



University of Utah  
Office of Orientation  
Annual Report  
September 2009—August 2010

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## Highlights 2010

- 5,426 students participated in some form of Orientation for Fall 2010.
- For Fall 2010 3,036 first-year and transfer students attended 14 One-Day programs for an average of 217 students per program.
  - 1,521 first-year students attended 7 One-Day programs, averaging 218 students per program
  - 1,515 transfer students attended 7 One-Day programs, averaging 216 students per program.
- First-Year students were guaranteed college/departmental advising for all One-Day sessions.
- Departmental advising was offered at three of the transfer One-Day programs.
- 3,176 first-year and transfer students completed an evaluation during a one-day program using a combination of handheld iPod Touches and a web based survey, which enabled us to gather and analyze data on a daily basis.
- 853 first-year students completed an online evaluation at the conclusion of their overnight/outdoor orientation program.
- According to one-day surveys completed at Orientation, 7.9% of students registered for 6 to 11 credit hours, 80.5% of students registered for 12-15 credit hours, and 9.4% of students registered for 16-18 credit hours.
- Approximately 82.2% of students attending Orientation identified a specific area in which to major while 17.8% were undecided. 71.0% indicated that they intend to work less than 20 hours per week.
- 91.6% indicated that they know who to contact for information about their major courses, while 97% and 96.1% received useful information regarding general education and bachelor's degree requirements respectively.
- 96.17% of students attending Orientation indicated that they were satisfied with their overall orientation experience.
- Over 200 hours of service were provided to the community through students participating in Orientation.
- 909 parents participated in a comprehensive Orientation program designed to best fit their needs.
- The Outdoor Orientation had 53 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 976 students opting to participate in the day and a half program.

## Executive Summary

### **Overview of Programs**

The purpose of this report is to provide information about programs and services offered by the Office of Orientation from September 2009 through August 2010.

The Orientation Office was created as a department in July 1996 and began providing comprehensive programs in summer 1997. Orientation became mandatory for all University of Utah undergraduate students starting in fall 2005. The students required to complete an orientation must meet the following criteria: undergraduate, matriculated, first bachelor's degree, and domestic. Graduate students, international students, non-matriculated students and second bachelor's degree students are not required to complete a university orientation through our department; however, they are welcome to attend to gain information if they want.

The programs that have evolved for first-year students are: 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 fourth year, we offered a different approach to using the outdoors in conjunction with orientation programming. 51 students participated in this program, an increase of 2 students from the program in 2009 and an increase of 39 from the pilot program in 2007.

Two different types of Orientation programs are offered for transfer students. They can participate in a day long program, similar to the first-year program, or they can choose to attend an abbreviated version of this orientation that does not include academic advising. We offer orientation programs just prior to the beginning of each semester for all students that are a condensed version of the more extensive programs and do not offer academic advising. Additionally, the On-line Orientation is available for transfer and first-year students if they are unable to come to campus for a campus based program. Other programs have been developed to promote engagement in the University and development of students. These programs include University Preview Day and Getting U Started (formally known as 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 an Undergraduate Bulletin and New Student Resource Guide
- 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 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 in a condensed amount of time. Programs are generally offered in two variations, one designed for incoming first-year students 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 2010 represent the largest segment of students engaging in any form of orientation programming. For fall 2010, 14 programs were offered: 7 transfer sessions and 7 first-year programs. Participation for fall semester was 3,036 first-year and transfer students. This represents an average of 217 students per session. The average for first-year programs was 218 and the average number of participants during the transfer programs was 216. Orientation dates for fall 2010 programs are included in *Appendix D*. Schedules for the First-Year 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 First-Year One-Day programs. Transfer students, however, 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 seven 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 in 2004 based on feedback received on evaluations from previous transfer students. Many transfer students meet with an advisor as they are preparing to transition to the University and felt the time commitment and requirement to meet with an advisor during orientation was not the best use of their time. Beginning in fall 2004, transfer students became required to complete orientation and meet with an academic advisor before they were able to register for classes. 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, the students receive the information they desire in a format that is most suitable for them. There are inherent challenges with the current format of Transfer Orientations that will be evaluated and addressed for 2011.

We also offer a number of late Orientation Programs that include information for both first-year and transfer students just prior to classes beginning each semester. These programs do not include academic advising. Transfer students at these programs must see an academic advisor on their own time prior to registering for classes, and first-year students are encouraged to see an advisor to check their course selection. The schedules for the late programs for fall 2010 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 2010, 976 students participated in the nine Overnight programs. The overnight programs have continued to grow over the past eight 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, Educational Psychology 2600, and University College 1010. They also learned about opportunities for getting involved on campus and spent time exploring some of the different areas of campus including the Marriott Library. Following lunch, the students received academic advising while meeting with representatives from the various Colleges and then registered for classes with the assistance of the Orientation staff. After they registered for their classes, the students completed a program evaluation, 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 first-year students 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. A recommendation will be made for fall 2011 programs to extend the Overnight offerings and evaluate the possibility of expanding the one-day programs into a two-day format without an overnight component in the residence halls.

For the seventh 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 fifth year, we offered an Overnight program for students majoring in the College of Fine Arts and a program for students who will be participating in the Honors College. We worked collaboratively with representatives from each of these areas to create programs that would incorporate pieces of specific interest and relevance to students in these areas. Like the Science Overnight, these programs were positively received by both the students and the University community.

For the fourth year, we offered an Overnight program for students interested in the Health Sciences (Pharmacy, Nursing, Medical Laboratory Science, the College of Health, and students interested in Pre-medicine), and students who were Undecided in their field of study. For fall 2007, we offered a program for students who plan to major in the College of Business. We expanded this program in 2008 to include students interested in majoring in the College of Education or the College of Humanities. The program for fall 2009 included the College of Business and the College of Humanities. The College of Business, Humanities, and Social and Behavioral Science partnered to offer an overnight program for fall 2010. This is the first year Social and Behavioral Science has participated in a specialized overnight program. These additional programs were well received by the Colleges and attended well by incoming students. The College of Education and the College of Architecture + Planning have expressed an interest in offering an overnight program to students in their discipline for fall 2011.

We partnered with the Center for Ethnic Student Affairs (CESA) for the third year 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. 79 students participated in a General Overnight program. The students in this population came to orientation early on the first morning to meet with the advisor in CESA and meet other members of their cohort prior to the start of the General program. CESA and UOS contributed to the funding of this program. They paid one third of the students cost, allowing the students to only pay \$25.00 to participate in the overnight program. The remaining funding came from Undergraduate Studies and the CESA office. This was a worthwhile endeavor and will be pursued again in 2011.

We did not offer an Overnight program for students who completed the On-line Orientation prior to coming to campus this year as we had for five years up until fall 2007. Out-of-state students and other students who were unable to attend a campus-based Orientation during June and July were typically invited to come to campus a day early and move into their residence hall room in August. For fall 2008, 2009, and 2010 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 24 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 for 2010.

### **Outdoor Orientation**

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

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

Twelve students participated in the pilot program for fall 2007. The number of participants has steadily increased to 38 students for fall 2008, 49 students in 2009 and 51 students in 2010. In 2009 and 2010, we offered two different dates for this program. 28 students participated in the first program and 23 students attended the second program. The students spent two nights on campus and completed the orientation activities that students who attend an Overnight program complete. In addition to being introduced to University Graduation requirements, campus tours, academic advising, and involvement opportunities on campus, students were given the opportunity to participate in outdoor activities. On the second day of the program, students split into three groups and either went rock climbing, white water boating, or hiking with representatives from Outdoor

Recreation. The students camped on the second night in one of the Cottonwood Canyons at a group campsite. On the third day of the program, the students were able to experience a different activity than they did the previous day. On the evening of the third day, the students stayed on campus and participated in activities in the Student Union. Of the students participating in this program, 33 of them were from out of state. This particular program does an amazing job of connecting students to each other and the University. Students paid \$225.00 for the entire program which covered the cost of their lodging, all of their meals, transportation and equipment used on the outdoor trips.

Reference *Appendix I* for the complete schedule.

We piloted a new orientation program for fall 2010 that combined service with the outdoors. The program was similar in structure as the Outdoor program, bringing students in on the first day of an overnight program and then having them break away on the second day to do a service project at a local elementary school. We partnered with the Bennion Community Service Center for this activity and spent the day working in a community garden. On the third day, the students went rock climbing in Big Cottonwood Canyon. This was a partnership with Outdoor Recreation. The students spent 3 nights on campus. On their final evening, they used the light rail system to travel downtown and explore the IMAX theatre and Gateway. Two students participated in this program, paying \$215. While the two students participating in this program expressed having a positive experience, however, we will not offer this option for 2011 due to low interest.

### **On-line Orientation**

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

The On-line Orientation was designed in June 2000 and was made to be an interactive program where students are given the essential general education information they would receive if they were participating in a campus session. The On-line Orientation introduces participants to the new student to-do list and to many services and resources available. Students are provided with information about University Graduation Requirements, Bachelor's Degree Requirements, and are

given step-by-step instructions on making course selections. The On-line Orientation was overhauled during the 2003-2004 academic year. We migrated to using the WebCT system provided by the University. This change in how the orientation was administered enabled us to ensure the students were gaining some of the information necessary by requiring them to complete and pass quizzes on the information provided by the On-line Orientation. Another update to this program was undertaken during the 2009-2010 academic year. We altered the format in which the information was presented by including video and audio files of the information. Additionally, the information was transcribed allowing a student to read the information if they desired. Our goal in doing this was to provide the information that was more accessible to students, more interactive, and met a variety of different learning styles. 609 students completed the On-line Orientation for fall 2010. 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 has resulted in an increase in the number of students participating in the Overnight Orientation and Outdoor Orientation. Additionally, the Orientation Office and the University continue to articulate the message to all new students that it is to their benefit to attend a campus based session and use the On-line Orientation as an alternative only in situations where attendance in person is not feasible. We have continued with the same registration policy that was implemented for fall 2003 and have allowed students completing the On-line Orientation to register for classes after the majority of the campus-based sessions had taken place. Therefore, an incentive of early registration was provided to students who attended orientation on campus.

### **Parent 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. Six years ago, parent and family orientation programming was provided in conjunction with all Overnight sessions only. In 2005, efforts were exerted to include a separate parent and family program track for all first-year specific One Day sessions in addition to the Overnight Orientation programs, the Outback Orientation, and the one program independent from student orientation. In 2010, parent and family programs were provided in conjunction with all

Overnight and One Day sessions – as well as the Outdoor Orientations – and one independent program on the Friday before Fall semester classes began.

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

Parent & Family Orientation Programs, with the goal of acquainting parents and family members with the living learning center and opportunities available to students across campus, were held in the Olpin Student Union for One Day programs, the Alumni House during Overnight programs, and the Heritage Center for the independent program in August. The programs included a welcome by a University Administrator, a session on how the University partners with families to support students, a brief explanation of federal privacy laws concerning education records, an overview of the University and academic requirements, a chance for parents and students to meet with specific departments, as well as breakout sessions on financial aid, health and wellness, University housing, campus safety, extracurricular involvement, services for students with disabilities, and career planning. Participants were provided with lunch from Chartwells in the Heritage Center or the Olpin Student Union, depending on the program, and an optional tour of the residential living facilities and/or campus as the last session of their program. The dates of Parent and Family Orientation in addition to a schedule are included in *Appendix K*.

A total of 909 parents and family members attended a Parent & Family Orientation Program, which is 48 more than 2009 and 306 more than 2008. 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 financial aid and scholarships to involvement opportunities and faculty expectations in the classroom. The day is structured similar to a mini-conference, allowing students and parents to participate in a variety of activities.

On March 6, 2010, 373 students and 511 guests (including mostly parents and family members) participated in Preview Day, making a total of 884 guests. Of the 373 students that attended, just over 15% of them were coming from out of state. 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 of Utah. The feedback from this change in timing was positive. Therefore, Preview Day for 2010 was held in March again. A decision has not been made for Preview Day 2011, but a possible idea is to hold two Preview Day events. One would be in January before scholarship deadlines and the other in March. A copy of the University Preview Day Schedule is included in *Appendix L*.

Preview Day 2010 was successful as demonstrated by our evaluations. Students and family members were given evaluations during the check-in process and were encouraged to fill them out before they left Preview Day. Out of 884 participants, 120 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, and Strongly Disagree. The majority of responses were Strongly Agree and Agree, while no participant Strongly Disagreed.

Each Preview Day workshop session was evaluated on a 5-1 scale: 5 representing excellent and 1 representing poor. 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: "Academic Support: Help and Assistance for U," "Studying from Afar: Making Study

Abroad or National Student Exchange Part of Your College Experience,” “Easing the Transition from High School to College,” “Get Into the Game: Join the Mighty Utah Student Section (MUSS),” “Student and Parent Panel: What to Expect During the First Year,” “Learning Communities: LEAP and Honors,” “Financial Aid: Where Do I Start?,” “Creating the College Experience: Getting Involved Outside of the Classroom,” “Making Your Degree Unique: Research Opportunities,” and “U and the Arts.”

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, time, and topics*
- *More information and representation from departmental, academic advisors*
- *Very informative*
- *Bigger rooms for breakout sessions*

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

After the last day for students to add classes for fall semester, we administered a report to determine the matriculation rate for the attendee’s. We are pleased to note a 10% increase from 2008. For Preview Day 2009, 72.36% of participants enrolled in fall classes compared to 62.43% of participants in 2008. The registration for Preview Day was over 1,000 participants. In evaluating this program, we have reached capacity with the 850+ people we served in this event. We will be looking to expand the number of times we offer this program for 2011 and investigate the possibility of partnering with High School Services to combine efforts regarding Preview Day and Open House programs coordinated by their office.

### **Getting U Started Events**

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.

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. In 2010, the name was again changed, from Welcome Week to Getting U Started.

Events included this year were campus tours, the Campus Recreation Beach Party, the Student Services Fair, Crimson Nights, the Involvement Fair, and Greek Recruitment. The Office of Orientation & Leadership Development organized and coordinated the campus tours and the Student Services Fair. Though not officially part of the Getting U Started Events, Information Booths around campus were also coordinated by various offices during the first week of fall classes. Two of those booths were coordinated by Orientation, one on the Marriott Library Plaza and one in front of the Park Building on President's Circle.

### **Campus Tours**

We offered campus tours to anyone on the Saturday and Sunday just prior to classes beginning on Monday, August 23. Tours left at 10am and 2pm on both days from the Peterson Heritage Center and the Olpin Student Union. 138 students took advantage of the tours. We will look at expanding this effort for Fall 2011.

### **Student Services Fair**

In previous years, Orientation and Leadership Development has coordinated PlazaFest during the first two weeks of the fall semester. PlazaFest included student organizations, student support services, colleges, and departments from across campus. In 2010, PlazaFest was split into two events, the Student Services Fair and the Involvement Fair. The Student Services Fair took place on August 25, the middle of the first week of classes. The Involvement Fair took place on September 1, which was the middle of the second week of fall semester and was an event for student organizations to table and increase awareness of their group. The Involvement Fair was coordinated by the Associated Students of the University of Utah (ASUU) and the Union Programming Committee (UPC).

The goal of the Student Services Fair was to assist new students as they transition to the University of Utah by providing a venue for learning about various student support services, academic programs, and other services available on campus. This event was scheduled for the first week of fall semester to inform and educate students as soon as possible, so students are able to utilize these services when needed.

The coordination of this event was nearly identical to coordination of PlazaFest in previous years, as the only major difference was the number of organizations that would participate in tabling. One of the first steps was to make the campus aware of the new event structure, which was done via e-mails sent from the office coordinating each event. Orientation and Leadership

Development sent the explanation to all colleges, student support offices, corporate sponsors, and other offices on campus. The Union Programming Council and the Associated Students of the University of Utah sent the explanation to all registered student organizations.

In 2010, 58 different organizations staffed a table at the Student Services Fair. During the fair, students had a chance to gather information, be entertained by local bands, eat food, and sign up for free giveaways from local vendors. The event lasted for four hours, from 10:00am until 2:00pm, and it is estimated that approximately 4,000 participants attended the event, based on the consistent traffic flow. Informal evaluations were sent to all organizations attending the event. Feedback received indicated that the majority approved of the length of time as well as the day of the week. A Getting U Started schedule and a Student Services Fair play-by-play can be found in *Appendix N*. An evaluation will be conducted in fall 2010 to ascertain whether the structure of two fairs was more beneficial to students versus a fair that encompassed all groups in one day.

### **Plazafest II, The Spring Edition**

Plazafest II, a student involvement fair, is similar to fall Plazafest. Instead of inviting all campus organizations; Plazafest II is only for student groups and is held in the spring. Plazafest II was held on Tuesday, January 26th from 10:00am to 2:00pm in the Union Ballroom. The purpose of this event was to encourage new students admitted Spring semester to get involved on campus, but to also allow entering students from the Fall semester to check out campus groups again. The first semester can be a little overwhelming so it gives first semester and second semester students a chance to get involved.

Approximately 55 campus student groups participated in Plazafest II on Tuesday, January 26, 2010. During the event, students had the opportunity to enter a drawing where door prizes were given donated by the Orientation Office, ASUU, Jamba Juice, Noodles & Company, the Union, and Acme Burger Company. Approximately 1,000 students came to the event. Advertising included posters, fliers, handbills, TV screens, banners, emails, and a Facebook event.

Some of the feedback included:

- Very pleased with the student turn out for the free flu shot clinic
- Great job of putting together essential resources for students
- Staff at the event were very helpful
- The atmosphere was great
- The prize drawing was cool
- We (groups) got a lot of traffic from interested students
- It started on time

- Check-in was fast and efficient
- The table layout was perfect
- Look forward to participating in the future
- Applications for students to apply for positions around the same time as Plazafest II, so it was a huge advantage for us to be able to tell students that they could apply right now!
- Not as well attended as Plazafest

### Statistical Profile

#### **Program Participation**

We conduct orientation programs for incoming students nine months out of the year. The only months we do not offer orientation programs to students are September, October, and February. For spring semester 2010, we offered 3 Transfer Orientation programs, 1 First-Year Orientation program, and 5 combination programs. For summer semester 2010, we offered 1 program for transfer students, 1 for first-year students, and 4 combination programs. See *Appendix O* for a comparison of orientation participation numbers for spring and summer semesters.

In addition to the 7 transfer specific one-day orientations, 7 first-year one-day programs, 9 Overnight programs, 2 Outdoor, On-line, and 6 programs held in August we offered specific orientation programs to various populations of students for fall 2010. 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 2010 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 2010. Previously, from 1999 to 2005, we offered a specific orientation for Student Athletes who started in the fall semester. The change in programming was in an effort to stay in compliance with NCAA rules and regulations concerning the treatment of student athletes. We will continue to offer this type of program in the future.

