrolled 11 students in the Spring 2013 semester.

Thirteen students graduated from the University of Utah with a Leadership Studies minor in December 2012, May 2013, and August 2013. Several others completed the requirements for the minor, but will graduate from the University during a later semester. As of August 2013, a total of 44 students have graduated with the Leadership Studies minor. Graduating students were recognized during the first annual University of Utah Student Leadership Awards.

Additionally in the 2012-2013 academic year, the Leadership Studies Advisory Committee reconvened and approved a new elective course. *LDRSP 2040- Leadership and Community* was approved for Fall 2013, with the course development and teaching led by the Bennion Center. Previously, LDRSP 2020 was required for Service Learning Scholars. Moving forward, first-year students living on the Signature Leadership Floor will be required to take LDRSP 2020, and Service Learning Scholars will be required to enroll in LDRSP 2040 instead.

In the Spring of 2013, a new partnership developed with Housing and Residential Education (HRE). The Office of Orientation and Leadership Development agreed to take on a larger role with the Signature Leadership Floor, one of the HRE Living Learning Communities (LLC). In addition to LDRSP 2020 enrollment, students living in the LLC for the 2013-14 academic year would be required to attend Swoop Camp: Spirit, the Learning to Lead conference, and monthly leadership development programs. Orientation and Leadership Development staff also helped hire

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the Resident Assistant for the floor and scheduled monthly meetings to coordinate with him and the HRE professional staff supporting the LLC.

In addition to the collaboration with HRE, Leadership Development also worked with MUSE to offer a new signature leadership experience. In 2012-13, the Office of Orientation and Leadership Development hired its first two MUSE Leadership Interns. The two undergraduate students worked with the Graduate Assistant for Leadership Programs to reimagine the Learning to Lead conference after a one-year hiatus, implement the new University of Utah Leadership Awards, and assist in the facilitation of the LeaderShape Institute.

The reimaged Learning to Lead Conference was held on Saturday, November 10, 2012, with attendance reaching record numbers. Although 117 registered for the conference, a snow storm kept many students who lived farther away from campus from attending. Even with weather restrictions, final attendance reached 93 students, a 50% increase from the 2010 conference (62 participants). This increase is particularly noteworthy due to the additional change of having a conference fee for attendees. While previous Learning to Lead conferences were free to participants, Orientation and Leadership Development instituted a \$10 registration fee to help with program expenses. The revenue gained from the new fee allowed the conference to expand from a half-day to a full-day of programming. The format change was implemented in an effort to expand content and create a signature event that would attract a wide variety of students. Fifteen workshop options led by campus partners were offered, as well as two keynote addresses and a large-scale teambuilding session. Assessment data from the conference showed that students appreciated the updated format and ranked sessions as valuable and educational to their development as a leader. Some qualitative data included comments such as:

- “it was really enjoyable and challenging”
- “this was a beneficial fun and well organized conference.”
- “moving to different rooms [and] different speakers kept me engaged”
- “I loved all of my sessions.”

Along with updating the Learning to Lead conference, the Office of Orientation and Leadership Development enacted a new approach to student leader recognition. After four years, the Student Leader and Group of the Month program was discontinued and replaced with an annual event named The University of Utah Student Leadership Awards. The inaugural program occurred on Wednesday, April 17, 2013, with an astounding 190 students, staff, faculty, and guests in attendance. The program celebrated student leaders and campus partners in a variety of ways, which included the following:

- Recognition of Leadership Studies minor graduates
- Tables for campus partners to invite and recognize student leaders within their areas
- Eight award categories: Commitment to Diversity (individual and group award), Commitment to Service (individual and group award), Emerging Student Leader of the Year, Employee of the

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Year, Faculty/Staff Mentor of the Year, Student Group of the Year, Student Leader of the Year, Student Mentor of the Year

Although Learning to Lead and the Leadership Awards had incredible attendance, interest and applications for the LeaderShape Institute decreased for the third time in three years. A total of 49 applications were submitted with a final attendance of 41 participants. Although the eleventh LeaderShape Institute at the University of Utah was again largely supported by campus partners, it will not return in the coming year due to the continued decrease in student interest. In place of this program, Orientation and Leadership Development will develop a more cost-effective, homegrown option for the 2013-14 academic year.

The Leadership Studies minor and leadership programs directly contributed to half of the Student Affairs Learning Outcomes. While all pieces advanced the Leadership outcome, the additional following outcomes were also furthered through specific parts of leadership programming:

- Diversity & Inclusion outcome – Leadership Studies minor courses: LDRSP 2020 and all Category I electives; Learning to Lead programs: “Characteristics of an Indigenous Leader”, “Becoming an Agent for Social Change”, “How Should a Leader Respond to Outgroups”; LeaderShape Institute programs: Inclusive Leadership, Dynamics of Power and Influence, StarPower Debriefing; Leadership Awards: Individual Commitment to Diversity, Group Commitment to Diversity
- Civic Engagement & Social Responsibility outcome – Leadership Studies minor courses: LDRSP 2020 and all Category II electives; Learning to Lead programs: “Becoming an Agent for Social Change”, “How Should a Leader Respond to Outgroups”, “Servant Based Leadership, Why Is It Important?”, “Learning to Lead by Exploring Problem Solving Protocols”, “Achievement Unlocked: Using Your Core Values and Passion to Implement Social Change”; LeaderShape Institute programs: Vision Exploration, Building Community Through Vision Sharing, Chaos and Change, Vision Refinement, Tomorrow’s Headlines, Dynamics of Power and Influence; Leadership Awards: Individual Commitment to Service, Group Commitment to Service
- Campus Community outcome - Leadership Studies minor courses: LDRSP 2020 and all Category II electives; Learning to Lead programs: “Conflict Resolution”, “To Lead You Gotta Believe”, “Emotionally Intelligent Student Leaders: Making an Impact”, “Team Building Activity”; LeaderShape Institute programs: Family Clusters, Team Challenge Course, Balloon Castles, Building Community Through Vision Sharing, Relationship Networks; Leadership Awards: Faculty/Staff Mentor of the Year, Student Group of the Year

