

2013-2014 Annual Report
Office of Orientation & Leadership Development
The University of Utah



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Introduction

For the fiscal year of 2013-2014, the Office of Orientation & Leadership Development focused on the following programs and goals:

- New Student Orientation
- Welcome Week
- First-Year Experience Programs
- Transfer Student Programs
- Parent & Family Programs
- Leadership Development Programs
- Leadership Studies Minor
- National Student Exchange
- Alignment with Student Affairs and Undergraduate Studies Strategic Plans
- Staff Excellence
- Future Directions

New Student Orientation

For spring and summer 2014 matriculating students, one-day, on-campus programs were offered for both first-year and transfer students. These programs remained similar in format to the previous year; however the addition of transfer student small groups and themed lunch-table discussions allowed additional opportunities to create community with other students. In 2013, one-day programs were changed to offer advising at all on-campus sessions, and that change was carried over into all 2014 one-day programs.

A total of 776 spring-matriculating students in 2014 attended on-campus orientations (transfer: 684, first-year: 92). In addition to these students, 229 students (transfer: 185, first-year: 44) completed an online orientation to matriculate spring 2014.

For summer 2014, 357 summer-matriculating students (transfer: 294, first-year: 63) attended on-campus orientations. An additional 266 students (transfer: 149, first-year: 117) completed an online orientation to matriculate summer 2014.

Like spring and summer students, one-day, on-campus programs were also offered to fall-matriculating, transfer students. A total of 1632 students attended these programs, and 83 additional transfer students completed online orientation to matriculate fall 2014.

Efforts to standardize programs and accommodate student needs in 2013 were taken one step further for fall 2014 first-year programs. The 2013 fall program offered four types of programs for fall-matriculating, first-year students: overnight, two-day, outdoor, and online orientations. These four

options were reduced to two options for the 2014 fall program: overnight and online orientation. Outdoor extended experiences called *Swoop Camp: Adventure* were still offered for 2014 fall-matriculating first-years; however the programs no longer fulfill students' University orientation requirement. Each of the 11 overnight programs for fall 2014 students shared the same schedule, and all students were given the ability to stay overnight on-campus during the program. Online orientation was allowed on a case-by-case basis according to individual need (e.g. an out-of-state student with EFC of 0 and without funds to travel, a student out of the country all summer for a learning abroad experience, etc.).

For fall-matriculating students, 2850 first-year students attended an on-campus program, and 200 completed an online orientation. The primary goals the office set for 2014 fall-matriculating students were:

- to ensure registration for 12-18 credit hours before leaving the orientation program
- to understand general academic expectations at the U
- to understand their responsibility as a member of the student body (e.g. students' rights and responsibilities, bystander intervention, role to help stop sexual assault/harassment)
- to connect with other University community members and to the community as a whole
- to gain knowledge about academic , support, and co-curricular programs and opportunities

Assessment survey data for first-year, fall-matriculating students had 621 responses, which indicated a 20.36% response rate. Assessment survey data for transfer, fall-matriculating students had 436 responses, which indicated a 25.42% response rate. Important pieces of self-reported data related to the goals above included:

- Registered for 12-18 credit hours
 - First-Year: 92.61% of respondents
 - Transfer: 64.14% of respondents
- As a result of attending New Student Orientation I am aware of University academic expectations.
 - First-Year: 90.23% of respondents strongly agree or agree
 - Transfer: 89.06% of respondents strongly agree or agree
- As a result of attending New Student Orientation I understand my responsibility as a member of the student body.

- First-Year: 88.74% of respondents strongly agree or agree
 - Transfer: 83.07% of respondents strongly agree or agree
- As a result of attending New Student Orientation I had the opportunity to meet other new and continuing students.
 - First-Year: 83.61% of respondents strongly agree or agree
 - Transfer: 75.19% of respondents strongly agree or agree
- As a result of attending New Student Orientation I feel connected to the University of Utah community.
 - First-Year: 52.8% of respondents strongly agree or agree
 - Transfer: 69.37% of respondents strongly agree or agree
- As a result of attending New Student Orientation I learned more about academic programs available at the U.
 - First-Year: 86.26% of respondents strongly agree or agree
 - Transfer: 70.81% of respondents strongly agree or agree
- As a result of attending New Student Orientation I learned about support programs to help me during my transition to the U
 - First-Year: 83.94% of respondents strongly agree or agree
 - Transfer: 78.35% of respondents strongly agree or agree
- As a result of attending New Student Orientation I was exposed to student involvement and co-curricular opportunities.
 - First-Year: 86.25% of respondents strongly agree or agree
 - Transfer: 70.07% of respondents strongly agree or agree

Overall, the Office of Orientation & Leadership felt we met our goals. We also noted that first-year students were more likely to strongly agree or agree that the goals of the program were achieved. The one exception appears in the area of connection to the University as a whole. This is also the area where we have the most potential to grow, based on assessment data.

