MEMO

TO: Bill Finley  
    Maria Rose  
    Chris Lavorata
FROM: Peter Lach
SUBJ: First Year Experience Subcommittee Report
DATE: June 19, 2012

Recommendations for immediate action:

1. Redefine and create objectives for:
   a. Orientation
   b. Advising
   c. Scheduling
   d. Recruiting

   The above are frequently combined into a common campus event (i.e. the current spring and summer “orientation” sessions) which results in less effectiveness for each. No more than two of the above should be in the same session. Advising is the prevue of the faculty for declared majors and the advising center for undecided students.

2. Institute block scheduling for incoming freshmen. This would allow for better planning for course offering by the schools. A schedule should result in an invoice which would need to be paid (or a deposit against a bill) by a certain time to not be dropped from the courses. Requiring testing as an admission requirement would assist scheduling students who need remediation. Major coding in Felix would have to be accurate.

3. Move orientation for new students to the fall and the responsibility of the schools to administer. Each school would create their own orientation and include the equivalent of a freshman seminar (either credit or no-credit). “Scheduling” would still be a spring and summer activity for new students. Undeclared four-year students must select an orientation to attend.

4. Establish an “orientation fee” to help schools defer the cost of orientation.
5. Once events have clearer objectives, define which unit is “in charge” and an organization flow chart.
6. Once past the add/drop period, students would be required to collect an instructor and advisor signatures in order to drop a course.
7. Welcome Weekend focus should shift to resident hall students. Friday convocation could be a “kick-off” event for school orientations as well as the start of the school year. Thursday evening community arena event for parents and students that could include banks, Chamber of Commerce, parking permits, and other means to connect students with the community. Other possible considerations:
   a. Use of discipline specific dorm assignments
   b. Student club assistance with move-in as part of their service component
8. Speaker series should focus on two main speakers, one each semester. Individual units should be encouraged to invite discipline specific speakers.

Recommendations for future action and or consideration:

1. Can parent sessions currently included in spring/summer “orientation” be included in Family Weekend?
2. Can more paper over-rives be eliminated?
3. Should there be a written code of conduct that students sign?
4. Can student ID’s be issued but not activated until tuition and fees are paid?
5. Would a survey of recently admitted students regarding their satisfaction with the process of being admitted and enrolled be helpful?
6. Create a Money Monday for the Office of Financial Aid for those students still having problems?
7. Would the development of more Camtasia videos help explain routine registration and related activities?
8. Would the CAS (Council for the Advancement of Standards) orientation recommendations be helpful to academic units creating their own orientation programs?

Attachments:

List from Stephanie regarding possible fall school orientation topics
CAS Orientation Standards (marks are Stephanie’s)
Spring/Summer Components Moved to/Refreshed During Fall – S. Miller 2/29/12

- College Nuts and Bolts
  - FELIX overview (student records such as mid-term and final grades, unofficial transcripts, advisor information, etc.)
  - Highlight/reminder of important dates from Registrar’s Calendar
  - Reminder to check STUDENT Email Account
  - Intro to online Campus Directory (NEW)
  - Explanation of credit hours, syllabus, etc. (imperative for first-gen. students) (NEW)

- Overview of Advising Principles
  - PIN Code Process
  - Degree Requirements (Major, Minor, General Studies/Electives)
  - Pre-Programs
  - Internships, Clinicals, Student Teaching, etc.

- Services Introduction
  - Career Services
  - Copy Center (often includes discount handout)
  - Library
  - Tutoring
  - IT (TLC).2 (promote Help Desk [how to contact and for what needs], as well as instruction on downloading free antivirus software)
  - Wesley Foundation (free lunches, etc.)
  - Falcon Center/Intramurals (NEW)
  - Multi-Cultural Affairs (NEW)

*NEW Fall Components Not Previously Included in Spring/Summer STUDENT Program

- Online Tools Workshop for Students
  - Training on MyCampus that features Blackboard (and includes review of FELIX and WebMail)

- Assigned Advisor Small Group Meetings (student meet actual assigned advisor, which typically can’t be arranged during the spring/summer months)

- Student Contract Signing (Code of Conduct) – share handbook

- Class Photo(s)

- Community & Campus Plunge: (fair including banks/businesses; campus offices; clubs/orgs – preferably includes parents)

- Commuter & Out-of-State Networking (beneficial to include parents)

- Hokey Pokey of Parenting: When to Step In, When to Step Out (parents only)
We are pleased you are interested in the Standards and Guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). This CAS member association has permission to post a link to this standard on their website. Standards are developed through a consensus model of member associations and other experts, including the association on whose page this link is found. You are invited to use the attached CAS statement in the design and assessment of your programs and for your staff training and development. This statement may not be duplicated for other purposes without permission from CAS.

