Dear fellow NODA members,

Each year, the Association provides this annual report to highlight the progress we are making toward our goal of becoming the premier association for orientation, transition, and retention in higher education. It also provides updates from the committees that manage the core of the Association business, shares new initiatives that were approved by the Board over the past year, and shows the fiscal health and membership growth of the Association. In addition, this report showcases the highlights from our Annual and Regional Conferences, recognizes distinguished award winners, and keeps you updated on the elected and appointed leadership of the Association.

2016 was a very impactful year for NODA! This past spring, the Board of Directors conducted the annual review of the Association’s strategic plan, and identified those specific objectives that will be the focal point of the work of the Association in the upcoming year. Based upon these modifications to the strategic plan and the feedback you provided in the 2016 member Needs Assessment, the Board approved a number of Ad Hoc Committees that will assist NODA by providing strategic recommendations in several key areas: how to become a more diverse and inclusive Association, determining the most effective ways to inform and educate the membership about changes in federal/state laws that impact our work as OTR professionals, and developing stronger strategic partnerships with a broader array of Higher Education Associations that impact our work.

Perhaps the most significant accomplishment of this past year was the formal approval by the Board of Directors of a set of Core Competencies for the field of Orientation, Transition, and Retention. These competencies will provide a framework to guide the professional development of practitioners in the field, and will be used by the Association in the development of the educational programs and services we offer in the future. An Ad Hoc Committee is being formed to develop a broad implementation plan for the Core Competencies, and we are very excited by the direction this work is taking our Association!

Joyce and I had the unique opportunity to attend the 2016 NASPA/IASAS Global Summit on Student Affairs and Services and joined student services professionals from around the world in thinking critically about a number of core issues that impact access to higher education, degree completion, and the functional utility of a college degree. Attending the Summit was a transformative experience; one that led to the approval of an Ad Hoc Committee to address the Globalization of NODA, and how the Association can take steps to center itself in an international discussion of OTR issues.

My hope is that after reviewing this report, you will find the Association has had a very successful year and continues to be a leader in the field, as we continue to take strides toward becoming the premier association in orientation, transition, and retention. Thank you for your membership.

Sincerely,
Andrew H. Cinoman, Ph.D.
NODA 2016 President
Director, New Student Programs
Florida Gulf Coast University
A Message From The EXECUTIVE DIRECTOR

The NODA Association Office is pleased to present the 2015-16 Annual Report to our members. Providing this report to you showcases the great work over the past year by highlighting the accomplishments related to our strategic priorities.

The strategic accomplishments briefly note the stellar work and progress of our priorities by our committees, regions and networks. These strategic priorities are the foundation of the Association and continue to guide our work and focus each year.

We saw an increase in NODA membership this past year with professional and undergraduate students seeing the highest totals. These increases validate our work and the value of the Association.

Financially we continue to be a strong Association. We saw an increase in revenue and fewer expenses than anticipated. These are always a good sign as a nonprofit Association and speak volumes to the loyalty of our membership.

As you review the Annual Report my hope is that you will be as proud of our work as we are. Thank you for believing in NODA and continuing to have the Association as your professional home.

Always in service,
Joyce Holl
NODA Executive Director
**Strategic Accomplishments & NEW INITIATIVES**

The NODA Board of Directors reviewed NODA’s strategic plan during the Spring 2016 meeting. The Board updated the objectives and chose priorities for each. Below is an update on the new objectives with accomplishments for the fiscal year 2015-2016.

### GOAL 1: PROFESSIONAL DEVELOPMENT

NODA’s high quality professional development activities will increase the level of professional competency of those in the field of orientation, transition and retention.