Our hypothesis for this discrepancy is that transfer students feel more connected to the overall community through their unique college and/or department of study, since they are more quickly connected into their major. In the coming year, more college-specific activities will be added to programs aimed at fall-matriculating, first-year students. The Office is also exploring ways we can help create more direct connections for first-year students to the overall community during Orientation.

Welcome Week

In the past two years, the Office of Orientation & Leadership Development increased its vision for Welcome Week. With the creation of new programs and the maturing of previous programs, the 2014 Welcome Week grew its reach significantly.

One of the highlights of Welcome Week was the New Student Welcome. This was the third year of the event, with the largest attendance rate so far. 1,031 community members started the academic year with President Pershing. This increase in attendance can be attributed to more intentional marketing to new students and a stronger collaboration with Housing and Residential Education staff. Additionally this year, the program included a new time to allow students to flow from the Welcome to FanFest and for the opportunity to incorporate the marching band, cheerleaders, and Swoop. These elements increased the festive spirit from last year.

Another positive change was the inclusion of a faculty speaker and increased time working with student speakers on their remarks and delivery. Both of these updates were positively received by the audience. Unfortunately the addition of the faculty speaker led to the decision to not include remarks from the Parent Association President as we had in past years. To keep the timeline more manageable again next year, student speakers will be reduced from 3 to 2.

To start Welcome Week for returning student, the addition of a Kick Off event debuted. This event on Library Plaza allowed students to drop by between classes, get a snack from Dining Services, and enjoy playing some carnival games for prizes. Partnerships with the Library, Dining Services, the Parent Fund, and Athletics made this a successful event. There were over 1,200 servings of food distributed and many more students who engaged after the food ran out.

Another new initiative was the Out-of-State Student Reception. It was a small event with 56 students, but allowed for connections to be made between students. With additional specialty group receptions during Welcome Week, the University can create a more personalized experience to be mixed into the larger events. This approach allows an increased sense of belonging and helps initiate meaningful relationships due to similar experience. More personalized programs will continue to be an area of exploration as planning moves forward for future years.

The first-year class picture increased from 359 students last year to 512 participants this year. First-year students again formed the Block U on the football field to represent the class of 2018. The

Office of Orientation & Leadership Development will continue to increase advertising each year in hopes of again raising the overall participation rate of the first-year class.

There was a focus this year on increasing the marketing of Welcome Week across campus. We reworked the schedule format to fit in a pocket and make it easier to transport. Also, the schedules were more widely distributed around campus and given to every student in the residence halls thanks to a partnership with Housing & Residential Education. We believe this additional focus on advertising helped raise the attendance at all events.

Thanks to the continued support of Undergraduate Studies, the Office of Orientation & Leadership Development was once again able to disburse \$5,000 in innovation grants to groups or offices creating a new Welcome Week program or expanding an existing one. This funding allowed for programs that included a financial literacy speaker, education about commuting options, advising open houses, and more. We believe these grants helped raise our overall Welcome Week program options to 99, the most ever offered at the U.

There were many great steps taken this year, but much room for improvement is available for future years. Two strategic areas of focus for the coming year include a increasing the buy-in around campus via more communication and partnerships and the petition for additional funding in the budget process.

First-Year Experience Programs

In the past few years, the Office of Orientation & Leadership Development has increased programming around the first-year experience. Programs in the past year included:

- Swoop Camp Programs
- Campus Life Mentor Program
- Picture Your First Year

Swoop Camp Programs

The Swoop Camp programs have a focus on helping new students grow their interest in a specific area while also connecting more deeply with the University of Utah. Two choices exist for incoming first-year students, *Swoop Camp: Adventure* and *Swoop Camp: Spirit*. In the past year, *Adventure* was a 4-day, 3-night experience that connected students by engaging their mutual love for the outdoors. *Spirit* was a 3-day, 2-night program focused on leadership and U pride.

For 2013-2014, Swoop Camp programs created a student coordinator position to assist with logistics, team building, and program development for both *Swoop Camp: Adventure* and *Swoop Camp: Spirit*. Because of the extra staff member, both programs were able to achieve great success.