We previously offered orientation sessions specific for international students. Over the past couple of years, the International Center oriented their students due to the complex nature of issues international students have. As of fall 2006, these students were oriented to the University of Utah by the International Center; however, we provide orientation leaders in the afternoon to assist the

international students in registering for classes at the conclusion of the International Orientation. During spring 2009, we were brought into conversations regarding the International Orientation Schedule and played a larger role than in years past. Beginning spring semester 2010, we will be further examining International Orientation and partnering with the International Center to evaluate and revamp the orientation program undergraduate international degree seeking students receive.

For the eleventh year in 2010, 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. Forty students participated in this program for fall 2010. We have started initial conversations with the College of Science on how this cohort of students could be included in the Overnight program designed for science-minded students. We will continue this conversation for fall 2011.

The National Student Exchange Program conducts a special Orientation for students participating in the program. In fall 2008, 3 students attended the NSE orientation, while 13 new NSE students and 3 continuing NSE students attended in the spring of 2009. The University Information presentation was given at each of these programs; including information on UCard, transportation, Athletics, museums, theatres and campus resources.

We provided similar information sessions about the University for graduate teaching assistants during a training provided by the Center for Teaching and Learning Excellence for fall 2010. Approximately 30 students attended this presentation.

For a complete table of orientation program participation, reference *Appendix P*.

### **Orientation Participation Fall 2010 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 2010. There are discrepancies with the PeopleSoft program and our inability to generate reports for students that attend multiple programs.

<b>ADMISSION STATUS - Fall 2010</b>	<b>#</b>	<b>%</b>
New Baccalaureate	2,919	54.9%
Accelerated Baccalaureate	374	7%
Transfer Baccalaureate	2,166	40.8%
Nontraditional	73	1.4%
Second Baccalaureate	155	2.9%
<b>TOTAL</b>	<b>5,687</b>	

- New Baccalaureate is defined as 0 to 12 hours at the time of admission and/or graduated from high school this calendar year.
- Accelerated Baccalaureate is defined as first term enrollment with class beyond freshmen
- Transfer Baccalaureate is 13 or more transfer hours and graduated before this calendar year.
- Nontraditional is defined as a Utah resident, out of high school 7 years or more and no transfer hours.
- Second Baccalaureate is defined as a student that has completed one degree and is working on a 2<sup>nd</sup> bachelor's degree.

### **Attended Not Enrolled Fall 2010 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 semester. We conduct an online assessment to gather input from students regarding difficulties they may have faced that prevented them from enrolling. The survey, conducted by Student Voice, was emailed to each participants personal email account. The survey was active for 3 weeks for the students to access and 2 reminder emails were sent out by Student Voice.

Students attended an orientation but did not enroll in classes for several reasons for fall semester 2010. Some of these reasons include, "I will be attending a different institution."; "I will not be attending due to financial reasons."; "I will not attend until spring or summer of 2011."; and "I am unable to attend due to personal reasons (family, health issues, etc.)." The greatest number of responses given includes not attending for financial reasons or attending a different institution. 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 2010 orientations were designed to provide immediate and accurate reporting. Information was collected from students either online while they were registering for classes or by an iPod Touch when they checked out from the program. The students answered

questions on the survey 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. Two specific adjustments that were made to our one-day first-year student programs based on the evaluations was how we talked with students about the UCard regarding where to get their picture taken and how to receive their card and also expanding how we talked with students about getting involved on campus. The evaluation results changed in these two areas after we altered how we were talking to students about this information.

We conducted 2 different types of surveys; one with general questions for participants that attended a One Day program and another with more specific questions related to those unique programs. The results of the evaluations for Overnight, Outdoor, and 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 included in *Appendix R*. Reference *Appendix S* for results and Parent and Family Program evaluation information.

In addition to conducting satisfaction surveys at all orientation programs, our office has undertaken a variety of assessment projects. During the 2009-2010 academic year, we participated in a national benchmarking study. This study included a series of questions sent to all students who completed orientation for fall 2009. The results from this survey were then compared to five peer institutions who also participated in the study. The results from this study provide interesting information concerning the demographics of our students and their attitudes/expectations to work while in school as compared to our peers. The data regarding our orientation program indicated that we are doing things comparable to our peers. Complete benchmarking results can be found in *Appendix T* for fall 2009. We are currently involved in the Benchmarking survey for fall 2010 and will use these results to make changes to the orientation programs for fall 2011.

We coordinated an outreach project to contact, by phone, all first year students who attended an overnight, outdoor, or one-day program. The orientation leaders called these students during the last week of July and first couple weeks of August with the basic intention to check in, answer any remaining questions, and serve as a further resource for students. We contacted just over 2,500 students. We spoke to about 34.5% of these students, while we left a voicemail for approximately 50% of the students and left a message with a family member of approximately 7.5% of the students. For the other 8.5% of the students we called, the number we had was either disconnected, a wrong number, or a voicemail had not yet been set up. Of the students we came in

contact with, about 900 had successfully registered for classes, while only 16 did not. Reasons for this are among the following: LDS mission, had not yet seen an advisor, attending a different institution, and are going to attend a later semester due to personal or financial reasons. We also made referrals to the students. Among these referrals were the Admissions Office, the Campus Store, the Housing and Residential Office, the UCard Office, the Mathematics Department, the Financial Aid Office, the Tuition Office, advisors, and the Honors department. We will contact these students again at the end of fall semester to provide resources and information as needed. Fall 2009 was the first year we contacted orientation participants, focusing on overnight participants in August and October. The response from students was so positive that we expanded it to all first-year students for fall 2010. We will make follow up phone calls in October 2010. This effort will be expanded again for fall 2011 to include transfer students as well.

### Information about the Office of Orientation and Leadership Development

#### **What makes the Office of Orientation and Leadership Development Unique?**

We are in our 14<sup>th</sup> year of program planning on the University of Utah campus. We have accomplished a great deal while developing a unique organizational culture and role on campus. Our uniqueness is best illustrated in (1) our dual role in Academic and Student Affairs, (2) a rotating student staff, (3) student education and training, and (4) our constant strive for excellent customer service.

#### **Academic and Student Affairs**

One of the most interesting things about the Office of Orientation and Leadership Development at the University of Utah is that it straddles both Academic and Student Affairs. After having served under both divisions, the Director currently reports dually to the Senior Associate Vice President for Academic Affairs and the Associate Vice President for Student Development in various aspects of our mission. However, even when reporting within a sole division, our daily contact ranges from academic deans and advisors to counseling, financial aid, and the registrars office. Our success depends heavily on the collaboration of multiple programs, departments, and agencies.

#### **Student Staff Rotation**

Another unique aspect of our office is the rotating staff. During the academic year our staff includes four full-time professionals and four part-time students who work specifically on orientation projects, two part time office assistants and one part time student who works specifically

on our website and technology. In preparation for summer, we hire approximately 25 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 U*. 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 V*.

Prior to the beginning of UGS 3960 for Spring 2010, an assessment tool was created to evaluate Orientation Leaders on several important aspects of leadership, personal development, and Orientation competency. The identical assessment was completed by Orientation Leaders before UGS 3960, at the end of Spring semester, after Intensive Training in June, and after Orientation programs ended in July. The results of these surveys were compared to show changes over time as well as areas where improvement in training is necessary. New Orientation Leaders reported significant gains or no changes in all areas, however returning Orientation Leaders reported no statistically significant gains throughout the assessment process. For a list of the questions asked in the assessment tool, see *Appendix W*.

### **Customer Service Excellence**

We see ourselves, in the Office of Orientation, as a primary player in the retention of new University students. Because of that, we value excellent customer service beyond all else. Though this may not make us unique in relation to other agencies and departments on campus, we do make

note of the praise we receive in regards to our willingness to advise, assist, and refer. The Orientation staff gives the office phone number to thousands of students throughout the year and as a result, our office is often the first place new students call when they have questions or concerns. Any one of our staff is willing to set everything aside to address a problem and we strive for a one-stop system. If a referral is needed, the Orientation staff does everything possible to ensure it is accurate.

## Professional Endeavors

### **Orientation and Leadership Development**

Our team represents a wide range of students from across campus. We have a full-time professional staff of four, 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 experienced turnover during the 2009-2010 academic year with the replacement of Michelle Jones leaving in August 2010 with Trisha Jensen filling this position in July 2010 as the Assistant Director. Additionally, Sharon Beck vacated the Projects Coordinator position in July 2010 to take another position at the University. This position has remained vacant with plans to fill it during fall 2010.

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 (2009)

MS – Colorado State University, Student Affairs in Higher Education (1999)

BA – Colorado State University, Technical Journalism (1997)

**Michelle L. Jones – June 2005-August 2010**

Assistant Director

MS – Purdue University, College Student Affairs (2005)

BA – Purdue University, Communication (2002)

**Trisha Jensen – July 2010-present**

Assistant Director

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

BA – Seattle University, Psychology, (2006)

**Mark Pontious – July 2009-present**

Assistant Director

MS – Florida State University, Higher Education Administration (2009)

BS – Bowling Green State University, Education (2007)

Non-Exempt Staff

**Sharon Beck – May 2007-July 2010**

Projects Coordinator

BS – University of Utah, Psychology (2007)

Graduate Assistants

**Trisha Jensen – July 2008-May 2010**

Graduate Assistant

BA – Psychology, Seattle University (2006)

**Richard Diaz – August 2009 – present**

Graduate Assistant

BUS – Social Justice Education, University of Utah (2009)

Student Program Coordinators

**Jessica Behl – Materials Science and Engineering, Senior**

**Kaitlynn Castolene – Chemistry, Junior**

**Audrey Lewis – Art, Sophomore**

**Kylie West – Exercise Physiology, Junior**

Orientation Leader Stats

<u>Year in School</u>	<u>Utah resident</u>	<u>Non-resident</u>
Freshman (11)	7	4
Sophomore (8)	4	4
Junior (7)	6	1
Senior (3)	3	0
Non Traditional Student (0)	0	0

<u>Females</u>	<u>Males</u>	<u>Ethnic Diversity</u>
17	12	

High Schools Represented

Utah High Schools

Hunter HS	Ogden HS
Alta HS	Intermountain Christian
West HS	Tooele HS
Park City HS	Layton HS
Box Elder HS	Christian Heritage
Murray HS	Judge Memorial Catholic HS
Hillcrest HS	Northridge HS
Clearfield HS	American Fork HS
Taylorville HS	Judge Memorial
Woods Cross	

High Schools out of state

Robert D. Edgren HS (Japan)  
 Manchester HS (MA)  
 Branford HS (CT)  
 Highland HS (ID)  
 Davis Senior HS (CA)  
 Juan Diego Catholic HS (CO)  
 Western Ablemarle HS (VA)  
 Arvada Faith Christian HS (CO)  
 Pius X HS (NE)

Majors Represented

Medical Laboratory Science	Biomedical Engineering
Undecided (3)	Mass Communications
Parks, Recreation and Tourism	Musical Theatre Business
Biology	Exercise Physiology- Pre-Med
Exercise Physiology (2)	Biochemistry
Communication	Material Science and Engineering
Mechanical Engineering	Music Composition
Material Science Engineering	Pre-Art Graphic Design
Mass Communications-public relations	Mathematics/Music Theory
Political Science (2)	Environment Studies and Film Studies
Ballet and English	Pre-Med a human Development and
Family studies	Nursing
Psychology	
English-Teaching	

**State and National Presentations /Conferences Attended**

Gwen Fears, Michelle Jones, Mark Pontious, Sharon Beck, and Trisha Jensen represented the Office of Orientation at the NODAC annual conference held in Anaheim, California in October 2009. Michelle Jones completed her three year term on the Board of Directors for NODA in October 2009 and Gwen Fears served as faculty for the Orientation Professionals Institute at NODAC in October 2009. Mark Pontious was a participant in the Institute. Trisha Jensen participated in the Graduate Student Symposium and the Graduate Case Study Competition. XX students and professional staff attended the NODA Regional Conference in February 2010 in Fort Collins, Colorado.

Mark Pontious attended the University of Utah's fourth annual Academic Advising Conference in September 2009. Gwen Fears attended the Alice Manicur Symposium in Clearwater Beach, Florida in January 2010 and the NASPA Conference in Chicago, Illinois in March 2010. Gwen also served a one-year Fellowship with the Vice President of Student Affairs and participated on the Student Affairs Leadership Team in policy decision and divisional direction.

**Presentations and Publications:**

Publications:

Fears, G.M. "Unique Transition Programs." (Spring 2010). Orientation Planning Manual. Editors: Payne, M.L. & Sedotti, M.A.

Presentations:

Beck, S., Behl, J., West, K., and Lewis, A. (2010). Taking Overnight Orientation programs to new heights: How the University of Utah works with Colleges and Departments to design specialized programs. NODA Regional Conference, Fort Collins, CO.

Castolene, K. (2010). Fish! NODA Regional Conference, Fort Collins, CO.

Diaz, R., Saliendra, N. Martinez, P., and Chand, D. (2010). Impact on Students of Color: Thriving! Not Just Surviving. University College Annual Retreat, Salt Lake City, UT.

Diaz, R., and Martinez, P. (2010). Protesting the Academy: Undocumented Students in College Campus. National NASPA Conference, Chicago, IL.

Diaz, R., Saliendra, N., Martinez, P., and Chand, D. (2010) Impact on Students of Color: Why Conversations on Race Fail? Annual Conference on Social Awareness, Salt Lake City, UT.

Diaz, R., and Martinez, P. (2009) Undocumented Issues: Strategies to Improve the Transition from Secondary to Higher Education Institutions. Students in Transition National Conference, Salt Lake City, UT.

Jensen, T., and Jones, M. (2009). Preparing Students for the Transition to Higher Education: Tips and Resources. Reach Higher High School Leadership Conference, Salt Lake City, UT.

Pontious, M., and Jensen, T. (2010). The Parent & Family Expedition: Reaching the Summit Together! NODA Regional Conference, Fort Collins, CO.

Vakilian, C. (2010). Get More From Your Tour: Providing Effective Campus Tours. NODA Regional Conference, Fort Collins, CO.

## **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 Red Butte Gardens in June 2010.

We represent the Orientation Office at a number of different campus events and 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**

Retention Task Force  
Student Commission  
Enrollment Management  
Late Admission Petition  
Program  
Transfer Student  
Coordinating Council

### **Michelle Jones**

Wellness Network  
SA Sustainability Committee  
UAAC Representative  
LEAP Advisory Board  
University College liaison  
Student Systems Action Coalition  
SA Professional Development Com.

### **Mark Pontious**

Homecoming Committee

### **Committees from our Office that involve others:**

Preview Day Committee  
PlazaFest Planning Committee  
LeaderShape Planning 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 2010 worked with Red Butte Gardens and found it to be a very rewarding experience to give back to the community in some small form.

## Appendix A: Mission & Goals

### Mission & Goals

#### Office of Orientation and New Student Programs

The Office of Orientation and New Student Programs is committed to providing a welcoming and enriching experience for entering students. Through our programs students are introduced to opportunities that encourage engagement in the academic, cultural, and social components of the undergraduate experience in an effort to ease their transition to the University of Utah.

#### Goals

1. To introduce entering undergraduate students to the opportunities and responsibilities of academic and intellectual life.
  - ❑ Provide opportunities for interaction with faculty, staff and other students.
  - ❑ Inform students about academic policies, requirements and curricula.
  - ❑ Introduce students to the philosophy of general education.
  - ❑ Ensure that students have an understanding of advising, its importance and where to obtain advising.
  - ❑ Familiarize students with services provided by University College.
  - ❑ Acquaint students with available academic and support services that will assist them in their intellectual pursuits.
  - ❑ Demonstrate how to navigate the University website and familiarize them with course selection and registration procedures.
  - ❑ Provide an overview of the University mission, and assist them in understanding their rights and responsibilities as University students.
  - ❑ Role model academic qualities and expectations at the University level.
2. Introduce students to the University community and provide information about the wealth of University resources and services.
  - ❑ Acquaint students with the variety of curricular and co-curricular opportunities available in which they may become involved.
  - ❑ Provide students with information about the physical surroundings of the campus.
  - ❑ Discuss with students the options for cultural, social, athletic and academic enrichment, activities and resources.
  - ❑ Introduce students to Student Affairs agencies and other service related organizations.
  - ❑ Inform students of cohort programs and others designed specifically for entering students (LEAP, Honors, Ed Psych 2600, etc.).
  - ❑ Acquaint students with the University Library and its services.

- Provide information on auxiliary services (Bookstore, Commuter Services, Ucard, Residence Halls).
- 3. To raise student awareness surrounding issues of health and wellness.
  - Provide information about campus safety and security.
  - Provide information on alcohol and drug policies.
  - Inform students about the variety of accessible services including; Campus Recreation, Student Health, the Office of Equal Opportunity, Campus Wellness Connection and Counseling.
  - Discuss with students the importance of balance between work, school and recreation in order to maintain physical and mental well-being.
- 4. Commit to promoting diversity and enabling all individuals to progress and succeed in their academic endeavors.
  - Introduce students to campus resources and refer when appropriate.
  - Offer various types of orientation programming to meet the diverse needs of students.
  - Strive to create a safe and comfortable environment for all students, faculty and staff.
  - Strive to reflect the diversity of our campus and community within our staff.
  - Provide opportunities for our staff to gain multicultural competence.
  - Maintain positive relationships with University offices that are designed to support campus diversity.
  - Welcome and respect students and staff from all backgrounds including ethnicity, color, age, marital status, sex, religion, national origin, ancestry, sexual/affectational orientation, ability/disability, veteran status, or socio-economic status.
- 5. To welcome and familiarize parents, families and support members with the University and the college student experience.
  - Assist parents and others in understanding the academic and personal adjustments University students undergo.
  - Introduce families to opportunities, possibilities and purposes of higher education.
  - Provide opportunities for interaction with faculty, administration, other parents, and students.
  - Provide information on University policies, procedures, expectations and resources.
  - Assist parents, families and others in understanding the physical surroundings of the University.
  - Introduce Parent and Family members to the information about the University found on-line and over the web.

## Appendix B: Spring 2010 Dates and Program Schedule

### Orientation Dates for Spring Semester 2010

#### One-Day Programs

*Transfer – Comprehensive	Thursday, November 12, 2009	8:30a.m.-12p.m.
Transfer – Comprehensive	Tuesday, November 17, 2009	1:30-7 p.m.
Freshman	Wednesday, November 18, 2009	1:30-7 p.m.
Transfer – Comprehensive	Monday, November 23, 2009	1:30-7 p.m.