**Objective 1: Heighten the quality of educational and professional development experiences through the framework of the NODA core competencies.**

Accomplishments:
- The On-line Learning Webinar calendar was launched with programming focusing on international orientation, on-line orientation and a series on orientation, transition and retention. All programming is available On Demand
- The Commuter Guide publication is in the process of being rewritten and updated with release set for Fall 2017

**Objective 2: Enhance the breadth of educational and professional development opportunities related to current trends and issues for all levels of professional membership.**

Accomplishments:
- A diverse pool of speakers and topics was showcased at the 2016 Annual Conference with Dr. Laura Rendon, Dr. Zebulun Davenport, Courtney O’Connell, Dr. Terrell Strayhorn and Dr. Thomas Miller as featured speakers
- Discussions are in place in developing a workshop on retention. The planning for this topic was in the very early stages in 2016 and will be launched in 2017

### GOAL 2: RESEARCH AND KNOWLEDGE

The research and knowledge base of NODA will increasingly inform the higher education profession on issues of orientation, transition and retention.

**Objective 1: Advance and promote the research agenda that identifies trends and responds to the inquiries of the profession.**

Accomplishments:
- A pilot assessment instrument is in the development stages (known as the GAP Project), which will be launched in 2017

**Objective 2: Cultivate a culture of research and inquiry that increases the knowledge of the membership and their ability to apply it.**

Accomplishments:
- Six Catalyst grant winners were announced and showcased at the 2016 Annual Conference
- Outstanding Research Award was selected and announced at the 2016 Annual Conference
- A pre-conference workshop on research took place at the 2016 Annual Conference as well as a track highlighting research initiatives and resources
- An annotated bibliography was in the final stages of development and will be announced in early 2017
- The NODA Databank was finalized in late 2016 and will be implemented in early 2017
GOAL 3: ADVOCACY AND LEADERSHIP
NODA will lead advocacy efforts internally and externally to further the importance of orientation, transition and retention in higher education.

Objective 1: Identify and initiate programs and services that increase the prominence of orientation, transition and retention in higher education locally and globally.

Accomplishments:
• The Association office monitored potential legislation related to “Religious Freedom Restoration Act” in consideration of cities for our conferences
• Partnerships with peer Associations were a large focus as NODA advances OTR topic areas. Partnerships included: AHEPPP, NASPA, ASCA, FYE and ACPA
• A Governmental Relations Ad Hoc Committee was formed to review the needs of legislation that impacts higher education and the next steps for NODA. A final recommendation will be presented to the Board of Directors in Spring 2017

Objective 2: Educate the NODA membership on issues and decisions related to higher education and how they impact and influence their work in orientation, transition and retention.

Accomplishments:
• The Association informed the membership on the FLSA legislation and the impact on orientation and student affairs
• An Ad Hoc Committee on Diversity & Inclusion was formed with the goal of auditing the Association in our work related to diversity and inclusion. A final report will be submitted to the Board of Directors by Fall 2017 with recommendations

GOAL 4: MEMBERSHIP COMMUNITY
NODA will foster an inclusive community of engaged members within an environment that promotes leaders, networking and advancement in the field of orientation, transition and retention.

Objective 1: Conduct an environmental scan to understand membership demographics and institutional profiles, identify gaps in the membership, and respond to their respective needs.

Accomplishments:
• The NODA Needs Assessment was distributed with a 12% response rate. The report helps identify gap areas and member needs
• A membership plan was developed focusing on welcoming new members to the Association with a new member mailer highlighting the resources of NODA

Objective 2: Articulate pathways to leadership opportunities within the Association, including a recruitment and retention plan to diversify the Association leadership.

Accomplishments:
• The Mentorship program was revised and re-launched in January 2017
• The Ad Hoc Committee on Core Competencies submitted a final report to the Board, which was approved. A new Ad Hoc Committee for Implementation will be launched in early 2017 to focus on implementing the competencies
• The Nominations Committee updated all officer position descriptions and increased years of experience and revamped the review process with a rubric
• Several volunteer opportunities were presented to the membership: network chairs, committee members, Ad Hoc committees and regional leadership

GOAL 5: ORGANIZATION AND RESOURCES
NODA will have a sustainable and nimble infrastructure that adapts to the changing needs of members, institutions and the field of orientation, transition and retention.

Objective 1: Maximize the use of existing human and financial resources, and determine strategies to increase these resources to continue to meet the mission and goals of the Association.