This standard and all other standards are available along with information on self-assessment procedures in the most recent edition of the CAS Professional Standards for Higher Education book. You are particularly encouraged to examine the learning and developmental outcomes (see www.cas.edu and in the standards book) in the design and assessment of your programs.

This standard has a Self Assessment Guide (SAG) available for purchase from www.cas.edu for use in program evaluation.

CAS MISSION STATEMENT

The mission of the Council for the Advancement of Standards in Higher Education (CAS) is to promote the improvement of programs and services to enhance the quality of student learning and development. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment.

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Each CAS standard contains 14 common criteria categories (referred to as “general standards”) that have relevance for each and every functional area, no matter what its primary focus. In addition to the general standards, all functional area standards are comprised of both specialty standards and guidelines. All standards use the auxiliary verbs “must” and “shall” and appear in bold print so that users can quickly identify them. Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in regular font and use the auxiliary verbs “should” and “may.”

OVER THIRTY YEARS OF PROFESSIONAL SERVICES

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and achievement and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible Book of Professional Standards and Guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of 40 functional areas, consistent with institutional missions. Individuals and institutions from nearly 40 CAS member organizations comprise a professional constituency of over 100,000 professionals.

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The standards and guidelines published in “The Book of Professional Standards for Higher Education” by the Council for the Advancement of Standards in Higher Education (CAS) and referred to in each of the “CAS Self-Assessment Guides” (SAGs) are developed through the voluntary efforts of leaders of professional associations in higher education. The purpose of the standards and guidelines is to identify criteria and principles by which institutions may choose to assess and enhance various areas of their academic, administrative, or student affairs programs and services. CAS specifically disclaims any liability or responsibility for any perceived or actual shortcomings inherent in the text or application of the standards. Further, CAS does not certify individuals nor accredit programs. No institution, whether it has met some or all of the CAS standards, is authorized to indicate that it is “approved, endorsed, certified, or otherwise sanctioned by CAS.” Institutions that have conducted a self-assessment of one or more functional areas addressed by CAS Standards and Guidelines using the appropriate CAS Self-Assessment Guide (SAG) may, where that self-assessment provides evidence that an institution meets these standards, be free to make accurate representations to the effect that the designated program or service meets the CAS Standards.

Direct your questions to the CAS Executive Office, One Dupont Circle NW Suite 300 Washington, DC 20036-1188, 202-862-1400, (email contact: Phyllis Male, Executive Director; www.cas.edu)
THE ROLE of ORIENTATION PROGRAMS

CAS Standards Contextual Statement

To understand current trends in orientation programs, it is helpful to view today's practice within an historical context. The history of orientation programs in the United States is virtually as old as the history of the country's higher education. Harvard College was the first to formalize a system by which experienced students assisted new students in their transition to the institution. In addition to a personalized support system, students also experienced certain rites of passage which, from today's perspective, would likely be considered hazing. While the system was somewhat flawed, it was the beginning of the formalization of orientation as a process that included support of students and their families as the transition to higher education began.

Later in the 19th century, Harvard institutionalized faculty-student contact by assigning faculty members educational and administrative responsibilities outside the classroom. One of these responsibilities was the orientation of new students. Soon other colleges also took an interest in the concerns specific to freshman students.

The National Orientation Directors Association (NODA) was chartered in 1976 and continues the tradition of orientation, retention, and transition professionals who have met annually for over 40 years. The Association is governed by a Board of Directors consisting of regional representatives and officers. Editors for the various NODA publications, regional coordinators, and other appointed positions work closely with the Board to plan and implement activities and services. National and regional networks address special interests such as nontraditional students, two-year and small colleges, Canadian colleges, multicultural affairs, and GLBT issues as well as transfer and parent services.

Today's orientation programs have responded to changing demographics by changing institutional agendas across the nation. Programs have evolved from simply providing individualized faculty attention to focusing on a multitude of important issues while responding to the needs of an increasingly diverse student and family population. Many programs rely extensively on highly trained and motivated peer groups (Orientation Leaders) in the achievement of the Orientation mission.

Today, most orientation programs seek to provide a clear and cogent introduction to an institution's academic community. Orientation is viewed by most as an important tool for continued student recruitment and retention. Most institutions include academic advising and registration for classes in their orientation programs as an impetus for active participation. Many institutions are implementing continuing orientation programs via a first-year experience course. Because of such changes, colleges and universities are taking steps to encourage student and parent attendance by formulating and marketing orientation programs from a decidedly academic perspective, but which address many issues of wider interest and concern related to matriculation, student support services, and campus life. A growing trend has been the high level of attendance at orientation programs by parents and families; they often are very involved in the transition process, and in response, many institutions deliver parent orientation programs separate from the student.