#### Combination Programs

Saturday, December 5	8:30a.m.-12 p.m.
Tuesday, December 15	3:30-7 p.m.
Wednesday, January 6	8:30 a.m.-12 p.m.

#### Final Combination Programs

Monday, January 11	1:30-5 p.m.
Tuesday, January 12	8:30am-12pm

**Spring Semester begins: Monday, January 11<sup>th</sup>**

**On-line Orientation – Reservation access: Monday, October 5th**

#### Pre Online

Freshman in-state  
Freshman out-of-state  
Transfer in-state  
Transfer out-of-state  
2<sup>nd</sup> Bachelors

#### **Post Online – Registration access: Monday, December 7<sup>th</sup>**

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

## Orientation–Spring 2010 – Freshmen Student Program November 23, 2009

- 1:30p.m.      Checking In and Checking It Out**  
Check-in and check out the University Information Fair. Find information regarding housing, child-care, tutoring, or involvement opportunities. This is a great time to begin to acquaint yourself with what is available at the University of Utah.  
SALTAIR ROOM, UNION
- 1:50p.m.      A University Welcome**  
SALTAIR ROOM, UNION
- 2:05p.m.      Discussing the Details**  
During this session, students will be led through the catalog, undergraduate bulletin, and academic calendar. Additionally, we will discuss information students need to know as they pursue a Bachelor's Degree.  
    General Education Requirements  
    Bachelor's Degree Requirements  
    *Selecting and Declaring a Major*  
SALTAIR ROOM, UNION
- 3:20p.m.      Registration Information**  
Students will be introduced to the services available on the web and the on-line registration system. The Orientation Team will be available to answer specific questions.  
SALTAIR ROOM, UNION
- 4:00p.m.      Grasping the Specifics: College and Departmental Advising**  
In preparation for class registration, receive information and advising about your undergraduate college. Undecided students will meet with an advisor from University College.
- 5:00p.m.      Choose from the following options:***  
**Check your Schedule – SALTAIR ROOM, UNION**

If you're still not sure about the courses you have selected, the Orientation Staff will be available to answer your questions before heading to register or wrapping up orientation for the day.

**Exploring Pre-health Options – SALTAIR ROOM, UNION**

Learn what is required to prepare for medical, dental, or veterinary school. The premed advisor will go over requirements and answer your questions.

**Register for Classes – LEAVE FROM SALTAIR ROOM, UNION**

Registration will take place in a computer lab (Marriott Library Multimedia Center & OSH 277 beginning at 4pm). Orientation leaders will be on hand to help you through the process.

**Check-out – ORIENTATION OFFICE, 280 UNION**

Once you are registered for classes or you are done with orientation, be sure to stop by the Orientation Office. We'll give you a parking validation after you have completed a program evaluation. This is also a great time to stop by the UCard Office (open 'til 6 pm) in the Union Lobby to get your picture taken.



# University of Utah Orientation

## First-Year/Transfer Program ~ Summer 2010

### April 30, 2010

**8:30a.m.      Checking In and Checking It Out**

Check-in and check out the University Information Fair. Find information regarding housing, child-care, tutoring, or involvement opportunities. This is a great time to begin to acquaint yourself with what is available at the University of Utah.

**8:50a.m.      Saying Hello: A University Welcome**

Be sure to introduce yourself to the other individuals around you.

**9:00a.m.      Entering Student Information**

During this session, students will be led through the undergraduate bulletin and the academic calendar as well as other information that new students at the University of Utah need to be familiar with.

**9:25a.m.      Discussing the Details**

We will discuss information that first-year and transfer students need to know as you pursue a Bachelor's Degree.

*University Graduation Requirements*

*General Education and Bachelor's Degree Requirements*

Discussion of how the University has accepted your transfer credit

Degree Audit Report and Summary of Transfer Credit

**10:45a.m.      Choose from the following options:**

**Check your Schedule**

If you're still not sure about the courses you have selected, or have a question about how your credit has transferred, Orientation Staff will be available to answer your questions before heading to register or wrapping up orientation for the day.

**Register for Classes**

Transfer students – if you met with an academic advisor prior to orientation you will be cleared to register for classes. For transfer students who have not met with an academic advisor, once you have completed this requirement you will be cleared to register for classes.

Transfer students who have met with an advisor and all First-Year students – Orientation leaders will be available to assist as you register for Summer Semester classes in a University Computer Lab.

**Campus Tour**

Check out the campus and begin to navigate your way around the U of U.

**Check-out**

Once you are registered for classes or you are done with orientation, be sure to stop by the Orientation Office to complete a quick evaluation. This is also a great time to stop by the UCard Office in the Union Lobby to get your picture taken for your student ID card.

## **Appendix D: Fall 2010 Dates**

### **Orientation Dates – Fall 2010**

#### **Preview Day**

Saturday, March 6, 2010

#### **Intensive Training from 8a.m.-5p.m.**

Tuesday, June 1-Friday, June 4

Monday, June 7-Thursday, June 10

#### **Dress Rehearsal**

Friday, June 11

#### **Transfer Programs**

Thursday, April 29 –comprehensive with advising – 1:30p.m.-7p.m.

Tuesday, May 11 – 5-8:30p.m.

Wednesday, May 26 – 8:30a.m.-1p.m. – comprehensive with advising

Saturday, June 12 – 10a.m.-1:30p.m.

Wednesday, June 23 – 8:30a.m.-1p.m. – comprehensive with advising (LIBRARY)

Thursday, July 1 – 3:30-7p.m.

Friday, July 16 – 8:30a.m.-12p.m.

#### **First-Year Extended Programs from 1:00pm on Day 1 to 4:00pm on Day 2**

Overnight #1 – Monday, June 14-Tuesday, June 15 – General

Overnight #2 – Wednesday, June 16-Thursday, June 17 – Science, Engineering, Mines

Overnight #3 – Thursday, June 17-Friday, June 18 – Busin/Humanit/SocialBehSci

Overnight #4 – Monday, June 21-Tuesday, June 22 – Undecided

Overnight #5 – Thursday, June 24-Friday, June 25 – General

Overnight #5 – Thursday, June 24-Friday, June 25 – CESA

Overnight #6 – Monday, June 28-Tuesday, June 29 – Health Sciences

Overnight #7 – Wednesday, June 30-Thursday, July 1 – Honors

Overnight #8 – Tuesday, July 6-Wednesday, July 7 – General

Overnight #9 – Thursday, July 8-Friday, July 9 – Fine Arts

Outdoor #1 – Monday, June 21-Thursday, June 24

Outdoor #2 – Tuesday, July 13- Friday, July 16

Service & Outdoor – Tuesday, July 6 – Friday, July 9

#### **First-Year One Day Programs from 8:45am - 5:00pm**

Monday, July 12

Tuesday, July 13 (Student Athletes)

Wednesday, July 14 (Jumpstart/Upward Bound Students)

Saturday, July 17

Monday, July 19

Tuesday, July 20

Wednesday, July 21

#### **Combination Orientation – First-Year and Transfer Students**

Monday, August 2 – 1:30-5 p.m.

Friday, August 6 – 8:30 a.m.-noon

Thursday, August 12 – 1:30-5 p.m.

Tuesday, August 17 – 8:30a.m.-noon

**Final Combination Orientation**

Monday, August 23 – 1:30-5 p.m.

Tuesday, August 24 – 8:30-12:00 p.m.

**Getting U Started**

Campus Tours: Saturday, August 21 & Sunday, August

**Student Services Fair: Wednesday, August 25, 2010**

Student Involvement Fair: Wednesday, September 1, 2010

**Specialty Orientation Dates:**

Access Orientation – Wednesday, June 23 11am-1pm

CESA/Utah Opportunities Scholars – Overnight w/ General: Thurs, June 24-Fri, June 25

Student Athlete Orientation – Tuesday, July 13

School of Medicine Orientation –

International Orientation –

Online On campus Orientation – Friday, August 20th 9am-2pm

On-line Orientation – Reservation Access: April 15<sup>th</sup>

Pre-online

Freshmen in-state

Freshmen out-of-state

Transfer in-state

Transfer out-of-state

2<sup>nd</sup> Bachelors

International Orientation

Post Online – Registration Access:

Freshmen in-state – July 22<sup>nd</sup>

Freshmen out-of-state – July 1<sup>st</sup>

Transfer in-state – June 25<sup>th</sup>

Transfer out-of-state – June 7<sup>th</sup>

2<sup>nd</sup> Bachelors – n/a

International Orientation – n/a



- 1:00p.m. Break out Sessions: Choose from one of the following breakout sessions.**
- LEAP – Learning More about LEAP**  
Representatives from the LEAP program will be available to answer questions you may have regarding the program and the classes.
- Honors – Learning More about Honors**  
Representatives from the Honors program will be available to answer questions you may have and provide you with information you will need when registering for Honors courses.
- Non-Traditional Students – A Growing University Population**  
Are you attending the University of Utah after being out of high school for some time? Do you have family obligations? Do you self identify as a non-traditional student? If so, this session is for you! Connect with other non-traditional students while learning about resources available to you as you navigate toward obtaining a Bachelor’s Degree.
- Veterans Support Information – COLLEGIATE ROOM**  
**Tips on Transitioning – Info from EDPS 2600 and UGS 1010 .**  
Gain further information about the courses EDPS 2600 and UC 1010.
- 1:25p.m. Getting Ready for the College Classroom**  
Receive tips and advice about being a successful college student from top professors and students at the University of Utah.
- 1:45p.m. Health and Safety: Creating a Community of Awareness**  
Receive information on responsible decision making related to your health and safety on a University Campus. Additionally, gain information on what it means to a member of the University of Utah community.
- 2:15p.m. Break for advising**
- 2:30p.m. Grasping the Specifics: College and Departmental Advising**  
Preparing for class registration. You will receive:  
*Information about your major*  
*Advising about your undergraduate college*  
*Undecided students will meet with an advisor from University College.*
- 3:15p.m. Registering and the Next Step:**
- 4:00p.m. Tour Residential Living**  
*Take a tour of the Residence Halls while getting additional information about living on campus. Meet in the Union Lobby at this time to take the shuttle system to upper campus.*

**Orientation Check-Out**

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

## Appendix F: One-Day – Transfer Schedules

### Orientation – Fall 2010 – Transfer Student Program

**10:00a.m.      Checking In and Checking It Out**  
Check-in and check out the information stands. Find information regarding housing, child-care, tutoring, or involvement opportunities. This is a great time to begin to acquaint yourself with what is available at the University of Utah.  
PANORAMA EAST/SALTAIR, UNION

**10:20a.m.      Saying Hello: A University Welcome**  
Be sure to introduce yourself to the other individuals around you.

**10:30a.m.      Entering Student Information**  
During this session, students will be led through the undergraduate bulletin and academic calendar as well as other information that new students at the University of Utah need to know.

**10:50a.m.      Discussing the Details**  
When you were accepted to the University of Utah, you received a Summary of Transfer Credit. You will receive a better understanding about what that summary tells you, and how it and the Degree Audit Report help you track your path to graduation. We will discuss University Graduation Requirements including General Education and Bachelor's Degree requirements. After a formal presentation, you will have a few minutes for Q&A.

**12:15p.m.      Registration**  
Questions

If you're still not sure about the courses you have selected, or have questions about how your credit has transferred, stop here before heading to register or wrapping up orientation for the day.

#### Register for Classes

**If you have completed the requirement of speaking with an advisor in your undergraduate major, you will have access to begin registering for classes.**

Orientation leaders will be on hand to help you through the process and provide some tips and insight in the registration process.

**If you have not spoken with an advisor yet, check the Undergraduate Bulletin for a listing of contact phone numbers. Once you have spoken with an advisor, you will be eligible to register for classes.**

#### Campus Tour

Check out the campus and begin to navigate your way around the U of U.

#### Check-Out

Once you are registered for classes or you are done with orientation, be sure to stop by the Orientation Office and the Ucard office to get your picture taken for your student ID card.

## Appendix G: August Orientation Program Schedule

### Orientation – Fall 2010 – August Orientation Program

- 8:30a.m.      Checking In and Checking It Out**  
Check-in and check out the University Information Fair. Find information regarding housing, child-care, tutoring, or involvement opportunities. This is a great time to begin to acquaint yourself with what is available at the University of Utah.
- 8:50a.m.      A University Welcome**
- 9:00a.m.      Entering Student Information**  
During this session, students will be led through the undergraduate bulletin and academic calendar as well as other information that new students at the University of Utah need to know.
- 9:25a.m.      Discussing the Details**  
We will discuss information that first-year and transfer students need to know as you pursue a Bachelor's Degree.  
*University Graduation Requirements*  
*General Education and Bachelor's Degree Requirements*  
Discussion of how the University has accepted your transfer credit  
Degree Audit Report and Summary of Transfer Credit
- 10:45a.m.      Choose from the following options:**

#### Check your Schedule

If you're still not sure about the courses you have selected, or have a question about how your credit has transferred, Orientation Staff will be available to answer your questions before heading to register or wrapping up orientation for the day.

#### **Register for Classes**

Transfer students – if you met with an academic advisor prior to orientation you will be cleared to register for classes. For transfer students who have not met with an academic advisor, once you have completed this requirement you will be cleared to register. First-year students and Transfer students who have met with an advisor – Orientation leaders will be available to assist as you register for Fall Semester classes in a University Computer Lab.

#### **Campus Tour**

Check out the campus and begin to navigate your way around the U of U.

#### **Check-out**

Once you are registered for classes or you are done with orientation, be sure to stop by the Orientation Office for a parking validation. This is also a great time to stop by the UCard Office in the Union Lobby to get your picture taken.

## Appendix H: Overnight Schedules

### General Overnight Orientation

Day One – June 14

**1:00-1:30pm**    **Check-in at the Peterson Heritage Center**

**1:30pm**            **Welcome to the University of UTAH!**

A welcome to the University of Utah and an overview of the overnight program.  
Heritage Center 1AB

**2:00pm**            **Embarking in Life at the U**

Find out why the U is the place to be! Discover the value of a university education, our academic mission and a look at what students can do to enhance their success and take full advantage of the learning environment.  
Heritage Center 1AB

**2:30pm**            **How Much Does a Polar Bear Weigh?**

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

**3:15pm**            **Personal Goals and Values**

You will have the opportunity to think about how your ideals influence the decisions you make.  
Heritage Center 1AB

**4:00 pm**            **Exploring Academic Options**

Choose from one of the following college presentations to attend. This is an opportunity for you to learn more about majors and courses of study offered at the University before you receive academic advising.

- Academic Programs in Engineering, Science, Mines and Earth Science (1A)
- Academic Programs in Business, Social and Behavioral Science, Humanities (Seminar Room 2)
- Academic Programs in Education, Fine Arts, Humanities (1B)
- Academic Programs in Health, Pharmacy, Nursing (Seminar Room 1)

**5:00pm**            **Dinner at the Heritage Center**

**6:15pm**            **Health and Safety**

Receive information on responsible decision making related to your health and safety on a University Campus. Additionally, gain information on what it means to a member of the University of Utah community.  
*Heritage Center 1AB*

**6:45pm**            **Discussing the Details**

Get an introduction to what makes the University of Utah work which includes:  
University Graduation Requirements  
General Education and Bachelor's Degree Requirements  
*Heritage Center*

**8:15pm Evening Activities at the Union**

Day Two – June 15

**8:00-8:25am Breakfast at Peterson Heritage Center**

Check out of your Residence Hall Room in the Heritage Center. Make sure you have your Bulletin, binder sheet, and a picture ID.

**8:30am Campus Breakout Sessions**

Choose two sessions to attend:

- On Campus Housing- 1A
- Study Abroad/National Student Exchange- 1B
- Fitness- Seminar Room 1
- Undergraduate Research Opportunities Program/Careers- Seminar Room 2

*Heritage Center*

**9:30am Learning Communities and Opportunities at the U**

The LEAP program, Honors College, and the courses University College 1010 and Education Psychology 2600 all provide students at the U an opportunity to learn in a smaller, interactive environment. Receive general information on these programs and learn why they might make sense for you. Then, choose one of these opportunities to gain additional information.

*Heritage Center IAB*

**10:30am Be a Buffalo - Face the Storm**

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

*Heritage Center IAB*

**11:00am There is More to College than Classes - Getting Involved on Campus**

Student involvement is an important part of the college experience. Students will learn when and how to get involved in campus organizations and activities to enhance their experience at the U.

*Heritage Center IAB*

**11:15am Campus Tour**

Begin to learn your way around campus with a guided tour.

**12:45pm Lunch**

Take time to relax, visit with your peers and stop by the campus organizations and department tables to find more information about opportunities that exist and how to get involved on campus.

*Union Patio*

**Exploring Pre-Health Options (1:00pm)**

If you are interested in preparing for medical, dental, or veterinary school, attend this information session. The advisor will go over requirements and answer your questions.

*Union 161*

**Exploring Pre-Law Options (1:00pm)**

If you are interested in attending law school after you earn your bachelor's degree, grab lunch and attend this information session. The pre-law advisor will discuss how to become a competitive applicant and how to prepare for the rigors of law school.

*Union Den*

**1:45pm**

**Library Tour**

Take a tour of the newly renovated J. Willard Marriott Library.

**2:30pm**

**Academic Advising**

Go to your specific department and talk to the advisor about your intended major and your future courses at the U.

**Registration**

This is the time to get one-on-one assistance from an Orientation Leader or to get started on registering for fall classes. Please fill out the online evaluation when you are done creating a schedule.

*Marriott Library*

**Check-Out**

After completing your schedule, get your UCard picture taken at the Union and stop by 280 Union to pickup your t-shirt. If you have family members attending the Parent and Family Orientation program, you will meet up with them when you check-out of the program. Travel back to the Heritage Center via the Red Shuttle to pick up your overnight bag.