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- Practical Competence outcome - Leadership Studies minor courses: LDRSP 4100, LDRSP 4750 and all Category III electives; Learning to Lead programs: “A Piece of Cake: A Recipe for Developing Your Creativity”, “Conflict Resolution”, “Be Good for Goodness Sake: Leading Like Santa”, “Learning to Lead by Exploring Problem Solving Protocols”, “Contextual Leadership: Negotiating the Personal & Professional You”; LeaderShape Institute programs: Crystallizing Intent, Setting Goals for Results, Putting It All Together, Commitment, Congruence and Complexity; Leadership Awards: Emerging Student Leader of the Year, Employee of the Year, Student Leader of the Year, Student Mentor of the Year
- Critical Thinking outcome - Leadership Studies minor courses: LDRSP 4100, LDRSP 4750 and all Category III electives; Learning to Lead programs: “Pathways into Teaching”, “Decoding Your Career Strengths”, “I Can Do This As a Real Job”; LeaderShape Institute programs: Action Planning, Who Do You Want to Be, Living and Leading with Integrity

National Student Exchange

The National Student Exchange Program (NSE) at the University of Utah saw continued to advance the Student Affairs Learning Outcomes of Global Citizenship and Practical Competence during the 2012-2013 academic year. Eighteen students from the University of Utah exchanged to institutions in locations across the country and in Canada, including Oregon, Quebec, Georgia, Hawaii and North Carolina. Twenty-two students came to the University for their Exchange from places such as Guam, Montana, Tennessee, Georgia, New York, Iowa, and Puerto Rico. Through NSE, these forty students actively engaged to understand worldwide experiences to which they had not previously been exposed.

The overall number of incoming students increased from the previous year by six students. Assessment of those who participated in NSE concluded that students enjoyed their exchange and were satisfied with the amount of support provided by the NSE Coordinators at their home and host campuses. Students reported an increased sense of independence and a sense of perspective regarding their home state, whether Utah or not. These findings support the learning outcome of Practical Competence, as students who went on NSE acquired knowledge and skills which are transferable to real life scenarios.

Internal interest in NSE increased again this year, as more students inquired about the program for the 2013-2014 year. The number of outgoing students increased to 27, though the number of incoming students decreased to 17.

Orientation and Leadership Development Staff

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The 2012-13 academic year showcased many professional accomplishments made by the Office of Orientation and Leadership Development's staff members. In addition to serving on and chairing campus-wide or division-wide committees, the staff also took on many national leadership positions and attended and presented at numerous conferences. A comprehensive list of professional contributions to the field is listed below:

- Kathryn Kay
 - Served in three positions of leadership for NASPA - Student Affairs Administrators in Higher Education, including Center for Women Board member, NASPA Undergraduate Fellows Program (NUPF) mentor, and 2014 Western Regional Conference NUPF Institute Co-Chair
 - Served in three positions of leadership for the National Orientation Directors Association, including Chair of the Leadership Development Committee, 2014 Regional Conference Host, and member of a Presidential Ad-Hoc committee to help determine a new Association logo.
 - Presented on behalf of the Association and the Board at the National Orientation Directors Association Annual Conference on how to get involved in NODA leadership opportunities.
 - Attended the National Orientation Directors Association Annual Conference, National Conference on Students in Transition, Leadership Educators Institute, annual NASPA conference, and Pac-12 Orientation Directors Conference.
- Garrett Kachellek
 - Served in a position of leadership for the National Orientation Directors Association – Sponsorship Chair for the 2014 Region III Conference.
 - Published “Assessing Learning Outcomes: Student Employees in Student Affairs”, an article in *About Campus*, a publication from ACPA – College Student Educators International.
 - Presented “Establishing Effective Partnerships with Parent & Family Members”, a National Orientation Directors Association award-winning presentation at the Southern Regional Orientation Workshop.
- Mark Pontious
 - Served in three positions of leadership for the National Orientation Directors Association, including Co-Chair of the Parent and Family Network, Educational Sessions and Assessment Co-Chair for the 2014 Annual Conference, and Logistics Co-Chair for the 2013 Region III Conference.
 - Attended the National Student Exchange conference, National Orientation Directors Association Annual Conference, and Association of Higher Education Parent/Family Program Professionals National Conference.
- Trisha Jensen

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- Served in a position of leadership for the National Orientation Directors Association - Publications and Marketing Co-Chair for the 2014 Region III Conference.
- Co-presented “Cross-Departmental Partnerships: Orientation and Advising Building a Collaborative Campus” at the National Orientation Directors Association Annual Conference.
- Completed StrengthsQuest educator training.
- Attended the National Orientation Directors Association Annual Conference, Leadership Educators Institute, and Pac-12 Orientation Directors Conference.