In the 2012-2013 year, 82 students attended *Swoop Camp: Adventure*. This past year, 75 students attended, 53 of whom are from out-of-state. Although the program experienced a drop in registration, this change was expected since Swoop Camp no longer fulfills the orientation requirement, but instead exists as a stand-alone program that complements New Student Orientation.

Similar to 2013, 2014 participants chose to attend *Adventure* during June, July, or August. During each of those camps, students participated in one of three trip options: national park camping and hiking, whitewater rafting and camping, or backpacking and rock climbing. June and July *Adventure* camps were scheduled adjacent to New Student Orientation sessions to help out-of-state students travel once for both programs. This idea was successful, as the majority of *Swoop Camp: Adventure* participants attended the adjacent New Student Orientation.

In addition to the student coordinator role, 4 additional student staff positions were created for *Swoop Camp: Adventure*. These peer mentor roles combine a passion for outdoors with an interest in helping incoming students and were named “Captains” after *the Swoop Camp: Spirit* model. These positions existed previously as Orientation Leaders, since the program used to fulfill the orientation requirement.

Another change to the program was the addition of faculty or staff partners. We initially tried to get one faculty member on each of the nine individual trips, but multiple attempts at both broad and individual solicitation of faculty participation led to none committing. After speaking with the Bennion Center, this inability to engage faculty seemed in line with similar issues in the Alternative Breaks program. After falling short of commitments from faculty members, nine staff partners from offices around the Division of Student Affairs immediately volunteered and added another type of relationship that connected *Adventure* participants to the institution. Faculty/staff partners will again be the goal for 2015, to provide students with a direct connection to both peer and professional mentors.

In the 2012-2013 year, 36 students attended *Swoop Camp: Spirit*. This past year, 31 students attended, 12 of whom are from out-of-state and 19 of whom currently live on the Signature Leadership Floor in Housing and Residential Education. Although the program experienced a drop in registration, the target population attendance (out-of-state students) increased from 62% last year to 67% this year. Because the program was new last year, we had a calling campaign to help boost numbers. In 2013-2014, we did not make calls due to the addition of both pre- and post-orientation phone calls that

occupied the time of the office staff. To try and increase registration next year, staff will increase marketing by creating video testimonials from past participants and engaging videos to highlight the Captains.

Similar to 2013, the 2014 program was led by 6 upper class student staff, called Captains. Although only 4 of the 31 participants chose to respond to our assessment survey, all 4 strongly agreed that their Swoop Camp Captain made them feel welcome to Swoop Camp and made them feel welcome to the University of Utah. Although a low participation rate does not allow us to generalize these findings, additional qualitative data like handwritten thank you notes from participants to their Captains, words of praise about their Captains to professional staff, and continued connections between participants and Captains lead us to believe that student leaders are the program's greatest asset.

One change to the 2014 program was that the schedule was abbreviated from 4-days, 3-nights in 2013 to 3-days, 2-nights in 2014. This allowed the Office of Orientation & Leadership Development to better manage staff time at the busiest part of the year and also saved on operational costs. To ensure we did not sacrifice content, the program was shortened by using the previous year's assessment to focus on the topics most impactful and relevant to new students. The shortened format/schedule of the program was well-received, with enough downtime for students to informally connect, but not so much downtime that students felt time was wasted.

Campus Life Mentor Program

In 2013-2014, the *Campus Life Mentor* (CLM) program offered a variety of group types that students could register for while at fall orientation. Those group types included general first-year groups, Honors first-year groups, *Women in Motion* (women mentoring women) first-year groups, transfer groups, and a veterans' group. Program signups totaled 629 students expressing interest (472 first-years and 157 transfers) during the June or July orientation. Of the 629 students who signed up originally, 568 matriculated as fall 2013 students.

Each month, the CLM program offered one large-group event to help students connect better with their mentor, other new students, and an aspect of the University of Utah experience. These 8 program-wide events were highly collaborative with areas like the Student Success and Empowerment Initiative, the Personal Money Management Center, and student activities and leadership development. In addition to this, mentors connected with their mentees through either individual or small-group communications and meetings. Ultimately, the CLM program had 229 unique first-year and transfer participants (mentees) attend a program-wide event, 60 mentees attend 2 program-wide events, 15

mentees attend 3 program wide-events, 13 mentees attend 4 program-wide events, and 11 students attend 5-8 program-wide events. An additional, 127 students attend at least one small-group specific event. These numbers indicate that of the 568 matriculated students that signed up for a Campus Life Mentor, 455 mentees had at least one meaningful connection with their CLM.