*280 Union*

# Science, Engineering and Mines and Earth Science

Day One – Wednesday, June 16, 2010

- 1:00-1:30pm Check-in at the Peterson Heritage Center
- 1:30pm Welcome to the University of UTAH!  
Receive a welcome to the University of Utah and an overview of the overnight program.  
*Commander's House*
- 2:00pm Embarking in Life at the U  
Find out why the U is the place to be! Discover the value of a university education, our academic mission and hear what students can do to enhance their success and take full advantage of the learning environment.  
*Commander's House*
- 2:45pm How Much Does a Polar Bear Weigh?  
Get to know the students you will be spending the next two days with by participating in icebreakers and fun activities.  
*Red Butte Garden - outside*
- 3:00pm Tour of Red Butte Garden  
Faculty from The College of Mines and Earth Science and The College of Science will introduce you to Red Butte Garden, and show you geologic and biological wonders found in northern Utah.  
Introduction: 3:00-3:05  
Rotation 1: 3:10-3:30  
Rotation 2: 3:40-4:00  
Rotation 3: 4:10-4:30  
Rotation 4: 4:40-5:00
- 5:00pm Dinner at the Heritage Center  
Enjoy dinner at the Heritage Center.
- 6:15pm Health and Safety  
Receive information on responsible decision making related to your health and safety on a University Campus. Additionally, gain information on what it means to a member of the University of Utah community.  
*Commander's House*
- 6:45pm Discussing the Details  
Get an introduction to what makes the University of Utah work which includes:  
University Graduation Requirements  
General Education and Bachelor's Degree Requirements  
*Commander's House*
- 8:15pm Building Trebuchets  
From ages past, humans have used engineering to change the world. Tonight we'll change your world as we build trebuchets and compete for bragging rights.  
*Officers Circle Field*

Day Two – Thursday, June 17, 2010

8:00-8:30am Breakfast at Peterson Heritage Center

8:30am Navigate Your Way Around the U  
Begin to learn your way around campus with a guided tour.

9:30am Transition Programs at the U  
Learn about two courses offered at the U that can assist in your overall transition:  
Strategies for College Success–EDPS 2600 and A Successful Start at the U–UC  
1010.  
1230 Warnock

9:40am Learning Communities at the U  
Receive information from the LEAP program and the Honors College and how one  
or both of these learning communities can contribute to your degree program.  
1230 Warnock

10:00am There is More to College than Classes; Getting Involved on Campus  
Student involvement is an important part of the college experience. Students will  
learn when and how to get involved in campus organizations and activities to  
enhance their experience at the University of Utah.  
1230 Warnock

10:15am Departmental Visits  
Spend time in the Colleges exploring labs and learning about opportunities available  
to you as a student at the University of Utah. Lab tours, demonstrations and good  
fun await you.  
Choose from: The College of Science  
The College of Mines and Earth Sciences  
The College of Engineering

12:45pm Lunch  
Take time to relax, visit with your peers and stop by the campus organizations and  
department tables to find more information about opportunities that exist and how to  
get involved on campus.  
Union Patio

Exploring Pre-Health Options (1:00pm)  
If you are interested in learning what is required to prepare for medical, dental, or  
veterinary school, attend this information session. The premed advisor will go over  
requirements and answer your questions.  
Union Room 161

2:00 pm Be the Buffalo- Face the Storm  
Receive tips and advice about being a successful college student from top professors  
and students at the University of Utah.  
1230 Warnock

2:30pm

**Academic Advising**

Go to your specific department and talk to the advisor about your intended major and your future courses at the U.  
Various Locations Across Campus

**Course Registration**

This is the time to get one-on-one assistance from an Orientation Leader or to get started on registering for fall classes. Please fill out the online evaluation when you are done creating a schedule.  
Marriott Library

**Check-out**

After completing your schedule, get your UCard picture taken at the Union and stop by the Orientation Office at 280 Union to pick up your t-shirt. Meet up with family members, who are attending Parent & Family Orientation in the Union.  
280 Union

Travel back to the Heritage Center to pick up your overnight bag.

# **Business Overnight Orientation**

Day One – Thursday, June 17, 2010

- 1:00 – 1:30pm            Check-in at the Peterson Heritage Center
- 1:30pm                    Welcome to the University of UTAH!  
                                  A welcome to the University of Utah and an overview of the overnight program.  
                                  Commanders House
- 2:00pm                    Embarking in Life at the U  
                                  Find out why the U is the place to be! Discover the value of a University education, the academic mission, and a look at what students can do to enhance their success and take full advantage of the learning environment.  
                                  Commanders House
- 2:30pm                    How Much Does a Polar Bear Weigh?  
                                  Enough to break the ice! Get to know the students you will be spending the next two days with through interactive activities.  
                                  Grassy area outside Commanders House
- 3:00pm                    Tour of the Lassonde Entrepreneur Center and Entrepreneur House  
                                  The David Eccles School of Business, who offers an Entrepreneurship major and minor, has an Entrepreneurship Center which has two buildings in Fort Douglas, the Peirre Lassonde Entrepreneur Center and the Entrepreneur House. During this tour you will learn about these organizations and the various programs they offer. The programs provide hands-on experience designed to prepare students who would like to start their own business or help others develop their business concepts. You will be divided into teams for a Business Plan Competition where you will create a product, formulate a business plan and compete for prizes given to the winning team.  
                                  Lassonde Entrepreneur Center, Fort Douglas
- 5:00pm                    Dinner at the Heritage Center
- 6:15pm                    Health and Safety  
                                  Receive information on responsible decision making related to your health and safety on a University Campus. Additionally, gain information on what it means to a member of the University of Utah community.  
                                  Commanders House
- 6:45pm                    Discussing the Details  
                                  Get an introduction to what makes the University of Utah work which includes:  
                                  University Graduation Requirements & General Education  
                                  Commanders House
- 8:15pm                    Evening Activities at the Union
- 9:30pm                    Head Back the Residence Halls

Day Two – FRIDAY, June 18, 2010

- 8:00am                    Breakfast at Peterson Heritage Center  
Check out of your Residence Hall Room in the Heritage Center. Bring your bulletin, binder sheet, and picture ID
- 8:30am                    Campus Tour  
Begin to learn your way around campus with a guided tour
- 9:30am                    Transition Programs at the U  
Learn about two courses offered at the U that can assist in your overall transition: Strategies for College Success-EDPS 2600 & University College-UC 1010.  
CRCC 215
- 9:40am                    Learning Communities at the U  
Receive information from the LEAP program and the Honors College on how one or both of these learning communities can contribute to your degree program at the U.  
CRCC 215
- 10:00am                   Getting Involved  
Student involvement is an important part of the college experience. Students will learn when and how to get involved in campus organizations and activities to enhance their experience at the University of Utah.  
CRCC 215
- 10:15am                   A Taste of Business Thought  
Every pre-business student is required to take a course called Foundations of Business Thought (BUS 1050). This is not your typical introduction to business courses. Instead, students learn how the world of business has been operating throughout the centuries. Today, you will experiences a taste of this fascinating course through a mock lecture.  
CRCC 215
- 12:00am                   Student Programs – Business  
You’ve heard about how to get involved in some of the campus organizations. This is your chance to learn about student organizations related to business. Learn about ASAP and honors in business. Representatives from the American Marketing Association, Beta Alpha Psi, and other organizations will talk about activities and benefits associated with their organizations.  
CRCC 215
- 12:45pm                   Lunch on the Union Patio  
Take time to relax, visit with your peers and stop by the campus organizations and department tables to find more information about opportunities that exist and how to get involved on campus.

Exploring Pre-Health Options (1:00pm)

If you are interested in learning what is required to prepare for medical, dental, or veterinary school, attend this information session. The premed advisor will go over requirements and answer your questions.

Building 44

Exploring Pre-Law Options (1:00pm)

If you are interested in attending law school after you earn your bachelor's degree, grab lunch and attend this information session. The prelaw advisor will discuss how to become a competitive applicant, and how to prepare yourself for the rigors of law school.

Hinckley Caucus Room

2:00pm

Be the Buffalo- Face the Storm

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

CRCC 215

2:30pm

Academic Advising

Go to your specific department and talk to the advisor about your intended major and your future courses at the U.

BU C, Room 420

Class Registration

This is the time to get one-on-one advising from an Orientation Leader or to get started on registering for Fall classes. Please fill out the online evaluation when you are done creating a schedule.

BU C, Room 420

Check-out

After completing your schedule, get your UCard picture taken at the Union and stop by the 280 Union to pick up your t-shirt. Travel back to the Heritage Center to pick up your overnight bag. If you have family members attending the Parent and Family Orientation program, you will also meet them at the Heritage Center.

280 Union

# Humanities Overnight Orientation

Day One – Thursday, June 17, 2010

- 1:00-1:30pm Check-in at the Peterson Heritage Center
- 1:30pm Welcome to the University of UTAH!  
A welcome to the University of Utah and an overview of the overnight program.  
Commanders House
- 2:00pm Embarking in Life at the U  
Find out why the U is the place to be! Discover the value of a university education, our academic mission and a look at what students can do to enhance their success and take full advantage of the learning environment.  
Commanders House
- 2:30pm How Much Does a Polar Bear Weigh?  
Enough to break the ice! Get to know the students you will be spending the next two days with through interactive activities.  
Commanders House - Outside
- 3:00 pm What can you do with a Humanities Degree? Introduction to the College of Humanities  
Why study Humanities? Learn more about the value of a Humanities degree and find out about majors, minors, and opportunities in the College of Humanities. Find answers to the question, “What can you do with a Humanities Degree?” and hear expert advice about why our students and alumni have chosen degrees in the Humanities.  
LNCO 2110 (LNCO Lounge)
- 3:15pm Tour of the College of Humanities, Part 1  
The College of Humanities is the second largest undergraduate college on campus. On this tour, we will visit the departments and programs in the College of Humanities. You will have the opportunity to hear from faculty, staff, and students in the College and ask questions about why these people have made the College of Humanities their on-campus home. You will end the tour at the OC Tanner Humanities House, a living and learning community, for students studying the Humanities and learn about how you can apply for a housing scholarship to live in “the Humanities House.”
- 5:00pm Dinner at the Heritage Center
- 6:15pm Health and Safety  
Receive information on responsible decision making related to your health and safety on a University Campus. Additionally, gain information on what it means to a member of the University of Utah community.  
Commanders House
- 6:45pm Discussing the Details  
Get an introduction to what makes the University of Utah work which includes:

University Graduation Requirements & General Education and Bachelor's Degree  
Requirements  
Commanders House

8:15pm Evening Activities at the Union

9:30pm Head back to Residence Halls

Day Two – Friday, June 18, 2010

8:00-8:25am Breakfast at Peterson Heritage Center  
Check out of your Residence Hall Room in the Heritage Center. Bring your bulletin, binder sheet, and picture ID.

8:30am Campus Tour  
Begin to learn your way around campus with a guided tour.

9:30am Transition Programs at the U  
Learn about two courses offered at the U that can assist in your overall transition: Strategies for College Success – EDPS 2600 and University College– UC 1010.  
CRCC 215

9:40am Learning Communities at the U  
Receive information from the LEAP program and the Honors College on how one or both of these learning communities can contribute to your degree program at the U.  
CRCC 215

10:00 am Getting Involved on Campus  
Student involvement is an important part of the college experience. Students will learn when and how to get involved in campus organizations and activities to enhance their experience at the University of Utah.  
CRCC 215

10:15am An Introduction to studying in the College of Humanities.  
During this session, you will have an opportunity to attend sample classes like those that you may take when you study in the College of Humanities. You will meet some of the faculty who teach these classes, see what happens in college classrooms, and be able to ask questions about expectations in the college classroom.

An introduction to international and interdisciplinary studies. Discover how learning about the world helps you to learn about yourself. This introduction will give you an idea of the multiple ways you can internationalize your studies in the College of Humanities, regardless of what your major is.  
LNCO 2120

A mini-creative writing workshop. Get your creative energy flowing. Take part in sample creative writing exercises. Learn more about how creative writing can help you be a stronger college student.  
LNCO 2120

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

CTIHB 201

An introductory course in language/linguistics. What is human nature (compared to animal communication) and what counts as human Language, including sign language?

CTIHB 201

12:15am Finding Opportunities: Student Involvement in the College of Humanities  
During this session, you will continue to learn about additional ways you can get involved in the departments and programs in the College of Humanities.

12:45pm Lunch  
Take time to relax, visit with your peers and stop by the campus organizations and department tables to find more information about opportunities that exist and how to get involved on campus.  
Union Patio

Exploring Pre-Health Options (1:00pm)  
If you are interested in preparing for medical, dental, or veterinary school, attend this information session. The pre-med advisor will go over requirements and answer your questions  
Building 44

Exploring Pre-Law Options (1:00pm)  
If you are interested in attending law school after you earn your bachelor's degree, attend this information session. The pre-law advisor will discuss how to become a competitive applicant and how to prepare yourself for the rigors of law school.  
Hinckley Caucus Room OSH

2:00pm Be the Buffalo- Face the Storm  
Receive tips and advice about being a successful college student from top professors and students at the University of Utah.  
CRCC 215

2:30pm Academic Advising  
Go to your specific department and talk to the advisor about your intended major and your future courses at the U. LNCO 2110

Class Registration  
This is the time to get one-on-one assistance from an Orientation Leader and get started on registering for fall classes. Please fill out the online evaluation when you are done creating a schedule.

LNCO Labs

Check-Out  
After completing your schedule, get your UCard picture taken at the Union and stop by 280 Union to pickup your t-shirt.

# Social and Behavioral Science Overnight Orientation

Day One – Thursday, June 17, 2010

- 1:00-1:30pm Check-in at the Peterson Heritage Center
- 1:30pm Welcome to the University of UTAH!  
A welcome to the University of Utah and an overview of the overnight program.  
Commanders House
- 2:00pm Embarking in Life at the U  
Find out why the U is the place to be! Discover the value of a university education, our academic mission and a look at what students can do to enhance their success and take full advantage of the learning environment.  
Commanders House
- 2:30pm How Much Does a Polar Bear Weigh?  
Get to know the students you will be spending the next two days with, through icebreakers and fun activities.  
Commanders House - Outside
- 3:00pm Introduction to the College of Social and Behavioral Science  
Find out what the College of Social and Behavioral Science is all about and what kinds of classes you will be taking as a Social and Behavioral Science student.  
Commanders House
- 3:30pm Learn about the behavioral sciences through an activity  
During this session, you will have the opportunity to work as a team and discuss the many aspects of human behavior and nature through a few games, including, the State of Nature game and the Flushing Out Game.  
Commanders House
- 4:30pm Opportunities for Social and Behavioral Science students  
Meet and speak with advisors and alumni about the many opportunities that await you with a Social and Behavioral Science degree.  
Commanders House
- 5:00pm Dinner at the Heritage Center
- 6:15pm Health and Safety  
Receive information on responsible decision making related to your health and safety on a University Campus. Additionally, gain information on what it means to a member of the University of Utah community.  
Commanders House
- 6:45pm Discussing the Details  
Get an introduction to what makes the University of Utah work which includes:  
University Graduation Requirements & General Education and Bachelor's Degree Requirements  
Commanders House

8:15pm Evening Activities at the Union

9:30pm Head back to the Residence Halls

Day Two – Friday, June 18, 2010

8:00-8:25am Breakfast at Peterson Heritage Center  
Check out of your Residence Hall Room in the Heritage Center. Bring bulletin, binder sheet, and picture ID.

8:30am Campus Tour  
Begin to learn your way around campus with a guided tour.

9:30am Transition Programs at the U  
Learn about two courses offered at the U that can assist in your overall transition: Strategies for College Success – EDPS 2600 and Undergraduate Studies – UC 1010. CRCC 215

9:40am Learning Communities at the U  
Receive information from the LEAP program and the Honors College on how one or both of these learning communities can contribute to your degree program at the U. CRCC 215

10:00am Getting Involved on Campus  
Student involvement is an important part of the college experience. Students will learn when and how to get involved in campus organizations and activities to enhance their experience at the University of Utah. CRCC 215

10:15 am Learn what a college classroom is really like in Social and Behavioral Science  
During this session you will have the opportunity to be taught by some of the college's most exciting professors. You will experience a real college classroom and be able to ask as many questions as you like (without being graded). OSH 113

11:45am What else can you do while attending the 'U'?  
Find out about the many opportunities and options you have to get involved while you are attending the U. See how these opportunities will help you as a Social and Behavioral Science student by meeting current students who are living it. OSH 113

12:45pm Lunch  
Take time to relax, visit with your peers and stop by the campus organizations and department tables to find more information about opportunities that exist and how to get involved on campus. Union Patio

Exploring Pre-Health Options (1:00pm)

If you are interested in preparing for medical, dental, or veterinary school, attend this information session. The pre-med advisor will go over requirements and answer your questions.

Building 44

Exploring Pre-Law Options (1:00pm)

If you are interested in attending law school after you earn your bachelor's degree, attend this information session. The pre-law advisor will discuss how to become a competitive applicant and how to prepare yourself for the rigors of law school.

Hinckley Caucus Room; OSH

2:00pm

Be the Buffalo- Face the Storm

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

CRCC 215

2:30pm

Academic Advising

Go to your specific department and talk to the advisor about your intended major and your future courses at the U.

Class Registration

This is the time to get one-on-one assistance from an Orientation Leader or to get started on registering for fall classes. Please fill out the online evaluation when you are done creating a schedule.

OSH 273

Check-Out

After completing your schedule, get your UCard picture taken at the Union and stop by 280 Union to pickup your t-shirt. If you have family members attending the Parent and Family Orientation program, you will meet up with them at this time.

Travel back to the Heritage Center to pick up your overnight bag.