Accomplishments:
• Locations for 2019 & 2020 were selected for the annual conference in Houston, TX and Minneapolis, MN
• The NODA Internship program hosted 300 internship opportunities with over 650 applicants
• A new communication platform was introduced which promotes members to submit postings and questions related to OTR. NODA Connect premiered in Fall 2016
• A new and improved program has been utilized for Scholarships & Awards and for education program submissions
• The Association Office welcomed two new event staff members: Chad Henderson, Director of Events, Programs & Services and Geida Cleveland, Event Specialist joined the team in Fall 2016
2016 Regional Conference
AWARDS

REGION I
Innovative Program Award
Tekakwitha Redhawk Resource Hub
*Seattle University*

Outstanding Graduate Student Award
Kyle Flowers
*Oregon State University*

Outstanding Orientation, Transition, & Retention Professional Award
Natalie Gempesaw-Pangan McKinnis, Assistant Director
*University of Washington–Seattle*

Outstanding Undergraduate Student Leader
Heather Clifford
*University of Victoria*

REGION II
Innovative Program Award
New Student Orientation
*California State University–Monterey Bay*

Outstanding Graduate Student Award
Brennan Crilly
*California Polytechnic State University-SanLuis Obispo*

Outstanding Orientation, Transition, & Retention Professional Award
Liora Kian-Gutierrez, Assistant Dean of Student Affairs
*University of California–San Diego*

Outstanding Undergraduate Student Leader
Edward Thomas Nava
*California State University- Dominquez Hills*

Outstanding Undergraduate Student Leader
Natasha Daly
*California State University–Monterey Bay*

REGION III
Professional Award
Nomani Satuala, Assistant Director
*University of Utah*

Outstanding Orientation, Transition, & Retention Professional Award
John Michael Pantlik, Associate Director
*University of Utah*

Outstanding Undergraduate Student Leader
Nikki Buhrdorf
*Colorado State University*

Outstanding Undergraduate Student Leader
Zach Crum
*University of Utah*

REGION IV
Innovative Program Award
Class of Colleges
*Wichita State University*

Outstanding Graduate Student Award
Holly Weiss
*Fort Hays State University*

Outstanding New Orientation, Transition, & Retention Professional Award
Randy Flowers, Director of Student Life
*Baker University*

Outstanding Orientation, Transition, & Retention Professional Award
David Duvall, Director
*University of Texas–Arlington*

Outstanding Undergraduate Student Leader
Miguel Soto
*West Texas A&M University*
**REGION V**

**Outstanding Graduate Student Award**
Kristin Armstrong  
*University of Wisconsin–Whitewater*

**Outstanding New Orientation, Transition, & Retention Professional Award**
Cara Wiebel, Assistant Director  
*The University of Iowa*

**Outstanding Undergraduate Student Leader**
Michael Dixon  
*University of Minnesota–Twin Cities*

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**REGION VI**

**Innovative Program Award**
Who Will You Be?  
*Georgia Southern University*

**Outstanding Graduate Student Award**
Kaitlyn Shepard  
*Florida State University*

**Outstanding New Orientation, Transition, & Retention Professional Award**
Logan Franks, Assistant Director New Student & Family Programs  
*Georgia Southern University*

**Outstanding Orientation, Transition, & Retention Professional Award**
Paige Woods, Associate Director First Year Experience  
*University of Central Florida*

**Outstanding Undergraduate Student Leader**
Blaise Bolemon  
*North Carolina State University*

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**REGION VII**

**Outstanding Graduate Student Award**
Haley Young  
*Bowling Green State University*

**Outstanding New Orientation, Transition, & Retention Professional Award**
Elizabeth Walsh, Assistant Director of New Student Programs  
*Miami University-Oxford*

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**REGION VIII**

**Outstanding Undergraduate Student Leader**
Cloe Pippin  
*Indiana University Bloomington*

**REGION IX**

**Outstanding Graduate Student Award**
Margaret Young  
*Saint Bonaventure University*

**Outstanding New Orientation, Transition, & Retention Professional Award**
Amanda McGrath, Assistant Director  
*Bryant University*

**Outstanding Orientation, Transition, & Retention Professional Award**
Cathleen Doane Cannon, Director of Orientation & Transition  
*College of the Holy Cross*