Assessment data for Mentees had 41 responses (19 from general first-year mentees, 7 from first-year Honors mentees, 10 from first-year Women in Motion mentees, and 5 from transfer mentees). This indicates a 9% response rate of the 455 mentees that connected with their mentor at least once. Important pieces of the data included:

- 90% Agrees or Strongly Agrees - My Campus Life Mentor understands what I have gone through in my transition to the University of Utah.
- 93% Agrees or Strongly Agrees - My Campus Life Mentor encouraged me to develop goal, both academically and personally.
- 80% Agrees or Strongly Agrees - My Campus Life Mentor helped me to achieve goals that I have.
- 90% Agrees or Strongly Agrees - My Campus Life Mentor helped me as a student.
- 98% Agrees or Strongly Agrees - My Campus Life Mentor encouraged me to be more engaged with the University of Utah.
- 98% Agrees or Strongly Agrees - The Campus Life Mentor program benefited my first-year at the University of Utah.

Additionally, the following qualitative data from the Mentees (new students) was collected that showed their thoughts on the support they received from their mentors:

- “My mentor was very supportive and understanding of my situation, my abilities and my goals. I loved having someone who could support me, someone I could talk to or ask about things on campus I didn't know about.”
- “The Campus Life Mentor Program is the best extracurricular activity I have ever done, my mentor was amazing, I loved the activities, and I made new friends.”
- “[name omitted] is the best CLM ever! Whether we ran into each other in passing or were meeting up she always gave me great advice and guidance. I knew if I ever had a question I could come to her and she was always there to make sure I was adjusting to campus life. [name omitted] has helped me get involved on campus and meet really great friends. She is an amazing role model to myself and everyone else at the U. I am so thankful for [name omitted]

and all she has done for me as a freshman, without her I would have had a really difficult time adjusting to college life.”

Qualitative data of the CLM participants show a slight increase in retention from fall 2013 to spring 2014 semesters, when compared to non-CLM participants. First-year students connected with the CLM program were retained at a rate of 93% compared to their non-CLM counterparts (90%). Additionally, transfer students connected with the CLM program were retained at 90% compared to their non-CLM peers (87%).

New for 2013-2014 was a Veterans’ Mentor and small group. While the student mentor in this position was motivated, the students that signed up for the group had a very low attendance rate comparatively. Communications between the mentor and mentees showed that the population wanted support directly through a Center that solely focused on them. The Office of Orientation and Leadership Development communicated this desire to the Veterans Support Center who are looking to fill the need of mentoring this population of students. Due to the low attendance rate, the Office of Orientation & Leadership Development did not provide this type of group for the 2014-2015 academic year.

Also new for 2013-2014 were offerings of monthly informational programs specific to the Women in Motion groups. Unfortunately, attendance to these events was low, except for the Women’s Leadership Summit. These monthly programs will not be hosted for 2014-2015 academic year, but are being replaced with assigned faculty/staff mentors for each group. This decision was also based off informal conversations between mentors and mentees.

During spring 2014, 41 new mentors for the 2014-2015 academic year were selected and began training. The Campus Life Mentor Program created and hired for the position of Lead Mentor to assist with programs logistics and mentor training.

Picture Your First Year

Because the first semester in college is a transformative time, *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 photography was not necessary, and the participants work was showcased in a gallery exhibit for the campus community to view.

Based on the past year's assessment, the PYFY program expanded from one-semester to year-long. For the 2013-2014 academic year, the program added 2 additional meeting times to accommodate different student schedules. With 3 program times, approximately 21 students were able to fit the meeting time around their class schedule and regularly attended the meetings.

Qualitative data was taken through focus groups and showed that participants most appreciated the relationship-building aspects of the program. They also helped identify that 10 weeks was the perfect amount of time each semester. Although students said they joined for the creative outlet and not for transition reasons, they found that the program had impact on both areas.

Additional to the focus groups, an assessment survey was sent out with 12 participants responding. Feedback showed that:

- 100% of responses strongly agreed that the upperclass mentor supported them on the journey as a U student.
- 100% of responses strongly agreed or agreed that their small group supported them on the journey as a U student.
- 100% of responses strongly agreed or agreed that the meetings expanded their knowledge about campus resources, academics, and opportunities.
- 100% of responses strongly agreed or agreed that the weekly topics captured their transition to the U.
- 100% of responses strongly agreed or agreed that the group engaged in conversations that helped capture their transition to the U.