280 Union

# Undecided Overnight Orientation

Day One – Monday, June 21, 2010

- 1:00-1:30pm Check-in at the Peterson Heritage Center
- 1:30pm Welcome to the University of UTAH!  
Receive a welcome to the University of Utah and an overview of the overnight program.  
Heritage Center 1AB
- 2:00pm Embarking in Life at the U  
Find out why the U is the place to be! Discover the value of a university education, our academic mission and a look at what students can do to enhance their success and take full advantage of the learning environment.  
Heritage Center 1AB
- 2:30pm How Much Does a Polar Bear Weigh?  
Enough to break the ice! Get to know the students you will be spending the next two days with icebreakers and fun activities.  
Heritage Center - Outside
- 3:00 pm Transition Courses and Learning Communities at the U  
The LEAP program, Honors program and the courses A Successful Start at the U: UC 1010 and Strategies for College Success EDPS 2600 all provide students at the U an opportunity to learn in small, interactive environments. Receive general information on these programs and learn why they might make sense for you. Then, choose one of these opportunities to gain additional information.  
EDPS/UC 1010 – Heritage Center 1AB  
LEAP – LEAP House  
Honors – Honors Center
- 4:00 pm Exploring Academic Options  
Choose from one of the following College presentations to attend. This is an opportunity for you to learn more about majors and courses of study offered at the University before you receive academic advising.
- Academic Programs in Engineering, Science, Mines and Earth Science (HC 1A)
  - Academic Programs in Business, Social and Behavioral Science, Humanities (HC 1B)
  - Academic Programs in Education, Fine Arts, Humanities (Seminar Room 2)
  - Academic Programs in Health, Pharmacy, Nursing (Seminar Room 1)
  - Architecture +Urban Planning (HRE Conference Room)
- 5:00pm Dinner – Heritage Center
- 6:15pm Health and Safety  
Receive information on responsible decision making related to your health and safety on a University Campus. Additionally, gain information on what it means to a member of the University of Utah community.  
Heritage Center 1AB

- 6:45pm      Discussing the Details  
                     Get an introduction to what makes the University of Utah work, which includes:  
                             University Graduation Requirements  
                             General Education and Bachelor’s Degree Requirements  
                     Heritage Center 1AB, Seminar Room 2, HRE Conference Room
- 8:15 pm              Activities to Broaden Your Horizons  
                     Option A: Major Exploration Basics:  
                     Learn what you need to know when exploring your academic options at the  
                     University of Utah. We will discuss the major/career decision making process, the  
                     structure of degrees, and resources for exploring majors and careers.  
                     Heritage Center 1AB  
                     Option B: Learn More About Pre-Professional Programs  
                     This is an opportunity to learn more about the impact of the undergraduate  
                     experience upon admission to law school, medical school, dental school, and other  
                     professional schools. Tips for the first year and much more.  
                     Seminar Room 2
- 9:00pm              Evening Activities at the Heritage Center  
                     Enjoy Volleyball, Horse Shoes and other games at Outdoor Recreation and the  
                     Heritage Center.

Day Two – Tuesday, June 22, 2010

- 8:00-8:25am      Breakfast at Peterson Heritage Center  
                     Check out of your Residence Hall Room in the Heritage Center.
- 8:30am              Navigate Your Way Around Campus  
                     Begin to learn your way around campus with a guided tour.
- 9:15 am              Advising and So Much More  
                     Five activities will be provided to give you more information about the U of U.  
                     These activities offer you individual time with an advisor, career information,  
                     involvement ideas, and a student perspective. You will rotate through all 5 sessions.  
                     (based on your group assignment)  
                             Activity I: Career Services- Freshmen to Senior Services  
                             Activity II: Meet with your advisor - University College (SSB 450)  
                             Activity III: Be the Buffalo- Face the Storm  
                             Activity IV: Tour the Marriott Library  
                             Activity V: Getting Involved
- 12:45pm              Lunch  
                     Take time to relax, visit with your peers and stop by the campus organizations and  
                     department tables to find more information about opportunities that exist and how to  
                     get involved on campus.  
                     Union Patio

1:45pm

#### Class Registration

This is the time to get one-on-one assistance from an Orientation Leader or to get started on registering for fall classes. Please fill out the online evaluation when you are done creating a schedule.

Marriott Library

#### Check-Out

After completing your schedule, get your UCard picture taken at the Union and stop by 280 Union to pickup your t-shirt. If you have family members attending the Parent and Family Orientation program, you will meet up with them when you check-out of the program.

280 Union

Travel back to the Heritage Center to pick up your overnight bag.

# Health Sciences Overnight Orientation

Day One – Monday, June 28, 2010

- 1:00-1:30pm Check-in at the Peterson Heritage Center
- 1:30pm Welcome to the University of UTAH!  
Receive a welcome to the University of Utah and an overview of the overnight program.  
Heritage Center 1AB
- 2:00pm Embarking in Life at the U  
Find out why the U is the place to be! Discover the value of a university education, our academic mission and a look at what students can do to enhance their success and take full advantage of the learning environment.  
Heritage Center 1AB
- 2:30pm How Much Does a Polar Bear Weigh?  
Enough to break the ice! Get to know the students you will be spending the next two days with through icebreakers and fun activities.  
Heritage Center - Outside
- 3:00 pm What Interests U?  
Listen to a description of five different academic programs and decide which two you would like to spend more time getting to know tomorrow during a fun activity!  
Heritage Center 1AB
- 4:00pm Tour - Navigate Your Way Around Campus  
Begin to learn your way around campus with a guided tour.
- 5:00pm Dinner at the Heritage Center
- 6:15pm Health and Safety  
Receive information on responsible decision making related to your health and safety on a University Campus. Additionally, gain information on what it means to a member of the University of Utah community.  
Heritage Center 1AB
- 6:45pm Discussing the Details  
Get an introduction to what makes the University of Utah work including: University Graduation Requirements & General Education and Bachelor's Degree Requirements  
Heritage Center 1AB and Seminar Rooms
- 8:15pm What I Wish I Would Have Known as a Freshman: A Health Science Student Perspective!  
Recent graduates from the health science areas share their undergraduate University of Utah experiences including how they decided on a career path. The graduates will also answer questions that you, as incoming freshmen, may have about how to choose the right major for your career goals and which courses were the best in helping them make decisions. Additionally, graduates will recommend activities for your consideration before you embark into the world of health sciences.

Day Two – Tuesday, June 29, 2010

- 8:00-8:25am Breakfast at Peterson Heritage Center  
Check out of your Residence Hall room in the Heritage Center.
- 8:30am Learning Communities and Opportunities at the U  
Receive information from the LEAP program and the Honors College and how one or both of these learning communities can contribute to your degree program.  
1750 Health Sciences Education Building
- 9:00am Getting Involved  
Student involvement is an important part of the college experience. Students will learn when and how to get involved in campus organizations and activities to enhance their experience at the U.  
1750 Health Sciences Education Building
- 9:15am-12:30pm Investigate the Possibilities  
Spend time learning about two programs of your choice. You will be assigned to specific locations during this time period based on the selections you made on Day One.  
9:30am-10:45am Rotation I  
11:15am-12:30pm Rotation II  
Rotations Include: Nursing; Pharmacy; Medical Laboratory Science; Pre-Med; Physical Therapy/Occupational Therapy; Exercise and Sport Science; Parks Recreation and Tourism/Health Education
- 12:45pm Lunch at Fort Douglas Picnic Area  
Eat lunch under the shade of the trees. Take the opportunity to relax and visit with your peers.  
  
Health Sciences LEAP Students: If you've been admitted to the Health Sciences LEAP Program, meet at the LEAP House (just north of Heritage Center) for a special session as soon as you've picked up your lunch. Bring your lunch with you and learn more about what this program has to offer you.
- 1:45pm Academic Expectations  
Receive tips and advice about being a successful college student from top professors and students at the University of Utah.  
1750 Health Sciences Education Building
- 2:30pm Be the Buffalo-Face the Storm  
Attend advising in your specific department and talk to the advisor about your intended major and your future courses at the U.
- 2:30pm Exploring Pre-Health Options  
If you are interested in preparing for medical, dental, or veterinary school, attend this information session. The pre-med advisor will go over requirements and answer your questions.  
1750 Health Science Education Building

### Making it Happen

This is the time to get one-on-one assistance from an Orientation Leader or to get started on registering for fall classes. Please fill out the online evaluation when you are done creating a schedule.

Computer Labs – College of Health and Health Science Education Building

### Check-Out

After completing your schedule, get your UCard picture taken at the University hospital and stop by the Heritage Center to pickup your t-shirt and check out. If you have family members attending the Parent and Family Orientation program, you will meet up with them when you check-out of the program.

# Honors Overnight Orientation

Day One – Wednesday, June 30, 2010

- 1:00-1:30pm Check-in at the Peterson Heritage Center
- 1:30pm Welcome to the University of UTAH!  
A welcome to the University of Utah and an overview of the overnight program.  
Heritage Center 1AB
- 2:00pm Embarking in Life at the U  
Find out why the U is the place to be! Discover the value of a University education, our academic mission and a look at what students can do to enhance their success and take full advantage of the learning environment.  
Heritage Center 1AB
- 2:30pm Introduction to the Honors College  
The Honors College provides talented students the opportunity to take General Education, Bachelor's degree requirements or classes in some majors in the context of Honors courses. Beyond this core experience, Honors gives students opportunities for engagement, collaboration and research.  
Heritage Center 1AB
- 2:45pm Tour of the Honors Center and Fort Douglas  
Learn more about the Honors Center by touring it and the historic Fort Douglas area.  
Fort Douglas Area
- 3:30pm How Much Does a Polar Bear Weigh? Enough to break the ice!  
Get to know the students you will be spending the next two days with icebreakers and fun activities.  
Fort Douglass Area
- 4:00pm Exploring Academic Options  
Choose from one of the following college presentations to attend. This is an opportunity for you to learn more about majors and courses of study offered at the University before you receive academic advising.
- Academic Programs in Engineering, Science, Mines and Earth Science (1A)
  - Academic Programs in Business, Social and Behavioral Science, Humanities (1B)
  - Academic Programs in Education, Fine Arts, Humanities (Seminar 2)
  - Academic Programs in Health, Pharmacy, Nursing (Seminar 1)
- 5:00pm Dinner at the Heritage Center
- 6:15pm Health and Safety  
Receive information on responsible decision making related to your health and safety on a University Campus. Additionally, gain information on what it means to a member of the University of Utah community.  
Heritage Center 1AB
- 6:45pm Discussing the Details

Get an introduction to what makes the University of Utah work which includes University Graduation Requirements, General Education, and Bachelor's Degree Requirements  
Heritage Center

8:15pm Evening Activities in the Union!  
Meet with Honors Advisors-optional (Union 311, 312, 318, 323A, and 323B)

Day Two – Thursday, July 1, 2010

8:00-8:25am Breakfast at Peterson Heritage Center  
Check out of your Residence Hall Room in the Heritage Center.

8:30am Engaged Learning Suite: Collaboration, Community Outreach  
Think Tanks, Forum, Honors College Scholars Programs, Engaged Learning Classes.  
Heritage Center 1AB

8:50am Plan at the Beginning for Graduation with the Honors Degree: Honors Thesis and Capstone Projects and Honors Mentorship Possibilities  
The Honors Tutorial provides a means of carving room in your academic schedule to work one-on-one with a professor in initial research that may lead to your thesis topic.  
Heritage Center 1AB

9:20am “Reach for the Stars: Rhodes, Truman and Marshall Scholarships”  
Strategically moving through the University for what comes next.  
Heritage Center 1AB

9:30am Balance: Recreation Center, Counseling Center, Support Systems  
Heritage Center 1AB

9:50am Mock class: Intellectual Traditions, Professor Margaret Toscano  
Heritage Center 1AB

10:45am “Students Speak: Honors Student Panel”  
This panel of Honors students will talk about ways to get involved and to maximize one's experience as an undergraduate at the University of Utah.  
Heritage Center 1AB

11:30pm There is More to College than Classes; Getting Involved on Campus  
Student involvement is an important part of the college experience. Students will learn when and how to get involved in campus organizations and activities to enhance their experience at the University of Utah.  
Heritage Center 1AB

11:45am Navigate Your Way Around Campus  
Begin to learn your way around campus with a guided tour.

12:45pm Lunch

Take time to relax, visit with your peers and stop by the campus organizations and departments to find more information about how to get involved on campus and opportunities that exist.  
Union Patio

1:00pm

Exploring Pre-Health Options

If you are interested in learning how to prepare for medical, dental, or veterinary school, attend this information session. The pre-med advisor will go over requirements and answer your questions.  
Union Room 161

Exploring Pre-Law Options

If you are interested in attending law school after you earn your bachelor's degree, grab lunch and attend this information session. The pre-law advisor will discuss how to become a competitive applicant and how to prepare yourself for the rigors of law school.  
Union Den

2:00pm

Be the Buffalo—Face the Storm

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

2:30pm

Academic Advising

Go to your specific department and talk to the advisor about your intended major and your future courses at the U.

Making it Happen

This is the time to get one-on-one advising from an Orientation Leader or to get started on registering for fall classes in one of the Marriott Library computer labs. Please fill out the online evaluation when you are done creating a schedule.

Check-Out

After completing your schedule, get your UCard picture taken at the Union and stop by Union 280 to pickup your t-shirt. Travel back to the Heritage Center to pick up your overnight bag. If you have family members attending the Parent and Family Orientation program, you will also meet them at the Heritage Center.  
Union Room 280

# Fine Arts Overnight Orientation

Day One – Thursday, July 8

- 1:00pm Check-in at the Peterson Heritage Center
- 1:30pm Welcome to the University of UTAH!  
A welcome to the University of Utah and an overview of the overnight program.  
Heritage Center 1AB
- 2:00pm Embarking in Life at the U  
Find out why the U is the place to be! Discover the value of a University education, our academic mission, and a look at what students can do to enhance their success and take full advantage of the learning environment.  
Heritage Center 1AB
- 2:30pm Travel to Kingsbury Hall  
Getting to Know U and the College of Fine Arts!  
Get to know the arts programs at the U - as well as the students with whom you will be spending the next two days - and the next four years! You will also meet Vice President for the Arts at the University and Brent Schneider, Associate Dean of the College. We will start in one of the University's premier performance facilities, Kingsbury Hall where we will hear from John Caywood, Chief Operations Officer.
- 5:00pm Dinner at the Heritage Center
- 6:15pm Health and Safety  
Receive information on responsible decision making related to your health and safety on a University Campus. Additionally, gain information on what it means to a member of the University of Utah community.  
Heritage Center 1AB
- 6:45pm Discussing the Details  
Get an introduction to what makes the University of Utah work which includes:  
University Graduation Requirements  
General Education and Bachelor's Degree Requirements  
Heritage Center
- 8:15pm Student Panel  
Ask questions of recent grads and advanced undergrads, to get "the word" on what it's like to be a major in the College of Fine Arts. These informal conversations are a great way to hear what it is really like here at the U.  
Heritage Center 1AB

Day Two – Friday, July 9

- 8:00-8:25am Breakfast at the Peterson Heritage Center  
Check out of your Residence Hall Room in the lobby of the Heritage Center, store your luggage, and then eat breakfast upstairs.

- 8:30am      Navigate Your Way Around Campus  
Begin to learn your way around campus with a guided tour.
- 9:30am      Transition Programs at the U  
Learn about two courses offered at the U that can assist in your overall transition: Strategies for College Success – EDPS 2600 and A Successful Start at the U – UC 1010.  
Utah Museum of Fine Arts Auditorium
- 9:40am      Learning Communities at the U  
Receive information from the LEAP program and the Honors College and how one or both of these learning communities can contribute your degree program at the U.  
Utah Museum of Fine Arts Auditorium
- 10:00am     There is more to College than Classes; Getting Involved  
Student involvement is an important part of the college experience. Students will learn when and how to get involved in campus organizations and activities to enhance their experience at the University of Utah.  
Utah Museum of Fine Arts Auditorium
- 10:15am     Collaboration and the Arts  
Artists quite often push the boundaries of convention to create a statement of their own particular vision. Interdisciplinary and collaborative work has become an integral part of the new artistic frontier. We will look at the Utah Museum of Fine Arts in an entirely new way and then explore art-making possibilities through ongoing advances in digital technologies.  
Utah Museum of Fine Arts Auditorium
- 12:45pm     Lunch  
Take time to relax, visit with your peers and stop by the campus organizations and department tables to find more information about opportunities that exist and how to get involved on campus.  
Union Patio
- 2:00pm      Be the Buffalo—Face the Storm  
Receive tips and advice about being a successful college student from top professors and students at the University of Utah.  
Union Theatre
- 2:30pm      Academic Advising  
Go to your specific department and talk to the advisor about your intended major and your future courses at the U.  
Various Locations in Union
- Making it Happen  
This is the time to get one-on-one assistance from an Orientation Leader or to get started on registering for fall classes. Please fill out the online evaluation when you are done creating a schedule.
- Check-Out: After completing your schedule, get your UCard picture taken at the Union and stop by Room 280 in the Union to pickup your t-shirt.

## Appendix I: Outdoor Schedule

### Outdoor Orientation

Day One – Monday, June 21, 2010

**1:00-1:30pm**    **Check-in at the Peterson Heritage Center**

**1:30pm**            **Welcome to the University of UTAH!**

Receive a welcome to the University of Utah and an overview of the overnight program.

*Heritage Center IAB*

**2:00pm**            **Embarking in Life at the U**

Find out why the U is the place to be! Discover the value of a university education and our academic mission, and have a look at what students can do to enhance their success and take full advantage of the learning environment.

*Heritage Center IAB*

**2:30pm**            **How Much Does a Polar Bear Weigh?**

Enough to break the ice! Get to know the students you will be spending the next two days with icebreakers and fun activities.

*Heritage Center – Outside*

**3:00 pm**            **Transition Courses and Learning Communities at the U**

The LEAP program, Honors program and the courses A Successful Start at the U: UC 1010 and Strategies for College Success EDPS 2600 all provide students at the U an opportunity to learn in small, interactive environments. Receive general information on these programs and learn why they might make sense for you. Then, choose one of these opportunities to gain additional information.

EDPS/UC 1010 – *Heritage Center 2AB*

LEAP – *LEAP House*

Honors – *Honors Center*

**4:00 pm**            **Exploring Academic Options**

Choose from one of the following College presentations to attend. This is an opportunity for you to learn more about majors and courses of study offered at the University before you receive academic advising.

- Academic Programs in Engineering, Science, Mines and Earth Science (*HC 1A*)
- Academic Programs in Business, Social and Behavioral Science, Humanities (*Seminar 2*)
- Academic Programs in Education, Fine Arts, Humanities (*HC 1B*)
- Academic Programs in Health, Pharmacy, Nursing, and Med Lab Science (*Seminar 1*)
- Architecture +Urban Planning (*HRE Conference Room*)

**5:00pm**            **Dinner – Heritage Center**

**6:15pm**            **Health and Safety**

Receive information on responsible decision making related to your health and safety on a University Campus. Additionally, gain information on what it means to a member of the University of Utah community.

**6:45pm**      **Discussing the Details**  
Get an introduction to what makes the University of Utah work, which includes:  
University Graduation Requirements  
General Education and Bachelor's Degree Requirements  
*HRE Conference Room*

**8:15pm**      **Pre-Trip Meeting**  
Meet with the experts from the Outdoor Recreation Program to prepare for tomorrow's adventures!  
*Outdoor Recreation*

Day Two – Tuesday, June 22, 2010

**7:45am**      **Check out of Residence Halls and store luggage**  
Remember to bring your camping gear and day trip packs

**8:00am**      **Breakfast at the Outdoor Recreation Program**

**8:30am**      **Preparation for Outdoor Trips**  
Divide into field site groups and receive appropriate equipment.

**9:00am**      **Depart for Field Site #1 Activities**  
Participants will head out to go either rock climbing in Big Cottonwood Canyon, river running on the Weber River, or day hiking in the Wasatch Mountains.