**Outstanding Undergraduate Student Leader**
Alisha Lewis  
*The University of Vermont*

**Outstanding Undergraduate Student Leader**
Victoria Paulino  
*College of the Holy Cross*
2016 Publication & Media SHOWCASE AWARDS

Outstanding Brochure or Booklet
Texas A&M University, Four-Year

Outstanding Handbook
Emory University, Four-Year

Outstanding Use of Theme
Carnegie Mellon University, Four-Year

Outstanding Publication for New Students or Family Members
Northern Arizona University, Four-Year

Outstanding Non-Print Media or Emerging Technologies
Indiana University Purdue University Indianapolis, Four-Year

2016 Scholarship & Award RECIPIENTS

Outstanding NODA Intern
Amanda Sharp
Home Institute: University of Illinois of Urbana-Champaign
Host Institute: Townson University

Emily Pearson
Home Institute: Michigan State University
Host Institute: The University of Georgia

Outstanding Mentor Award
Eddie Higginbotham IV
Senior Coordinator of Leadership & Transition at University of Georgia

Outstanding Research Award
Rachel Jackson
Texas Tech University

Innovative Program Award
My-Lan Huynh
California State University-East Bay
“Online Transfer Orientation Program”

Outstanding Graduate Student Leadership Award
John Gettemeyer
Fort Hays State University

Outstanding New OTR Professional
Stephani Womack
Coordinator of Orientation & Leadership at Dalton State College

Outstanding OTR Professional
Emily Wheeler
Associate Director for New Student & Family Services at The University of North Carolina at Charlotte

Norman K Russell Scholarship
David Duval
University of Texas at Arlington

Tori Wheeler
Iowa State University
The NODA Core Competencies approved by the NODA Board of Directors in summer of 2016. The competencies were designed to be the organizational system for knowledge, skills, and abilities of all professionals. The twelve categories for the NODA Core Competencies are as follows:

1. Theoretical and Institutional Knowledge
2. Diversity, Inclusion, and Access
3. Campus Collaboration
4. Curriculum and Content Development
5. Program Delivery and Management
6. Organization and Leadership
7. Communication
8. Crisis Management
10. Laws, Policies, and Governance
11. Enrollment Management
12. Research, Assessment, and Evaluation

After a number of strategic discussions, the Board felt that the scope of this work was extremely broad and multifaceted, and that it would be beneficial to develop a strategy for how the Association should implement these competencies, both in the short-term and over the next several years. With this plan in mind, the NODA Board of Directors approved the formation of an Ad Hoc Committee for Core Competency Implementation. This Committee will convene in early 2017 and provide recommendations to the Board of Directors for implementation.

The NODA Internship Program matches orientation, transition and retention professionals and host member institutions with energetic, dedicated graduate students looking to expand their orientation experience and connections. In 2016 we had 300 internship opportunities and over 650 graduate students eager to learn more about the field of OTR.
2015–2016 MEMBERSHIP REPORT

MEMBERSHIP MAKEUP

- Professionals: 58%
- Graduate Students: 38%
- Undergraduate Students: 2%
- Associate Members: 2%
- Other: 2%

INSTITUTION TYPE

- Public: 71%
- Private: 27%
- Other: 2%
- Two Year: 6%
- Four Year: 91%

2015–2016 MEMBERSHIP REPORT
### Membership by Region

<table>
<thead>
<tr>
<th>Region</th>
<th>Associates</th>
<th>Bachelor's</th>
<th>Doctorate</th>
<th>High School</th>
<th>Master's</th>
<th>Post-Master's</th>
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### Membership by Education Level

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<tr>
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<tr>
<td>High School</td>
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<tr>
<td>Master's</td>
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<tr>
<td>Post-Master's</td>
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### Membership by Ethnicity

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<th>High School</th>
<th>Master's</th>
<th>Post-Master's</th>
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<tr>
<td>American Indian</td>
<td>10</td>
<td>&lt;1%</td>
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<tr>
<td>Asian</td>
<td>67</td>
<td>3%</td>
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<tr>
<td>Black/African American</td>
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<td>Hispanic/Latino</td>
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<tr>
<td>Multiracial</td>
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<td>Native Hawaiian/Pacific Islander</td>
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<tr>
<td>White</td>
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<td>Other</td>
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### Membership by Year Begun Career in OTR