Due to the consistently strong feedback over the past two years, the program will remain static for the 2014-2015 academic year.

Transfer Student Programs

Transfer Student Programs was a new initiative in the 2013-2014 academic year for the Office of Orientation & Leadership Development to meet the unique needs of transfer students. After an assessment of current programs aimed at transfer students on campus, as well as research and conference session attendance focused on transfer students, our office debuted a four-pronged suite of programs:

1. The Office designed 8 *Transfer Tuesdays* workshops to familiarize students with resources pertinent to their shorter time on campus in a format designed to differentiate their experience from that of a first-year student. Workshops took place one Tuesday per month and were co-presented by partner offices from around campus. Topics included effective ways to study for finals, the importance of major academic advisors and how to utilize their services, tips to be an effective intern, and leadership development opportunities. The featured Transfer Tuesday of the year was in mid-April, titled *Dinner with the Dean*, where students were invited to a plated dinner with academic deans from across campus. Almost 350 students attended at least one workshop, with 70 attending two, and eight attending three. These numbers average to about 65 students per session offered. Due to the success of the program, workshops will be offered twice per month during 2014-2015, doubling the number of topics available to students.
2. A University of Utah chapter of the *Tau Sigma National Honor Society*, which recognizes the academic achievement of transfer students, was chartered on campus. Membership requirements include earning a 3.5 g.p.a., taking at least 12 credits during the first semester after transferring to the University, and attending two or more *Transfer Tuesday* workshops. There are currently 47 members of the chapter. Induction ceremonies were held in fall and spring semesters. A four member executive board was elected and is currently planning activities for the 2014-2015 academic year. These are the first leadership opportunities on the U's campus that are specifically designed for transfer students.
3. A *Transfer Swag Swap* was created to foster institutional affinity in new transfer students. Students could trade in any piece of apparel from their former institution for a University of Utah t-shirt. All apparel turned in was donated to a local charity. This program was offered during both fall and spring Welcome Week periods, with 187 shirts collected in fall and 67 in spring.
4. *Transfer Connections* online newsletter was created to disseminate information applicable to transfer students four times during the academic year. The newsletters contained articles on topics such as opportunities and resources on campus, Tau Sigma, upcoming Transfer Tuesdays, and a highlight of a campus office or staff member dedicated to transfer student success. *Transfer Connections* was sent to approximately 2,600 students each time, with an average open rate of 21%.

Based on the high success rate of all four programs, the Office of Orientation & Leadership Development plans to increase transfer-specific services in the 2014-2015 academic year through the *Transfer Tuesday* program and explore new transfer-specific services that can be implemented at the U.

Parent & Family Programs

The Office of Orientation & Leadership Development built on the innovation and success from the previous year to continue great programming, support, and communications for parents and families. The Parent Association Welcome Luau occurred on the Friday before classes, placing the event between Residence Hall Move-In and the New Student Welcome in order to retain parents and family members until the New Student Welcome on Saturday. Again in Red Butte Garden Amphitheater, the program served food and conversation with the added feature of a Polynesian dance group performing. Over 400 people (130 total families, 95 from outside Utah) registered to attend. Even with poor weather conditions, attendance surpassed 2013 numbers (approximately 325 people). Those that came enjoyed the food and the dance group. Next year, the Office will find better backup plans for any poor weather possibilities.

The Bi-Weekly digest to parents and families continued to find success with an average open rate of 27.4%. In addition to this method of communication, relationships were also formed through the creation of a Parent Council, where parents volunteered for individual events on campus like Move-In Day, the Welcome Luau, Parent & Family Orientation information fair tables, Connecting U Days Parent Panels, Out-of-State Bringing the U to You recruitment events, and a calling campaign to parents of newly admitted first-year students. These volunteers included parents from 13 states and the Dominican Republic. Due to the excitement of the volunteers, the Parent Association Executive Committee plans to expand the use of volunteers for the 2014-2015 academic year.

Orientation served as the most improved parent and family program in the past year. Attendance for Parent & Family Orientation (PFO) in the summer of 2014 grew from 724 to 854, an almost 20% increase. The Office of Orientation & Leadership Development spent more time communicating the benefits of attendance to parents and families as well as sent increased numbers of communications about the programs. We believe these two strategic marketing changes increased the attendance numbers. Other positive changes to the program included:

- PFO sessions were more closely integrated with New Student Orientation sessions to make better use of campus partner time and to provide more opportunities for

parents/family members and students to attend sessions together. (Based on assessment data from the previous year)

- Parent Association created a video welcome from the President of the Association.
- Parent Fund information was included in materials, video welcome, and information fair.
- PFO added a session intended to synthesize all information learned during the program called “Expect The Unexpected”. In this session, attendees discussed scenarios and how they would respond if their family was in the situation. Large group discussions afterward were co-facilitated by our office and a representative from the Dean of Students Office.