**4:00pm**      **Depart from Field Site #1 Activity**  
Head to Spruces Campground in Big Cottonwood Canyon.

**5:00pm**      **Arrive at Campsite**  
All field site groups meet at Spruces Campground and reunite.

**7:30pm**      **Dinner** courtesy of Outdoor Recreation  
**Huntsman Center** group helps set up dinner  
**Utah Museum of Fine Arts** group helps clean up dinner

Day Three – Wednesday, June 23, 2010

**8:00am**      **Rise and Shine!**  
Break down camp

**8:45am**      **Breakfast** courtesy of Outdoor Recreation  
**Einar Nielsen Field House** group helps set up breakfast  
**Utah Museum of Natural History** group helps clean up breakfast

**9:30am**      **Clean-Up and Finish Packing Up Camp**

**10:00am**      **Field Site #2 Activities**  
Split into smaller groups and prepare appropriate equipment

**10:15am**      **Depart for Field Site #2 Activity**

Participants will head out to go either rock climbing in Big Cottonwood Canyon, river running on the Weber River, or day hiking in the Wasatch Mountains.

**4:00pm**      **Arrive Back on Campus**  
Once back to the U of U campus we will take time to clean up.

**4:30pm**      **Check back into Residence Halls**

**5:30pm**      **Navigate Your Way Around Campus**  
Begin to learn your way around campus with a guided tour.  
*HC Entrance*

**7:00pm**      **Dinner**  
*Union Patio*

**8:00pm**      **Evening Activities at the Union**

Day Four – Thursday, June 24, 2010

**8:00-8:45am**    **Check Out and Eat Breakfast**  
*Heritage Center*

**9:00am**      **Review of Academics**  
Review of General Education and Prep for Advising  
*Heritage Center 2AB*

**10:00am**     **Closing Activity**  
*Union Free Speech Area*

**10:30am**     **Academic Advising**  
Go to your specific department, or University College and talk to the advisor about your future courses at the U.

**11:30am**     **Making It Happen**  
This is the time to get one-on-one advising from an Orientation Leader and to register for Fall classes. After registration, complete the online evaluation.  
*Marriott Library 1110*

**Check-Out**  
Get your UCard picture taken and pick up your t-shirt  
*Orientation Office, Union Room 280*  
Return to the Heritage Center to get your belongings ☺

## Appendix L: University Preview Day Schedule

8:45am - 9:15am	<b>Check-In and Breakfast</b>	<i>Union Lobby &amp; Corridor</i>
9:15am - 9:35am	<b>Welcome and Overview of Preview Day</b> Gwen Fears, Director of Orientation and Leadership Development Rachel Rizzo, Vice-President, Associated Students of the University of Utah John Francis, Senior Associate Vice President for Academic Affairs	<i>Main Ballroom</i>
9:35am – 9:45am	<b>Orientation Presentation</b> University of Utah Orientation Leaders	<i>Main Ballroom</i>
<u>9:55am - 10:40am</u>	<u><b>Workshop Session 1</b></u>	<u><i>Various Locations</i></u>
Academic Support: Help and Assistance for U		<i>323 A/B</i>
Campus Walking Tour		<i>Meet in West Ballroom</i>
Creating the College Experience: Getting Involved Outside of the Classroom		<i>Collegiate Room</i>
Financial Aid: Where do I Start?		<i>Parlor A</i>
Learning Communities: LEAP and Honors		<i>Saltair Room</i>
Major Exploration Basics		<i>Panorama East Room</i>
On-Campus Housing: Living, Learning, Leading		<i>Crimson View Room</i>
Online at the U: Find I.T. & Secure I.T.		<i>312</i>
Rededicated, Renovated, Innovated: The New and Inspiring Marriott Library		<i>Meet in Union Lobby</i>
Student and Parent Panel: What to Expect During the First Year		<i>Union Theatre</i>
Studying from Afar: Making Study Abroad or National Student Exchange Part of Your College Experience		<i>Den</i>
<u>10:50am - 11:35am</u>	<u><b>Workshop Session 2</b></u>	<u><i>Various Locations</i></u>
Campus Walking Tour		<i>Meet in West Ballroom</i>
Creating the College Experience: Getting Involved Outside of the Classroom		<i>Collegiate Room</i>
Financial Aid: I Filed my FAFSA, Now What?		<i>Parlor A</i>
Learning Communities: LEAP and Honors		<i>Saltair Room</i>
Major Exploration Basics		<i>Panorama East Room</i>
On-Campus Housing: Living, Learning, Leading		<i>Crimson View Room</i>
Online at the U: Find I.T. & Secure I.T.		<i>312</i>
Rededicated, Renovated, Innovated: The New and Inspiring Marriott Library		<i>Meet in Union Lobby</i>
Student and Parent Panel: What to Expect During the First Year		<i>Union Theatre</i>
Studying from Afar: Making Study Abroad or National Student Exchange Part of Your College Experience		<i>Den</i>
Sustainability at the U		<i>323 A/B</i>
11:45am - 12:30pm	<b>Lunch &amp; Information Fair</b> (Information Fair will last until 1:45pm)	<i>Main Ballroom, Union Lobby &amp; Corridor</i>
<u>12:40pm - 1:25pm</u>	<u><b>Workshop Session 3</b></u>	<u><i>Various Locations</i></u>
Campus Walking Tour		<i>Meet in West Ballroom</i>
Campus Safety		<i>323 A/B</i>
Diversifying the U's Campus		<i>312</i>
Easing the Transition from High School to College		<i>Panorama East Room</i>
Get Into the Game: Join the Mighty Utah Student Section (MUSS)		<i>Collegiate Room</i>
Internships and Careers		<i>Den</i>
Learning Communities: LEAP and Honors		<i>Saltair Room</i>
On-Campus Housing: Living, Learning, Leading		<i>Crimson View Room</i>
Rededicated, Renovated, Innovated: The New and Inspiring Marriott Library		<i>Meet in Union Lobby</i>
Scholarships: Questions & Answers		<i>Parlor A</i>
Student and Parent Panel: What to Expect During the First Year		<i>Union Theatre</i>

1:35pm - 2:20pm      **Workshop Session 4**

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Campus Walking Tour  
Easing the Transition from High School to College  
Get Into the Game: Join the Mighty Utah Student Section (MUSS)  
Keep Moving with Campus Recreation Services  
Making Your Degree Unique: Research Opportunities  
Scholarships: Questions & Answers  
Student and Parent Panel: What to Expect During the First Year  
Tour the Residence Halls  
U and the Arts

*Various Locations*

*Meet in West Ballroom  
Panorama East Room  
Collegiate Room  
Den  
Saltair Room  
Parlor A  
Union Theatre  
Meet in Union Lobby  
323 A/B*

2:30pm - 3:15pm      **Tour the Residence Halls**

*Meet in Union Lobby*

Appendix M: University Preview Day Evaluation Results

# Preview Day 2010 Evaluation

Thank you for attending the University of Utah's Preview Day 2010!

Your feedback is very important to us as we plan future events. Please complete the evaluation and return it to the Orientation Team in the Union lobby before you leave for the day.

**Circle the most appropriate response:**

- Preview Day was a valuable experience for me.      STRONGLY AGREE    AGREE    DISAGREE    STRONGLY DISAGREE
- My questions were answered.      STRONGLY AGREE    AGREE    DISAGREE    STRONGLY DISAGREE
- I learned about campus resources.      STRONGLY AGREE    AGREE    DISAGREE    STRONGLY DISAGREE
- The Preview Day staff members were helpful.      STRONGLY AGREE    AGREE    DISAGREE    STRONGLY DISAGREE

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

Check-in \_\_\_\_\_ Breakfast \_\_\_\_\_ Welcome \_\_\_\_\_ Lunch \_\_\_\_\_ Information Fair \_\_\_\_\_

**Please answer the following questions:**

How did you hear about Preview Day (circle all that apply)?

POSTCARD    FRIEND    PHONE CALL    E-MAIL    HIGH SCHOOL COUNSELOR    OTHER:  
\_\_\_\_\_

Are you planning to attend the University of Utah in the fall?    YES    NO    UNDECIDED

Were you planning to attend the University of Utah prior to Preview Day?    YES    NO    UNDECIDED

Did Preview Day provide information that influenced your decision to attend the University of Utah?    YES  
NO

If yes, please specify what information was influential:

\_\_\_\_\_

Why did you choose to attend Preview Day?

\_\_\_\_\_

What improvements could we make to Preview Day?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List topics you wish would have been presented:

\_\_\_\_\_

I am a (circle one):    STUDENT    PARENT/FAMILY MEMBER    OTHER: \_\_\_\_\_

Please provide feedback on the individual sessions you attended on the other side of this paper.

**Overall Comments:**

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

**Session 1: (please circle one)**

**Rank: Comment:**

- Academic Support: Help and Assistance for U
- Campus Walking Tour
- Creating the College Experience: Getting Involved Outside of the Classroom
- Financial Aid: Where do I Start?
- Learning Communities: LEAP and Honors
- Major Exploration Basics
- On-Campus Housing: Living, Learning, Leading
- Rededicated, Renovated, Innovated: The New and Inspiring Marriott Library
- Student and Parent Panel: What to Expect During the First Year
- Studying from Afar: Making Study Abroad or National Student Exchange Part of Your College Experience

**Session 2: (please circle one)**

**Rank: Comment:**

- Campus Walking Tour
- Creating the College Experience: Getting Involved Outside of the Classroom
- Financial Aid: I Filed my FAFSA, Now What?
- Learning Communities: LEAP and Honors
- Major Exploration Basics
- On-Campus Housing: Living, Learning, Leading
- Online at the U: Find I.T. & Secure I.T.
- Rededicated, Renovated, Innovated: The New and Inspiring Marriott Library
- Student and Parent Panel: What to Expect During the First Year
- Studying from Afar: Making Study Abroad or National Student Exchange Part of Your College Experience
- Sustainability at the U

**Session 3: (please circle one)**

**Rank: Comment:**

- Campus Walking Tour
- Campus Safety
- Diversifying the U's Campus
- Easing the Transition from High School to College
- Get Into the Game: Join the Mighty Utah Student Section (MUSS)
- Internships and Careers Services
- Learning Communities: LEAP and Honors
- On-Campus Housing: Living, Learning, Leading
- Rededicated, Renovated, Innovated: The New and Inspiring Marriott Library
- Scholarships: Questions and Answers
- Student and Parent Panel: What to Expect During the First Year

**Session 4: (please circle one)**

**Rank: Comment:**

- Campus Walking Tour
- Easing the Transition from High School to College
- Get Into the Game: Join the Mighty Utah Student Section (MUSS)
- Keep Moving with Campus Recreation Service and the College of Health
- Making Your Degree Unique: Research Opportunities
- Scholarships: Questions and Answers
- Student and Parent Panel: What to Expect During the First Year
- Tour the Residence Halls
- U and the Arts

**Tour the Residence Halls: 2:30pm-3:15pm**

**Rank: Comment:**

## Appendix N: Getting U Started Schedule and Play-By-Play

### Campus Tours

August 21<sup>st</sup> - 22<sup>nd</sup>

### Student Services Fair

August 25<sup>th</sup> 10 AM - 2 PM Union Patio

### Crimson Nights

August 27<sup>th</sup>

### Involvement Fair

September 1<sup>st</sup>

### Greek Recruitment

August 28<sup>th</sup> - September 2<sup>nd</sup>

#### Student Services Fair Play-By-Play

7:15am	Team Meeting: outside of office
7:30am	<u>Set-Up Begins: <b>Mark and Trisha</b> directing</u> - Information Booths: <b>Robbie</b> – President’s Circle, <b>Jillian</b> – Marriott Plaza – <b>Preston</b> and <b>Tim</b> help - Tables in Union Plaza (according to map): <b>Jessica B., Cheston, Audrey, Jeff, Max, Dan (at 8:30)</b> - Balloons: <b>Sonnaly</b> coordinating – hang up LOTS of balloons <ul style="list-style-type: none"><li>o Union plaza (railings, our tables, canopies): <b>Michelle, Rachel O. (until 8:15)</b></li><li>o OSH, LNCO, Library Plaza, front of Union: <b>Preston, Tim (until 8:20)</b></li></ul> - Banners: <b>Richard</b> coordinating (Hang up all over Union Plaza, and one in front of Union Building): <b>Amy, Mariah,</b> - Set-Up Check-In Table: <b>Rachel R., Kylie (until 8:15)</b> <ul style="list-style-type: none"><li>o Be ready by 8:30am; bring down tablecloths, check in box, check in signs, etc</li></ul>
8:00am	- Begin placing signs on designated tables and laying out power cords: <b>Mark, Jessica B.</b> - Chartwell’s water jugs being delivered – check on location: <b>Mark</b> - <b>Jillian</b> – Cover Office - Information Booths: <b>Robbie</b> – President’s Circle, <b>Josh</b> – Marriott Plaza
9:00am	- Information Booths: <b>Max</b> – President’s Circle, <b>Jillian</b> – Marriott Plaza  - Open Check-In Table: <b>Amy, Rachel R., Audrey (til 9:40)</b> - Give tablecloth, remind everyone to take down table and chairs at 2:00pm - Help sponsors find table location & get groups set up at their tables: <b>Mark, Jessica B.</b> - <b>Richard:</b> Call Benjamin Dahl (801-376-9172) with ROTC (bringing rock wall). Then meet him at the entrance to campus from the Business Loop (by UMFA) with the sidewalk permit – make sure they have flashers on once they come on the sidewalk. - <b>Dan</b> – Cover Office
9:30am	- Godzilla being delivered: <b>Trisha</b> meet Fran (661-2252) w/Marketing by the rocks Plug into outlet next to rocks, cover cords with door mats (get mats off AV cart on Patio) - Make list of table locations: <b>Trisha and Jessica B.</b> (see Mark for instructions) - Get coke trailer ready (including getting cardboard recycling bins from Saltair): <b>Sonnaly,</b>
	<b>Amy</b>
9:45am	Set up Orientation, NSE, Leadership, Parent Table: <b>Audrey, Jeff, Whitney</b> - Take candy, display board, sign ups sheets, pens
10:30-1:30pm	Brunch available in the Den
10:00am	<u>Event Begins</u>
	Information Booths: 10:00-11:00 – <b>Kylie</b> – President’s Circle, <b>Quentin</b> – Marriott Plaza 11:00-12:00 – <b>Kylie</b> – President’s Circle, <b>Alyssa</b> – Mariott Plaza

	12:00-1:00 – <b>Josh</b> – President’s Circle, <b>Cameron</b> – Marriott Plaza
	1:00-2:00 – <b>Alan</b> – President’s Circle, <b>Tiffany</b> – Marriott Plaza
Job Fair:	10:00-11:00- <b>Richard</b> 11:00-12:00- <b>Audrey</b> 12:00-1:00- <b>Adam</b> 1:00-2:00- <b>Quentin</b>
Orientation Table:	10:00-11:00- <b>Jillian</b> 11:00-12:00- <b>Sonnaly</b> 12:00-1:00- <b>Alyssa</b> 1:00-2:00- <b>Audrey</b>
Leadership Table:	10:00-11:00- <b>Jeff</b> 11:00-12:00- <b>Cameron</b> 12:00-1:00- <b>Rachel R.</b> 1:00-2:00- <b>Richard</b>
NSE Table:	10:00-11:00- <b>Audrey</b> 11:00-11:40- <b>Jessica B.</b> 11:40-1:00- <b>Mark</b> 1:00-2:00- <b>Adam</b>
Parent Table:	10:00-11:00- <b>Whitney</b> 11:00-12:00- <b>Courtney</b> 12:00-1:00- <b>Kylie</b> 1:00-2:00- <b>Rachel R.</b>
Information/ Check-in Table:	9:00-10:00- <b>Audrey/Robbie/Rachel R (9:15am)</b> 10:00-11:00- <b>Robbie</b> 11:00-12:00- <b>Robbie</b> 12:00-12:45- <b>Dan</b> 12:45-2:00- <b>Josh</b>
Coke Trailer (Hand out coke)	10:00-11:00- <b>Sonnaly</b> 11:00-12:00- <b>Quentin</b> 12:00-12:45- <b>Courtney</b> 12:45-2:00- <b>Dan</b>

12:00pm Take pictures: **Audrey**

2:00pm Begin cleanup  
 Take down banners at banner locations: **Mariah, Richard**  
 Take down tables, clean up trash, clean up coke trailer (take any remaining to fridge), etc.:  
**All**

**Office Coverage: (Answer phones & check voice messages – instructions on Sharon’s phone)**

8-9am	<b>Jillian</b>
9-11:00am	<b>Dan</b>
11am-12pm	<b>Richard</b>
12-1pm	<b>Sonnaly</b>
1-2pm	<b>Kylie</b>
2-3:30pm	<b>Dan</b>

## Appendix P: Program Participation Tables

<i>Program Participation Fall Orientations</i>	<i>Total 2010</i>	<i>Total 2009</i>	<i>Total 2008</i>	<i>Total 2007</i>	<i>Total 2006</i>	<i>Total 2005</i>	<i>Total 2004</i>	<i>Total 2003</i>
<b>One-Day Freshmen</b>	1,521	1,537	1,420	1,375	1,713	1,769	1,755	1,875
<b>Overnight</b>	976	915	721	702	513	444	322	163
<b>Outback</b>	53	49	38	12	61	65	76	42
<b>One-Day Transfer</b>	1,515	1,393	1,340	1,355	1,538	1,661	1,484	1,335
<b>Athlete</b>	Na	Na	Na	Na	na	na	47	28
<b>International</b>	Na	Na	Na	Na	na	na	19	27
<b>National Student Exchange</b>	17	3	11	9	11	14	11	12
<b>Combination Orientation</b>	677	596	530	566	625	746	342	154
<b>Access Orientation</b>	40	28	27	21	20	19	20	21
<b>On-site for On-line</b>	24	29	Na	Na	Na	39	66	136
<b>Parent &amp; Family Orientation</b>	(909)	(861)	(603)	(593)	(741)	(492)	(434)	(332)
<b>Mail Packet</b>	0	0	0	0	0	0	0	13
<b>On-line Orientation</b>	609	546	518	673	570	473	617	811
<b>Total all Orientations</b>	5,426	5,096	4,605	4,743	5,051	5,223	4,759	4,669

## **Appendix S: Parent and Family Program Evaluation Results**

### 2010 Parent & Family Orientation

#### **One Days**

Q29: Why did you decide to attend this particular program?