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<tr>
<td>1940–1969</td>
<td>3</td>
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<td>1970–1979</td>
<td>8</td>
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<tr>
<td>1980–1989</td>
<td>32</td>
<td>2%</td>
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<tr>
<td>1990–1999</td>
<td>100</td>
<td>7%</td>
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<tr>
<td>2000–2005</td>
<td>170</td>
<td>13%</td>
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<tr>
<td>2006–2010</td>
<td>342</td>
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<tr>
<td>&gt;2011</td>
<td>705</td>
<td>52%</td>
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### Membership by Country

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<td>United States</td>
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<tr>
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### Membership by Gender

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<th>Gender</th>
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<tr>
<td>Female</td>
<td>1639</td>
<td>69%</td>
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<tr>
<td>Male</td>
<td>701</td>
<td>30%</td>
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<td>18</td>
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The OTR Catalyst Grant is designed to catalyze new research that will advance both knowledge and best practices in orientation, transition, and retention. Prospective research studies, pilot studies, exploratory research projects (qualitative and quantitative), as well as assessment-based best practices (as defined by Upcraft and Schuh, 2002) that may be generalized were considered for this award. Congratulations to the 2016 recipients!

ELIZABETH DORRANCE HALL AND KRISTINA M. SCHARP
UTHA STATE UNIVERSITY
“Parental Influence on Emerging Adults’ Transition to College: Toward a Family Intervention to Support Student Retention”
Executive Summary: This study explores how to help parents better support their children during their transition to college and throughout their education. In this dyadic, longitudinal research study, students and parents will be surveyed and their responses linked to student outcomes (e.g., retention or GPA). Student risk and protective factors will be assessed the spring before students enter college and during their first year; utilizing student surveys, including several scales measuring academic self-efficacy and stress, family communication patterns, social support, resilience, interpersonal skills, perceptions of the transition to college, helicopter parenting, relational uncertainty, and study skills. Parents will also be surveyed, and the resulting data we allow to develop a theoretically grounded intervention for parents attending summer orientation. This study may be of interest to University orientation professionals and parents of transitioning students.

SARA CONNOLLY
UNIVERSITY OF BRIDGEPORT
“The Relationship Self-Efficacy, Social Isolation, Rejection Sensitivity, College Adjustment and Retention”
Executive Summary: The prevalence of experienced social isolation has not been widely studied. Thus, the purpose of this study is to examine the relationship between social isolation, rejection sensitivity, self-efficacy, college adjustment and freshmen retention variables, as well as GPA, in a first-year college population. This project will be of interest to higher education faculty and administrators, as well as social, clinical and educational psychologists. All incoming first-year students at a single institution will participate in the study by completing the College Self-Efficacy Inventory (CSEI), the UCLA social isolation scale, the Rejection Sensitivity Scale and the College Adjustment Test (CAT), as well as a demographic questionnaire. Data will be analyzed to compare differences between several time points, and the interrelationship between the scales with GPA and retention will be examined.

CARRIE MILLER
UNIVERSITY OF CALIFORNIA, LOS ANGELES
“Families’ Experiences of the College Application, Enrollment, and Attendance Processes”
Executive Summary: Educational attainment is a critical factor of upward mobility. This study seeks to provide insights into how families’ social class and racial backgrounds shape how students apply to
college and navigate the transition from high school through the first year of college. Specifically, this study uses a longitudinal design and data collected from socioeconomically and racially diverse student and parent participants from white, Latino, and African American families with college-intending high school seniors. During the 2016-2017 academic year, two high school student interviews and one interview following the first semester of college will be conducted in order to capture change over time, detailed demographic data, and neighborhood and school context. The study uses four semi-structured interview protocols, two eligibility-screening surveys, field notes, and California Department of Education and U.S. Census Bureau data. The research would be of interest to orientation, transition, and retention staff.