Additionally, strongly positive assessment data indicated that:

- 96% of attendees agreed that they understand the range of support services and academic and co-curricular opportunities available for their students.
- 91% agreed that the University values their role as a parent/family member and sees them as a partner in student success.
- The most frequent topic about which attendees desired more information is resources to mitigate financial cost of attending the U.

The Parent & Family Weekends in the 2013-2014 year had 193 registrants in the fall and 36 registrants in the spring. Due to the spring numbers, the Office of Orientation & Leadership Development will only be providing a fall Parent & Family Weekend in the coming year. This trend follows the pattern of decreasing numbers at Parent & Family events by those living in the Salt Lake area. To address this concern, the Office piloted a new initiative called Moms & Dads Night, a targeted event to attract local parents to campus.

The fall Moms & Dads Night was hosted in December 2013 and consisted of a dinner and tickets to the Utah/BYU men’s basketball game. The dinner was held in a new academic building on campus (business building) and included a former men’s basketball captain as the featured speaker. Almost 200 parents/family members and students attended, exceeding the capacity of the space reserved. Anecdotal feedback was that the price of the event (only the cost of the basketball ticket), location in a new building, and dinner speaker were highly appreciated and well-received.

Because the event was greatly successful, it will continue in the 2014-2015 academic year to help offset the movement away from holding two separate Parent & Family Weekends. The success of

the first Moms & Dads Night led to additional funding through the University's Parent Fund to continue expanding the program.

Leadership Development Programs

Leadership Development grew tremendously throughout the course of the 2013-2014 academic year. With new staff and energy, the organizational structure and communication plans were essential to growing the number of programs and students engaged through programming. Throughout the course of the year Leadership Development continued to build and nurture relationships throughout the campus community. This was most evident during the new initiative, the Peer Mentor Institute, where 9 different offices were represented in the 97 students participants. This is an 80% increase in partnerships over previous years of facilitating the LeaderShape Institute, which was discontinued in 2013. Student participants shared the following comments in an assessment of the program:

- "It will greatly help out with any leadership role I plan to take on in the future"
- "It will help me be a better mentor and leader and its opened my eyes to other opportunities around campus I would like to get involved in"
- "It was nice to connect to other mentors on campus and to pull from their ideas and experiences"
- "Very valuable for every leadership role I have at the U in order to both be a better leader and mentor to my peers, even in informal relationships. Amazing experience."

The 2013 Learning to Lead Conference kept up the momentum of the previous year by topping the past attendance record. This event's success included the engagement of 94 students at the traditional conference and 75 students at the newly-created Learning to Lead Service Project that was held in conjunction with the Bennion Center. The attendance in future years could be further maximized through increased collaborations. A collaboration to be examined for 2014 is the addition of a keynote speaker to increase the energy and excitement of the conference. Possible partnerships include ASUU and the Bennion Center, since we would like to focus a future speaker on servant leadership.

The 2014 Leadership Awards were successful again in its second year, as there were 192 participants in the ceremony and 22 students nominated. There were a few adjustments made to make the experience more robust for everyone in attendance, including inviting President Pershing to attend and inviting all nominees to be present, even if they were not the winner of the award. In the future, the Office of Orientation & Leadership Development will increase focus on the quality of nominations rather than the number of nominations. Over the next year, the nomination process will be streamlined and more user friendly to support this effort.

With new staff energy and wonderful interns, the Leadership Development staff was able to continue the Leadership Workshop series while also adding a pilot for a new program in the spring 2014 semester. Leadership for Lunch is an interactive workshop series where a campus or community partner presents on a leadership skillset related to their area of expertise. The specific purpose for Leadership for Lunch is to bring in new voices beyond those in the Office of Orientation and Leadership Development to speak to leadership. It is vitally important to bring disparate perspectives on leadership to student leadership development due to the personal and individual nature of leadership. They are hour-long programs and lunch is provided on a first-come, first-served basis. Because of the success of the pilot featured an average of 23 students across 3 three programs, Leadership for Lunch will begin as a full program in the fall semester of 2014.