- Support student
- Be informed parent (resources available, options, programs, etc)
- Be a part of student's educational plan

Q30: How did you find out about Parent & Family Orientation?

- Admission letter
- Preview Day
- Brochure
- Email
- From student
- Postcard

Q31: How would you improve Parent & Family Orientation?

- More information and support of Financial Aid and Registration
- Allow parents to interact with students more-especially in registration and with advisor
- Having representatives from basically EVERY program in on registration
- Have more info for non-traditional or transfer students
- Shorten sessions or day
- Create a sheet of perks with info of what students receive by being U students
- More information and time to get involved with campus activities
- More information and time given to Residence hall tour
- Have a panel (students, parents, professors, staff) to answer participants questions
- Less time in sessions-more time with advisors
- More printed information to take home
- More time at the end of each presentation for questions
- Send someone on the bus with the Tour of Residential Living (OL)
- Sessions to be offered multiple times for participants interested in attending
- Have presentation presenters coordinate more so information does not overlap
- Many great jobs and thank yous!
- Have presenters use microphone at all times (especially Financial Aid)
- Lower the price.

## Overnights

Q29: Why did you decide to attend this particular program?

- Support student's education
- Fit with schedule/student's chosen program (discipline-specific)
- Learn about campus (physical space), resources, where student will spend next few years, hear answers to questions we did not even think to ask.

Q30: How did you find out about Parent & Family Orientation?

- CESA advisor
- Postcard
- E-mail
- Student told them
- Preview Day
- Website

Q31: How would you improve Parent & Family Orientation?

- More time with my student
- Tour of the Residence Halls
- Give time for parents to identify where they are coming from
- FERPA was too drawn out
- Variety of students in the panel (out/in state, majors, on/off campus)
  - Panel when both students and parents are in the room?
- Discipline-specific time for each program
- Time to submit questions ahead that can be answered by administrators, etc
- More/better signage
- Financial Aid second presentation was not different from first
- Send bag of materials ahead of time – time to review then have questions
  - Then what happens when people leave them at home?
- Send reminder email more than one day ahead of time
- Food (lots of comments about this)
  - Tell parents about the Union food court
- Tables to write at
- Split the day up (some sessions the night before)
- Waste of time for anyone other than parents
- More about options for paying for school (wrap into Financial Aid session)
- Snacks/drinks throughout day (come at 10 am and stay until 3pm?)
- Map of campus in parent folder

## **Appendix T: Fall 2009 Orientation Benchmarking Survey**

### **First-Year Student Respondents**

Of the 1025 students who completed this survey at the University of Utah, 595 respondents (58%) classified themselves as first year students. 93% of first-year respondents are full-time students. Of that number, 48% (281) of respondents attended a One Day program, 38% (225) attended an Overnight program. The most common reasons for not attending an Overnight program were that the student lived too far, was not able to attend, or was not interested in an Overnight program. Common reasons for completing the Online Orientation or coming to an August program were late admittance, cost to attend, and not in the state.

#### Population demographics:

- 93% classify themselves as full-time students
- 61% are female
- 76% are White, 7.4% are Latino/a, 6.7% are Asian
- 60.6% live off campus
- 72% are 18 years old or younger
- 4% are international students
- 17% are first-generation college students
- 40% do not work, 40% work more than 10 hours per week

#### Highlights:

##### Orientation Experiences:

- When asked about the length of the Orientation program, 46.5% responded “too long” and 47.7% responded “just right”.
- Respondents were evenly split when asked if they attended Plazafest and those that attended agreed that the timing (day of week and time of day) was convenient.
- Respondents were evenly split across the spectrum of Strongly Agree to Strongly Disagree when asked if they are still friends with people they met at Orientation.
- Areas in which respondents overwhelmingly agree:
  - Orientation helped know academic and social expectations
  - Staff was knowledgeable, available, and courteous
  - Learned about clubs/organizations
  - Understanding resources on campus for adjustment, housing, academics, employment, financial aid
  - Understanding of how to register for classes
  - They know at least one faculty/staff member they can turn to at the U
  - Orientation gave useful information on campus policies, campus activities, safety on campus, wellness resources, academic advising and time management.
  - Orientation helped them feel connected to the University
- Overall, 80% of respondents rated Orientation as Excellent or Good

##### Overall Experiences:

- 60% of respondents describe their academic transition to the University “very easy” or “somewhat easy”, however, when asked to describe their social transition, respondents are evenly split across the spectrum from “very easy” to “very difficult”.
- Since starting, a majority have felt academically prepared; understood professor’s expectations; been successful at developing study skills, developing friends and effectively managing time.
- 40% of respondents are experiencing academic difficulty in one class, 26% in two classes, 20% in zero classes
- 10% or less of respondents have taken a first-year transition course and/or enrolled in a program where students take two or more courses together.
- Half of respondents are involved in at least one club or organization this semester
- The majority of respondents are studying each week as much as they expected
- Over 90% expect a GPA between 3.0 and 4.0 this semester
- Over 95% would choose the University of Utah if they were starting over
- 95% expect to be enrolled at the U next semester

### Open-Ended Questions:

Common answers to: Anything that could've helped with your transition to the University of Utah:

- Academic Expectations/differences from HS, SLCC/workload to expect
- “Waste of time” for vets and second bachelors because it was concentrated on traditional students
  - Resources for them, how to get involved in meaningful activities with other time commitments (job, family, etc)
- Time Management

Common answers to: What were the most useful parts of Orientation?:

- Campus Tour – Overwhelmingly (with advising and registration) the most common answer
- Academic Advising - Overwhelmingly (with tour and class registration) the most common answer
- Registering for classes - Overwhelmingly (with tour and advising) the most common answer
- Getting to know people (advisors/staff/other students) on campus – OL’s mentioned the most
- Hearing about various academic requirements, majors, programs on campus
- Bulletin
- Overall: the activities/sessions in smaller groups or one-on-one (advising, with the OL’s, by major)

### Notes:

- I was never able to meet with and know who my adviser, so when I went to sign up for classes, I didn't know what I should be taking and who to talk to help me know.
- if they could have told us how to order our books because a first year college student and first generation student would not know how to do that.
- There were some things that weren't answered and I think that is because I went to a specified orientation so they geared everything to the medical field. I would have liked to have learned more about just general things on campus like how to use the field house, etc. Had I not had friends that had been at the U already I would have been a little lost when it came to things like that.

### **Transfer Student Respondents**

Of the 1025 students who completed this survey at the University of Utah, 430 respondents (42%) classified themselves as transfer students. 300 of these respondents (70%) are full-time students. Of the transfer respondents, 17 completed the online orientation. The most common reasons for not attending an orientation program on campus were that the student lived too far, was not able to attend, or was not interested in an on-campus program.

### Population Demographics:

- 56% are female
- 84% are White, 3.5% are Latino/a, 3.5% are Asian
- 91.4% live off campus
- 83% are between the ages of 19 and 30
- 2% are international students
- 17% are first-generation college students
- 23.6% do not work, 67% work more than 10 hours per week

### Highlights:

Orientation Experiences:

- When asked about the length of the orientation program, 54% responded “just right” and 40% responded “too long”.
- 21 % attended Plazafest (14% did not know what Plazafest is) and 90% of attendees agreed that the timing of Plazafest (day of week and time of day) was convenient
- 80% of respondents disagreed or strongly disagreed when asked if they are still friends with people they met at Orientation
- Areas in which respondents overwhelmingly agreed/strongly agreed:
  - Staff was knowledgeable, available, and courteous.
  - Orientation helped understand academic expectations
  - Aware of support services for academic concerns
  - Aware of resources for assistance with financial aid

- Aware of how to register for classes
- Know at least one faculty/staff member on campus they can turn to for questions
- Orientation gave a useful/very useful amount of information on academics, advising, how to find class schedule online, campus activities, policies, safety, and technology.
- 53% agreed/strongly agreed that Orientation helped understand what to expect socially
- 51% agreed/strongly agreed that they learned about clubs and organizations available
- 52% agreed/strongly agreed that they learned about resources to adjustment assistance
- 51% agreed/strongly agreed that they know what employment resources are available
- 46% agreed/strongly agreed that they know of housing options/resources available
- 51% agreed/strongly agreed that they got all of their questions answered during orientation
- 51% agreed/strongly agreed that Orientation provided useful information on health and wellness services
- 45% agreed/strongly agreed that Orientation provided useful information on time management
- 54% agreed/strongly agreed that Orientation helped them feel connected to The U
- 68% rated Orientation “excellent” or “good”

#### Overall Experiences:

- 62% rate their academic transition to The U “very easy” or “easy”
- 46% rate their social transition to The U “very easy” or “easy”
- 78% felt “very prepared” or “prepared” for the first day of classes at The U
- Since starting, a majority have felt “very successful” or “successful” at understanding academic expectations, developing effective study habits, adjusting to academic demands, and managing time effectively.
- 45% have felt “very successful” or “successful” at adjusting to social aspects
- 43% have felt “very successful” or “successful” at using student services available
- 46% have felt “very successful” or “successful” at developing friendships with other students
- 70% are experiencing academic difficulty in one or zero of their classes this semester
- 76% are not members of a student club or organization
- One-quarter of respondents have taken a first-year transition course and/or enrolled in a program where students take two or more courses together
- 2/3 of respondents are studying as many hours per week as they expected
- 92% expect a GPA between 3.0 and 4.0 this semester
- 90% would choose the University of Utah again if they were starting over
- 96% expect to be enrolled at The U next semester

#### Open-Ended Questions:

Common answers to: Anything that could’ve helped with your transition to the University of Utah?:

- More help getting classes to transfer
- More about the campus itself outside of requirements
- Not making orientation required/orientation was a waste of time

Common answers to: What were the most useful parts of Orientation?:

- Meeting with academic advisors/figuring out classes for the coming semester
- Registering for classes
- Going over academic requirements
- Tour of campus

Common answers to: Any questions that could have been answered?:

- More information about where things are on campus (library, bookstore, computer labs)
- More about how credits transfer

## U. Leadership Development in Higher Education Course Syllabus

### UNDERGRADUATE STUDIES – UGS 3960

#### LEADERSHIP DEVELOPMENT IN HIGHER EDUCATION

Spring Semester 2010

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

**Class Time:** Wednesday; 3:00 – 5:30 p.m.  
Olpin Union – Various Rooms – See Schedule for weekly room changes

**Course Text:** Lundin, S.C., Paul, H. and Christensen, J. (2000) Fish! Many Rivers Press.

#### Supplemental Readings:

Additional readings will be provided throughout the semester on WebCT. These readings are intended to enhance and contribute to the topic we will be discussing in class that week. Please reference the “Weekly Reading and Assignment List” to ensure that you are completing the required reading each week.

#### Course Overview:

Everyone has the capacity to be a leader; everyone is a teacher and everyone is a learner.

A leader is someone who is able to effect positive and significant change for the betterment of others, the community and society. Leadership involves collaboration, teamwork and establishing relationships that can lead to positive and transformational change. The primary objective of this course is to introduce students to leadership while facilitating learning opportunities and experiences that will assist them in becoming a highly effective Orientation Leader with vast knowledge of the University, its programs, services and people. This class will help students gain a better understanding of the importance of the University experience while acquainting them with programs and resources available at the University. Additionally, students will learn about themselves, their peers, and other members of the Orientation Team, reflecting on their own personal leadership skills and attributes as they contribute to a team.

#### Learning Outcomes:

1. Develop the skills and knowledge necessary to become an effective Orientation Leader and contributor to the Orientation Team focusing on personal strengths, weaknesses, and leadership styles.
2. Develop a broad understanding of purposes and practices of higher education in the United States and how those concepts are embodied at the University of Utah.
3. Develop a basic understanding regarding the mission and goals of Orientation programming and, specifically how its carried out at the University of Utah.
4. Develop a basic understanding of the demographics of today’s college student, focusing on University of Utah students.

5. Develop an understanding of academic programs and requirements and to gain the skills necessary to advise entering students.
6. Critically examine the role of the Orientation Leader in the University community and develop an awareness of the impact Orientation Leaders have on entering students.
7. Introduce students to the resources and programs available on campus and to become informed about co-curricular opportunities at the University.
8. Develop an understanding and appreciation for diversity of all students, faculty, and staff.
9. Develop a team of Orientation Leaders who are supportive of each other, understand the importance of teamwork, and have mutual respect for each other.
10. Develop a commitment to helping entering students and their families have a positive and welcoming Orientation experience.

**Attendance and Class Participation:**

Because this is a seminar class and experiential in nature, your attendance is expected and essential to your successful completion of the course. You are expected to be in class every week. If you need to miss a class or leave early/arrive late, you need to let us know in advance. Your participation in class will be graded based on the amount and level of your involvement, as well as your observed growth and willingness to learn.

Please use us as a resource. It is expected that you will seek out help or advice whenever you want or need. You are also encouraged to stop by the office and make it your home on campus.

**Proofreading and Professionalism:**

Your assignments and papers are expected to be typed and look professional. They should be free of typos, spelling errors and grammatical mistakes. We expect the assignments you turn in are thoughtful and meaningful.

**Students with Disabilities:**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020 (V/TDD) to make arrangements for accommodations. All printed information for this course can be made available in alternative format with prior notification to the Center for Disability Services.

**Academic Integrity:**

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to the Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

**Copies:**

You may duplicate materials to be handed out in class at our expense if they are ready to be printed at least two days prior to your presentation. You may make copies in the Orientation Office. Please introduce yourself to our office staff, let them know why you are here, and ask for their assistance in using the copy machine. Please prepare 36 copies, double sided. (You can make copies elsewhere at your own cost.)

**Grading Policy:**

Your final grade will be based on class assignments including assigned readings, two tests, retreat participation, class participation, attendance, and the college expert assignment. You MUST PASS this class to be employed as an Orientation Leader during the summer. Students with a C or below in class are not guaranteed summer jobs.

**Grading**

	First Year Team Members:		Grading Break Down:	
	<b>Attendance/Participation</b>	<b>200</b>	<b>A</b>	<b>93%-100%</b>
	<b>College Expert</b>	<b>125</b>	<b>A-</b>	<b>90%-92%</b>
	<i>Plan = 10 College Binder = 100</i>		<b>B+</b>	<b>88%-89%</b>
<i>Key Points = 15</i>			<b>B</b>	<b>83%-87%</b>
Reflection of <u>Fish!</u>	150		<b>B-</b>	<b>80%-82%</b>
Reading Outlines	45		<b>C+</b>	<b>78%-79%</b>
Bio Page	50		<b>C</b>	<b>73%-77%</b>
Class Binder	35			
Campus Quest	75		<b>Returning Team Members:</b>	
Campus Service Information	75		<b>Attendance/Participation</b>	<b>200</b>
<i>Presentation = 50 Handout = 25</i>			<b>Reflection of Bucket?</b>	<b>150</b>
Resume – Rough Draft	20		<b>Reading Outlines</b>	<b>57</b>
Resume – Final	50		<b>Bio Page</b>	<b>50</b>
Reflections/Exercises	30		<b>Class Binder</b>	<b>35</b>
Online Orientation	30		<b>Campus Quest</b>	<b>75</b>
Mentor/Mentee Activity	75		<b>Campus Service Information</b>	<b>75</b>
Team Project #2	150		<b>Reflections/Exercises</b>	<b>30</b>
Team Builder	50		<b>Mentor/Mentee Activity</b>	<b>75</b>
Meeting with Instructors	20		<b>Team Project #2</b>	<b>150</b>
Shadow Orientation	85		<b>Team Builder</b>	<b>50</b>
Names	20		<b>Quizzes/Exams</b>	<b>200</b>
Quizzes/Exams	200		<b>Names</b>	<b>20</b>
			<b>College Expert (for OL's)</b>	<b>125</b>
<hr/>				
	<i>TOTAL: 1485</i>			<i>1292</i>

# Assignments

## **College Expert Assignment:**

Each Orientation Leader will be assigned to an academic college on campus of which you are expected to become an “expert”. You will research what majors are included in that college, career opportunities, areas of specialization, what the college is known for, etc. As the key contact for the college, you will become the central liaison between Orientation and the college. You will develop a broad familiarity with the college, their programs, faculty and opportunities within the college. The goal of this assignment is that each Orientation Leader will have specialized knowledge about their assigned college and will be able to assist students within those majors at any time during orientation that an advisor is unavailable. **(125 = Plan-10; College Binder-100; Key Points handout-15)** *Learning Outcome: 5*

## **Fish!**

Read the following book according to the number of years you have been on staff. A 4-5 page paper is due in which you will summarize and respond to the text. The completion of the book and the paper are due on April 14. **(150)** *Learning Outcome: 9*

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

## **Reading Assignments and Outlines:**

You are expected to read the articles/readings assigned each week. It is expected that all Orientation Team members read the information as assigned and come to class prepared to lead a discussion of the main points of the articles. It is imperative you come prepared and have completed the readings in such a way you would be comfortable leading the discussion. It will be decided each week who will lead the discussion. To assist you in this, each week that readings are assigned, you are responsible for turning in an outline of each article and/or book chapter. This information will be included on the quizzes and exams, as well as referenced throughout the semester. **(Each outline is worth 3 points – totaling 45 points; 57 points for returning staff members)** *Learning Outcome: 1, 2, 3, 4, 6, 8, 9*

## **Bio Book Page:**

During the first class you will be given the paper and instructions for completing a bio page. You need to come prepared to share your page and information with the class during our second class meeting, January 20. **(50)** *Learning Outcome: 9*

## **Class Binder:**

Over the course of the semester you should keep the handouts and information you receive and create a reference binder. This binder will serve as a resource for you throughout your time with orientation. At the end of the semester, you will receive a list of all handouts you should have in your binder to turn in on the last day of class. **(35)** *Learning Outcome: 7*

## **Campus Quest:**

As Orientation Team members, it is essential you know the physical layout of the University and you are familiar with various aspects of our history and surroundings. With an assigned group, you will be responsible for visiting and documenting your visit to a variety of places around campus. You will present your information in an effort to showcase locations on campus that your teammates did not have the opportunity to visit. Be creative in how you document the places you visit. **(75; quest 50; presentation 25)** *Learning Outcome: 1, 7*

## **Campus Research Project and Presentation:**

There are many different services and opportunities available to students at the University of Utah. You will be assigned to an area of campus in which you are to find out as much information as possible that will benefit you and the team in working with new students at the U.