MAXIMILIAN SCHUSTER
UNIVERSITY OF PITTSBURGH
“Exploring First-Year Student Transition Through Organizational Culture”
Executive Summary: The purpose of this research is to explore first-year student transition through the lens of organizational culture to understand the phenomenological process of transition as a psychological adjustment and its variations based on gender, race, and first-generation status. This qualitative research study is designed to identify the vehicles through which undergraduate students make meaning of their experiences with institutional culture during their initial transition to higher education. Participant sample consists of first-year and second-year students from a single institution who will be interviewed on themes related to peer engagement through friendship groups and student groups; faculty and academic experiences; interactions with institutional rituals and events; skills necessary to successful transition; and other topics. Interpretative thematic strategies will guide data analysis for this research study. This study aims to foster the cultivation of targeted programs and services for successful student transition.

MAUREEN WILSON
BOWLING GREEN STATE UNIVERSITY
“Behavioral Norms of Orientation, Transition, and Retention Professionals”
Executive Summary: The purpose of this study is to understand if there is a normative structure for the administrative role performance of orientation, transition, and retention (OTR) professionals. Two research questions will address the existence of such normative structure and whether the structure differs across demographic characteristics (gender identity, race, education level, professional role, years of experience, or institutional type). The researchers will develop a web-based survey instrument and then ask experts in OTR to review it for content and clarity. To construct items for the OTR survey, the researcher will consult documents such as the NODA ethical standards, CAS standards for OTR, and other relevant documents. All NODA members will be invited to participate in the study. This research will be of interest to OTR professionals and the professional organizations that serve them.

PATTY WITKOWSKY
UNIVERSITY OF COLORADO, COLORADO SPRINGS
“Influence of Bilingual Parent and Family Member Orientation Programs on Sense of Belonging and Parental Involvement in Higher Education”
Executive Summary: While Latino students’ access to higher education has increased through the presence of Hispanic Serving Institutions, student achievement continues to be a concern. Latino students particularly rely on parental support regarding their pursuit of higher education, yet involvement of parents and family members in their students’ college career can be limited when language presents a barrier. The purpose of this study is to explore how the participation of Spanish-speaking parents and family members in a Spanish-speaking Parent and Family Member Orientation (PFMO) bilingual program influences the family members’ involvement and sense of belonging at the institution. Parents, guardians, and family members over the age of 18 at a Spanish-speaking PFMO program will be invited to participate in an open-ended survey, providing data for a qualitative case study. Findings from the study may help inform the development, enhancement, and implementation of bilingual parent and family orientation programs at institutions across the U.S. and Puerto Rico.
2015–2016
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University of California, Berkeley

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Missy Wikle
Oklahoma State University
2015–2016
FINANCIAL REPORT

ASSETS
Cash Accounts (Savings & Checking) $263,278
Investments $1,005,630
Fixed Assets (Furniture, Computers, Etc) $34,960
Less Accumulated Depreciation ($5,759)
Other (Accounts Receivable, Home Office Prepayment) $83,373
Total $1,381,482

Liabilities and Assets
Current Liabilities (Payroll, Accounts) $135,832
Net Assets $1,245,649
Total $1,381,282

REVENUE INCREASES
• The Annual and Regional Conferences both saw an increase in revenue
• Membership for professionals and students was higher than anticipated and Associate Membership remained about the same
• Overall revenue was higher and expenses lower than budgeted

<table>
<thead>
<tr>
<th></th>
<th>Budgeted</th>
<th>Actual</th>
<th>Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferences</td>
<td>$972,519</td>
<td>$1,057,012</td>
<td>9%</td>
</tr>
<tr>
<td>Membership</td>
<td>$173,000</td>
<td>$224,043</td>
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<tr>
<td>Publications</td>
<td>$51,400</td>
<td>$62,215</td>
<td>21%</td>
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<tr>
<td>Overall Revenue</td>
<td>$1,343,364</td>
<td>$1,387,125</td>
<td>3%</td>
</tr>
</tbody>
</table>
NODA MISSION
The mission of NODA is to provide education, leadership, and professional development in the fields of college student orientation, transition, and retention.

CORE PURPOSE
To create a community of practice that defines and enriches the fields of orientation, transition, and retention.