An additional collaboration within Leadership Programs included the creation of the Women's Leadership Summit. Although the program idea originated in the Office of Orientation & Leadership Development, a Steering Committee was formed that represented over 14 areas of campus. The program was a huge success both due to the collaboration of the committee and to the high attendance of students. The registration goal set by the committee was 50 students; however, over 120 students registered and attended the Summit. Although only 19 attendees replied to the assessment survey, 90% of them agreed or strongly agreed that the Summit was a valuable experience. The majority of negative comments in the survey reflected some of the comments made by the keynote speaker. In the future, the keynote will not solely be a woman who has demonstrated strong leadership skills, but a strong female leader with an understanding of feminism and its role in an inclusive leadership environment.

This Women's Leadership Summit showed a great diversity of attendants represented in the following registration demographics:

- Female: 113, Male: 6, Transgender/Queer Gender; 1
- White/Caucasian: 65, Asian/Pacific Islander: 13, Hispanic/Latino/a: 11, African American/Black: 5, Native American/American Indian: 3, Multiracial: 5, Prefer not to respond: 18
- Agnostic: 30, Christian/Protestant/LDS: 16, Not religious: 11, Spiritual but not religious: 11, Christian/Catholic: 10, Christian/Protestant/Non LDS: 8, Christian/Other: 7, Atheist: 8, Other: 6, No response: 5, Buddhist/Taoist: 4, Muslim: 3, Hindu: 1
- 17 or under: 10, 18-20: 54, 21-24: 27, 25 or above: 30
- 103 non-Veterans, 14 Veterans
- 45 unique academic majors represented

Due to the success of the Women’s Leadership Summit, the Steering Committee will reconvene in the Fall of 2014 to develop another Summit for Women’s Week.

Leadership Studies Minor

The Leadership Studies academic minor attracted new students each semester in the 2013-2014 academic year, 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 2013 (43 students) and Spring 2014 (25 students) for a combined enrollment of 68 students for the academic year.
- *LDRSP 4100: Field Experience* had an enrollment of 8 students during the Fall 2013 semester.
- *LDRSP 4750: Leadership Capstone* enrolled 10 students in the Spring 2014 semester.

Additionally, a new course LDRSP 2040 was approved during 2012-2013, and the first sessions offered were held Fall 2013 and Spring 2014. *LDRSP 2040 - Leadership and Community* was built in conjunction with the Bennion Center. The fall session of the course had an enrollment of 26 students. The spring session was cancelled by the instructor due to low enrollment. As a result, the course will only be offered during fall semester in the future.

Ten students graduated from the University of Utah with a Leadership Studies minor in December 2013, May 2014, and August 2014. Four additional students completed the requirements for the minor, but will graduate from the University during a later semester. As of August 2014, a total of 54 students have graduated with the Leadership Studies minor. Graduating students were recognized during the second annual *University of Utah Leadership Awards* in April.

Additionally in the 2013-2014 academic year, the Leadership Studies Advisory Committee reconvened and approved the split of the LDRSP 2020 fall session into two sections offered on different dates and at different times. The hope is that the varied course offering will allow more students access to the minor’s introductory course. The course split also enables the fall semester offerings to accommodate more students (two 30-seat sections in fall of 2014 in place of one 50-seat section in fall of 2013). The spring section will stay the same as previous years. Lastly, in an effort to create consistency throughout the core course curriculum a training for instructors was created and held in June 2014. Instructors requested additional collaborative meetings and trainings in the future.

Future directions for the minor include additional instructor trainings and a reevaluation of instructor stipends.

National Student Exchange

The National Student Exchange Program (NSE) at the University of Utah continued to advance the Student Affairs Learning Outcomes of Global Citizenship and Practical Competence during the 2013-2014 academic year. The program increased from 18 students in 2012-2013 to 20 students in 2013-2014 that exchanged from the University of Utah to institutions in locations across the country and in Canada, including Alaska, Hawaii, Kentucky, South Carolina, Washington, Massachusetts, New York, Que'bec and Puerto Rico, among others. Fifteen students came to the University for their Exchange from around the country and participating US Territories. Through NSE, these 35 students actively engaged to understand worldwide experiences to which they had not previously been exposed.

Alignment with Student Affairs and Undergraduate Studies Strategic Plans

All programs in the Office of Orientation & Leadership Development align with the Student Affairs learning domain of campus community. The individual areas below find alignment with the additionally listed learning domains.