Students will work together in their mentor/mentee groups to research topics from an assigned Student Affairs/Services area and prepare a 15-minute presentation. Additionally, your group will create an information sheet with the key points of information you gathered for distribution to your peers. Information included should be of a nature to prepare your fellow Orientation Leaders to make informed presentations and accurately answer questions on the assigned topic. The handout needs to be a document your group creates – not an information sheet/brochure the organization already has in place.

You will be evaluated on both tasks: (1) information included in the information sheet – 25 and (2) information included in the presentation as well as your public speaking skills and creativity in presenting the information – 50. Simply visiting the website of an

office is not sufficient research—your group needs to personally interact with someone from the area you are assigned to learn more about. **(75)** *Learning Outcome: 7*

### **Resume:**

When you applied to be an Orientation Leader, you turned in a resume with your application. We will hand them back to you in class for this assignment. You are required to submit a final resume of your experiences thus far. The final resume needs to be different than the one you initially turned in. You should consider finding sources from the Career Center or elsewhere to get ideas on how to format your resume. You should complete your resume as if you were applying for a job and highlight your activities, education, experiences, etc. **(20 rough draft; 50 final draft)** *Learning Outcome: 1*

### **Reflections/Exercises:**

Orientation Team members are required to complete reflections/exercises throughout the semester. You will be provided with a list of questions to which you will respond and submit your thoughts. These submissions are expected to be typed, proofread, and free of grammatical mistakes. **(Each is worth 5 points for a total of 30 points)** *Learning Outcome: 1, 3, 6, 8*

### **On-line Orientation**

One option students have to complete the requirement to attend orientation at the University of Utah is to complete the On-line Orientation. It is important you understand how the On-line Orientation works and the components of University Graduation Requirements. To assist you in this and to prepare you to answer questions in the Orientation Office, you are required to complete the First-Year In-state On-line Orientation by March 17. **(30)** *Learning Outcome: 3, 5*

### **Mentor/Mentee Activity**

Your mentor/mentee group consists of one returning team member and two/three new team members. This assignment entails spending time together as a group to complete an activity. This activity is due on February 10. As all of your schedules fill up and you get busy, make sure you plan ahead to complete this assignment. **(75)** *Learning Outcome: 1, 9*

### **FISH! Team Project**

You are assigned to a team of 7/8 for the semester and throughout the summer. As an entire group, you will have a project to complete and every member needs to take an active role in the assignment. This project will be completed by April 21. **(150)** *Learning Outcome: 1, 9*

### **Team Building**

We will have a team building exercise during most class periods. Your mentor/mentee group will be responsible for leading an activity once during the semester. Check the Weekly Schedule for the date your group is responsible for leading the rest of the team in a team builder.

The team builder your group decides to lead should take fifteen minutes, so plan appropriately. Everyone in the class must be involved in the activity you choose and the activity should serve to assist us in building a stronger Orientation Team. The activity can be either a team builder or an icebreaker. Each member of your group should take an active role in facilitating the team builder. Your team will need to submit 2 copies of the activity with instructions, needed props, and ideas on how to facilitate the activity on the provided form the week prior to when you are assigned to lead the class. The write-up should be clear and articulate so that someone who had not participated in the activity could understand the directions. We will be compiling all of the team builders and icebreakers we do in class into a reference binder to be used throughout the orientation programs. If you need ideas, stop by the office and visit with us or look at one of the many books we have in the Leadership Resource Center. **(50)** *Learning Outcome: 1, 9*

### **Meeting with Instructors**

*First Year Orientation Leaders:* You will need to set up a half-hour meeting time with instructors during the mid-part of the semester. There will be times available for you to choose when you want to meet. This time period is an opportunity to discuss your thoughts, goals, feelings, etc. surrounding orientation. **(20)** *Learning Outcome: 10*

### **Shadowing an Orientation**

*First Year Orientation Leaders:* Starting the end of March, we will offer orientation programs for students attending summer semester 2010 and transfer students beginning fall semester 2010. For completion of this assignment you will shadow returning orientation leaders and professional staff throughout the program in an effort to gain an understanding of some of the things that go on during an orientation program. In addition to shadowing during the program you need to submit a brief, one to two page reflection on the

orientation program you helped with including what you did and any questions that might have come up for you during the program. Check the calendar for dates. (85) *Learning Outcome: 3, 5, 6, 8, 10*

**Quizzes and Exams**

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

**Extra Credit Option:**

You can also earn 20 extra credit points by completing the On-line Orientation for Transfer students. To take advantage of this option, you need to contact Michelle Jones so she can make sure you have access to the system and you need to complete it by April 14.

## Appendix V: Intensive Training Schedule

# INTENSIVE TRAINING & DRESS REHEARSAL

Tuesday, June 1<sup>st</sup> – Friday, June 11<sup>th</sup> – Pano East, Union

### Tuesday, June 1<sup>st</sup>

Supplies Needed:

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

8:30-9:00	Welcome ( <b>Gwen</b> ) <i>Hand back papers from class, binders, and Bulletins</i>
9:00-9:15	Review of IT schedule ( <b>MJ</b> )
9:15-9:30	Review of calendar of events for next two months ( <b>Gwen</b> ) <i>Talk about how to let me know if you need to take off work</i>
9:30-10:00	Review Orientation Contract and Mission and Goals for Orientation ( <b>Gwen &amp; MJ</b> )
10:00-10:15	Staff Morale: <i>Birthdays, Explanation of Catch of the Day, FISH Bowl etc..., award first catch (Michelle/Cameron)</i>
10:15-10:45	Expectations as a group for training ( <b>MJ &amp; Audrey</b> ) <i>Brainstorm on Flip Chart</i>
10:45-11:00	Supervisor Expectations: ( <b>Gwen</b> ) <i>Hand out Supervisor Expectations sheets and collect</i>
11:00-11:30	Roles of Orientation Leaders ( <b>MJ</b> )
11:30-12:00	Addressing Questions from Shadowing Papers ( <b>MJ</b> )
12:00-1:00	LUNCH on your own
1:00-1:30	Tuition ( <b>Steffany Forrest</b> )
1:30-1:45	UCard ( <b>Ryan Fletcher</b> )
1:45-2:15	Sponsorship ( <b>Campus Store – Shane Girton &amp; Alex Parra</b> )
2:15-2:45	Student Code ( <b>Annie Nebeker or Lori McDonald</b> )
2:45-3:15	Teambuilder ( <b>Jessica, Max</b> )
3:15-3:45	Commuter Services ( <b>Elaine Harris</b> )
3:45-4:15	Residency and Admissions ( <b>Su'Ann Johansen</b> )
4:15-4:45	Sponsorship ( <b>Chartwells – Reggie Connerly</b> )
4:45-5:00	Sponsorship ( <b>Guest House – Debbie Tucker</b> )
5:00-5:30	Review of Resources – Bulletin, Binder Sheet, Proof of Immunity Form ( <b>Kaitlynn</b> ) <i>Give presentation to see flow, have them tab pages</i>
5:30-6:00	Entering Student To-Do List ( <b>Kylie</b> ) <i>do presentation with laptop, answer questions</i>

**Announcements:** *Be ready to practice Entering Student To-Do List, Bring notes on DTD from Shadowing, Pot Luck lunch tomorrow!*

### Wednesday, June 2<sup>nd</sup>

Supplies Needed:

- Laptop
- Projector
- Paper products etc... for Pot Luck
- DTD Handouts

- 8:30-8:45 Welcome & Housekeeping AKA Gwen Time (**Gwen**)
- 8:45-9:45 Entering Student To-Do List practice (**Gwen, MJ, Mark**) *break into pairs*
- 9:45-9:50 Staff Morale: (**Michelle/Cameron**)
- 9:50-11:00 Begin Review of University Graduation Requirements (**MJ**) *pass out DTD handouts, actually give the presentation so that they can see how it flows then take questions, review difficult slides*  
General Education – Intellectual Explorations, Writing, American  
Institutions, Quantitative Reasoning  
**Philosophy of General Education**  
Graduation Requirements  
*Bachelor Degree Requirements – Upper division Communication/Writing,  
Diversity, IR, BA vs. BS  
122 Hours to graduate, 40 Upper division, Residency  
requirement*
- 11:00-11:15 FERPA Presentation (**Mike Bard**) *Sheila Gone, will make up with Audrey*
- 11:15-11:45 Importance of Their Role as Orientation Leaders (**John Francis**)
- 11:45-1:00 LUNCH (**Pot Luck**)
- 1:00-1:15 EDPS 2600 & SI (**Nicki Turnidge-Halvorson**) *Sheila Gone, will make up with Audrey*
- 1:15-1:30 UC 1010 (**Leslie Park**)
- 1:30-2:00 LEAP (**Carolyn Bliss**)
- 2:00-2:30 Honors (**Mary Watkins/Tom Richmond**)
- 2:30-3:00 Teambuilder (**Audrey/Robbie**)
- 3:00-3:15 ASUU Tutoring and SI (**Leslie Giles-Smith**)
- 3:15-3:45 Graduation Guarantee/GPS (**Sharon Aiken-Wisniewski**)
- 3:45-4:00 UROP (**Jill Bader**)
- 4:00-4:15 Hinckley Institute of Politics (**Lindsay Zizumbo**)
- 4:15-4:30 Career Services (**Dana Sowby**)
- 4:30-4:45 Study Abroad (**Alison Vasquez**)
- 4:45-5:00 NSE (**Mark Pontious**)
- 5:00-6:00 Office Training (**Alex, Dan & Sharon**) *phones, messages, printers,  
copier, fax machine, location of supplies, time sheet and paychecks, direct deposit, conduct,  
computer usage, mailboxes, storage of stuff*

**Announcements:** *Tour training tomorrow, bring good walking shoes!*

### Thursday, June 3<sup>rd</sup>

Supplies Needed:

- Laptop
- Projector
- Computer Lab Slide on Flash Drive

- 8:30-8:45 Gwen Time (**Gwen**)
- 8:45-11:25 All the Details of Graduation Requirements (**Amanda Hatton**)  
Continue to Review General Education and Bachelor Degree Requirements  
*Course Placement and Role Plays  
Advanced Placement  
International Baccalaureate Students  
Math Placement – guide  
Writing Placement – guide  
Language Placement – guide*

*Advising students according to high and low Index Numbers  
Conditionally admitted students*

11:25-11:30	Catch of the Day ( <b>Michelle/Cameron</b> )
11:30-11:45	BUS ( <b>Ed Barbanell</b> )
11:45-12:00	
12:00-1:00	LUNCH on your own
1:00-2:00	Tour of the Library and Resources – ( <b>Peter Kraus</b> ) <b>Room 1160</b>
2:00-3:00	Campus Master Plan ( <b>Barb Snyder</b> )
3:00-3:30	Student Portal ( <b>Jessica Stokes</b> ) @ Library
3:30-4:10	Campus Information System / IT ( <b>Mindy Tueller</b> ) @ Library
4:10-4:30	Computer Lab Training ( <b>Jessica</b> ) <i>how to set up the new labs, where to go for help, common questions during registration</i>
4:30-6:00	Comprehensive Tour Training ( <b>Cameron</b> )

**Announcements:** *Be ready to practice DTD tomorrow! Community Service Project*

**Friday, June 4th Halloween Theme Day!**

Supplies Needed:

- Laptop
- Projector

8:30-8:45	Gwen Time ( <b>Gwen</b> )
8:45-10:30	Continue to review GE – start practicing presentation ( <b>MJ</b> ) <i>Go over particular slides then break up into pairs</i>
10:30-10:35	Catch of the Day ( <b>Michelle/Cameron</b> )
10:35-11:45	DTD Practice ( <b>Gwen, MJ, Mark</b> )
11:45-12:00	Sponsorship ( <b>UPS – Jill Cude/Steve</b> )
12:00-1:00	LUNCH on your own
1:00-2:15	Transfer Student Advising ( <b>Terese Pratt</b> ) <i>Using DARS Using the Summary of Transfer Credit Associate degrees Writing, math, and language placement Articulation Agreements</i>
2:15-2:45	Teambuilding ( <b>Kaitlynn/Kylie—Quest</b> )
2:45-3:45	Role plays ( <b>Amanda Hatton</b> )
3:45-6:00	Talent Show ( <b>Michelle/Cameron</b> ) <i>(Theatre is Reserved)</i>

**Announcements:** *Bring your DARS report with you!*

**Monday, June 7<sup>th</sup> Hecca Preppy Beach Theme Day!**

Supplies Needed:

- Laptop and Projector
- DTD Transparencies
- Orientation Schedules
- Get exact number of attendees to Aramis

8:30-8:45	Gwen Time ( <b>Gwen</b> )
8:45-10:25	Review DTD & Your role in building schedules ( <b>Amanda</b> ) <i>Review of Policies and Procedures Reading the Academic Calendar Dropping vs. Withdrawing Incompletes; Audits; CR/NC options Finals – when they are scheduled Getting final grades Repeat Policy</i>
10:25-10:30	Catch of the Day ( <b>Michelle/Cameron</b> )
10:30-11:00	Financing College ( <b>Jerry Basford</b> ) <i>(called, if no Lori on SMGS)</i>

11:00-11:15	Sponsorship ( <b>Costco</b> )
11:15-11:30	Sustainability ( <b>Kaitlynn/Josh</b> )
11:30-11:45	DARS ( <b>Richelle Warr</b> )
11:45-12:00	U Book/MUSS ( <b>John Fackler</b> )
12:00-1:00	LUNCH on own ( <i>Rachel meets w/ Amanda or Terese to make up for Friday</i> )
1:00-2:30	Diversity Training (Mark Ferne)
2:30-3:00	Teambuilder ( <b>Max/Robbie</b> )
3:00-4:00	Walk through Orientation Schedules ( <b>Gwen</b> ) <ul style="list-style-type: none"> <li>Overnight Overview (<b>Gwen</b>)</li> <li>Outdoor Overview (<b>Kaitlynn/Audrey</b>)</li> <li>Parent Orientation (<b>Mark</b>)</li> <li>Freshmen One-Day (<b>Gwen</b>)</li> <li>Transfer Orientation (<b>Gwen</b>)</li> <li>Team Responsibilities (<b>Gwen</b>)</li> </ul>
4:00-5:00	Entering Student To-Do List practice ( <b>Gwen, MJ, Mark</b> ) <i>break into pairs</i>

**Announcements:** Lunch at HRE, Tour Practice tomorrow, wear good shoes, Pictures tomorrow, wear polos and khakis! Also, community service project.

### **Tuesday, June 8th**

Supplies Needed:

	<input type="checkbox"/> Laptop and Projector <input type="checkbox"/> DTD Transparencies
8:30-8:45	Gwen Time ( <b>Gwen</b> )
8:45-10:15	Practice DTD ( <b>Gwen, MJ, Mark</b> ) <i>in permanent pairs</i>
10:15-10:45	Team Builder ( <b>Cameron &amp; Michelle</b> )
10:45-11:00	Sponsorship ( <b>University Credit Union</b> )
11:00-11:20	Sponsorship ( <b>Wells Fargo</b> )
11:20-11:25	Catch of the Day ( <b>Michelle/Cameron</b> )
11:25-11:45	Travel to HRE <i>walk or shuttle</i>
11:45-12:15	Housing Options on Campus ( <b>Barb Remsburg</b> ) <i>meet in Heritage Center Lobby at bottom of stairs, will eventually end up in 2AB (Sheila Gone, will make up with Audrey)</i>
12:15-1:00	LUNCH at HRE <i>HRE pays</i>
1:00-2:00	Tour Practice ( <b>Cameron</b> )
2:00-3:15	Pictures! <i>Group and Individual Photos</i> ( <b>Sarah Crass and Audrey</b> )
3:15-6:00	Community Service Project ( <b>Michelle/Cameron</b> )

**Announcements:** We will be videotaping tomorrow, practice tonight!

### **Wednesday, June 9th**

Supplies Needed:

	<input type="checkbox"/> Laptop and Projector <input type="checkbox"/> DTD Transparencies <input type="checkbox"/> TV/DVD Player <input type="checkbox"/> Video Camera
8:30-8:45	Michelle Time ( <b>MJ</b> )
8:45-10:15	Practice DTD ( <b>MJ/Mark</b> ) ( <i>Jessica gone 10-11am</i> )
10:15-11:40	Videotape DTD ( <b>MJ/Mark</b> )
11:40-11:45	Catch of the Day ( <b>Michelle/Cameron</b> )
11:45-12:00	Sponsorship ( <b>Mountain America</b> )
12:00-1:00	LUNCH
1:00-3:30	Watch Videotape / Critique ( <b>Gwen, MJ, Mark</b> )
3:30-4:45	Facilitation Training ( <b>Karen Paisley</b> )
4:45-5:05	International Center ( <b>Jaqueline Fogel</b> )

5:05-5:35 International Training (**MJ**)

**Announcements:** *FISH! Bowl tomorrow, wear appropriate clothing! Final Practice before dress rehearsal!*

**Thursday, June 10<sup>th</sup> Decades Theme Day!**

Supplies Needed:

- Laptop and Projector
- TV/DVD Player
- FISH! Bowl supplies

8:30-8:45

Gwen Time (**Gwen**)

8:45-9:30

Practice DTD (*work on corrections from video critique*) (**Gwen, MJ, Mark**)

9:30-11:00

Group Contract & Ethical Decision Making (**Gwen**)

11:00-12:00

Emergency Response (**Gwen, MJ, Mark**)

12:00-1:00

LUNCH

1:00-1:30

Dress Rehearsal Explanation / Unveiling of Staff Video (**Jessica, Gwen, Max**)

1:30-3:00

Final DTD Practice (**Gwen, MJ, Mark**)

*Work with Cheston and his partner as if it were Dress Rehearsal*

3:00-5:00

FISH Bowl! (**Michelle/Cameron**)

**Announcements:** *Start time is 7:45 for Dress Rehearsal tomorrow,, wear Polos and Khakis w/ nametags!*

**Friday, June 11<sup>th</sup>**

Supplies Needed:

- Laptop and Projector
- DTD Transparencies

7:45-8:15

Set up for Dress Rehearsal (**Team**)

8:15-12:00

Dress Rehearsal (**Team**)

12:00-1:00

Dress Rehearsal Lunch (**Team**)

1:00-2:00

Move to HRE (**Returns & P-Staff Only**)

**Announcements:** *Start time is 9:15 for the Transfer Orientation tomorrow, wear Red Shirts and Khakis w/ nametags!*

**Saturday, June 12<sup>th</sup>**

9:15-9:45

Orientation Setup (**Team**)

9:45-3:00

Transfer Orientation (**Team**)

**W. Orientation Leader Outcomes Questions**

**Orientation Leader Outcomes Assessment**

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

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

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

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

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

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

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