- New Student Orientation: Health and wellness, leadership, global citizenship, diversity and inclusion, civic engagement and social responsibility, campus community, academic persistence and achievement, practical competence
- Welcome Week: Health and wellness, leadership, global citizenship, diversity and inclusion, civic engagement and social responsibility, campus community, academic persistence and achievement, practical competence
- First-Year Experience Programs: Health and wellness, leadership, diversity and inclusion, civic engagement and social responsibility, campus community, academic persistence and achievement, practical competence
- Transfer Student Programs: Health and wellness, leadership, global citizenship, diversity and inclusion, civic engagement and social responsibility, campus community, academic persistence and achievement, practical competence
- Parent & Family Programs: Health and wellness, leadership, global citizenship, civic engagement and social responsibility, campus community, academic persistence and achievement, practical competence

- Leadership Development Programs: Health and wellness, leadership, global citizenship, diversity and inclusion, civic engagement and social responsibility, campus community, practical competence, critical thinking
- Leadership Studies Minor: leadership, global citizenship, diversity and inclusion, civic engagement and social responsibility, campus community, academic persistence and achievement, practical competence, critical thinking
- National Student Exchange: global citizenship, campus community

The Office of Orientation & Leadership Development also supported new strategic interests emerging from Undergraduate Studies, including the New U Student Experience, Plan to Finish, and Plan 4. To better align with the New U Student Experience, the Office focused on supporting student success by strengthening partnerships with Student Success Advocates (SSAs). In result, the SSAs attended all orientation programs across the three semesters. Additionally, the SSAs attended Campus Life Mentor programs and were highlighted as a resource in first-year, transfer, and parent and family communications. To support a respect for diversity, the Office of Orientation & Leadership Development created three student-focused, progressively complex diversity modules to be used for all student staff training. Professional staff are also going through them as a team, both as participants and then to learn how to facilitate them in a meaningful way. Also, the tie to community engagement and connections continued to be a driving influence when designing programs and communications to our constituents.

The Office of Orientation & Leadership Development also furthered the Plan to Finish and Plan 4 through intentional communications to the campus community. This included information sent to campus partners to explain the plans, each session of orientation being mapped to a Plan 4 domain, the creation of banners and student bios around Plan to Finish areas, and Plan-4 themed events during Welcome Week, which included the following:

Theme	Number of events
Plan 4 Community	21 Events
Plan 4 Campus Life	23 Events
Plan 4 Self	6 Events
Plan 4 Academics	49 Events

Staff Excellence

The 2013-2014 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 two positions of leadership for NODA, including Chair of the Leadership Development Committee and the 2014 Regional Conference Host.
 - Presented on behalf of the Association and the Board at the NODA Annual Conference on how to get involved in NODA leadership opportunities.
 - Attended the Annual NODA Conference, regional NODA conference, regional NASPA conference, annual NASPA conference, and Pac-12 Orientation Directors Conference.
- Garrett Kachellek
 - Served in a position of leadership for the NODA Sponsorship Chair for the 2014 Region III Conference.
 - Attended the Annual NODA Conference, regional NODA conference, regional NASPA conference, and Pac-12 Orientation Directors Conference.
 -
- Mark Pontious
 - Served in three positions of leadership for NODA, 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, annual NODA Conference, regional NODA conference, and regional NASPA conference.
- Trisha Jensen
 - Served in a position of leadership for the National Orientation Directors Association - Publications and Marketing Co-Chair for the 2014 Region III Conference.

- Attended the annual NODA Conference, regional NASPA conference, and regional NODA conference.

Future Directions

Past challenges of the Office of Orientation & Leadership Development has included the lack of a unified mission, too large programmatic scope, and too few staff members to support programs. In the 2014-2015 year, the Office will realign under a central mission as Leadership Development programs, the Leadership Studies minor, and National Student Exchange are moved to other University departments. This allows the Office of Orientation & Leadership Development to match a national trend of focus areas and rename itself as the Center for New Student and Family Programs. Additionally, the more focused scope of programs will allow staff to be more intentional in how we program for and support students and families, as well as how we assess and use data from programs.

Future opportunities in the coming year will be the reimagining of New Student Orientation as a task force is created through the office of the Sr. Vice President for Academic Affairs. The transfer student task force also originating from the Sr. Vice President will help us identify ways we can grow transfer student programs, as well. Finally, the addition of online modules that address sexual assault and sexual harassment will better fulfill federal guidelines for education on campus safety than in years past and open new ways of introducing these concerns to incoming students.