One of the most important changes is that orientation is now viewed as a comprehensive process rather than as a minimal program. Examples include programs lasting from one day to a week in length, welcome weeks, and tradition camps. Colleges and universities nationally and
internationally are developing wide-ranging orientation programs that truly address the transitional needs of diverse students and families.

What trends will guide future approaches to orientation programs? It is certain that recruitment and retention will continue to be major forces in the development of orientation programs. Likewise, attempts to foster an environment responsive to the individual needs of students and families will have a significant effect on orientation programming. Additionally, funding for orientation programs will continue as a matter of concern. Demographic changes in institutions of higher education and in society at large will require institutional and programmatic responses. Maintaining current orientation and transitional programs by simply reacting to change does little to address the interests of all constituents. New and creative programs and methodologies must be planned, implemented, and assessed if the personal and educational needs of new and transfer students and their families are to be met.

For orientation programs, research, assessment, and evaluation are vital and must include evidence of program impact on the achievement of student learning and development outcomes. The CAS Orientation Programs Standards and Guidelines that follow have utility for national and international institutions and provide criteria by which to evaluate the quality and appropriateness of orientation programs.

References, Readings, and Resources

*Designing Successful Transitions: A Guide for Orienting Students to College*
Columbia, SC: University of South Carolina.

National Orientation Directors Association: [www.nodaweb.org](http://www.nodaweb.org)

**National Orientation Directors Data Bank.**
College Park, MD: University of Maryland at College Park.

**National Orientation Directors Association Member Handbook**
Minneapolis: University of Minnesota.

**National Orientation Directors Association**
The Orientation Review
Minneapolis: University of Minnesota

**National Orientation Directors Association**
Orientation Planning Manual
Flint, MI: University of Michigan-Flint

*The Journal of College Orientation and Transition*
DeKalb, IL: Northern Illinois University

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ORIENTATION PROGRAMS

CAS Standards and Guidelines

Part 1: MISSION

The mission of Orientation Programs (OP) must include facilitating the transition of new students into the institution; preparing students for the institution's educational opportunities and student responsibilities; initiating the integration of new students into the intellectual, cultural, and social climate of the institution; and supporting the parents, partners, guardians, and children of the new student.

OP must incorporate student learning and student development in its mission. OP must enhance overall educational experiences. OP must develop, record, disseminate, implement, and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. OP must operate as an integral part of the institution's overall mission.

Part 2. PROGRAM

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. Orientation Programs (OP) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

OP must provide evidence of its impact on the achievement of student learning and development outcomes.

The table below offers examples of evidence of achievement of student learning and development.

<table>
<thead>
<tr>
<th>Desirable</th>
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<tbody>
<tr>
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<tr>
<td>Student Learning and Development Outcomes</td>
<td>Examples of Achievement</td>
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<tr>
<td>Intellectual growth</td>
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<tr>
<td><strong>Academic Meetings</strong></td>
<td>Develops educational goals; Examines information about academic majors and minors; Understands the requirements of an academic degree plan; Examines the core curriculum; Demonstrates knowledge about internships and volunteer opportunities; Develops personal goals; Makes decisions based on complex information from a variety of sources including personal experience, personal values, and orientation programs</td>
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<tr>
<td>Effective communication</td>
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<tr>
<td><strong>Registrar / Fin. Aid Presentations</strong></td>
<td>Examines personal and academic strengths and weaknesses which affect academic plans and communicates that information to academic advisors; Demonstrates the ability to use information on academic policy, student support services, and financial services; Demonstrates the ability to use technological resources; Composes appropriate questions when inquiring about particular requirements, departments, and resources; Appropriately introduces oneself and initiates conversations with others</td>
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<tr>
<td>Enhanced self-esteem</td>
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<tr>
<td><strong>Advising Session</strong></td>
<td>Shows respect for self and others; Demonstrates assertive behavior and evaluates reasonable risks with regard to academic course selection and course load when conferring with academic advisors; Produces a schedule of classes in consultation with orientation staff or academic advisors</td>
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<tr>
<td>Realistic self-appraisal</td>
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<tr>
<td><strong>Scheduling</strong></td>
<td>Evaluates personal and academic skills, abilities, and interests and establishes appropriate educational plans for the first semester; Ranks academic strengths and weaknesses; Focuses on areas of academic ability and interest and mitigates academic weaknesses; Uses information on course selection, course load, and course schedule in order to construct a schedule; Formulates opportunities for involvement in co-curricular activities</td>
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<tr>
<td>Clarified values</td>
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<td></td>
<td>Demonstrates ability to evaluate personal values and beliefs regarding relationships, diversity, substance use, academic integrity, and other ethical issues; Analyzes personal, work, and lifestyle values and explains how they influence decision-making in regard to course selection, course load, and level of personal involvement in the campus community; Acts in congruence with values</td>
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<tr>
<td>Career choices</td>
<td></td>
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<tr>
<td><strong>Academic Meetings</strong></td>
<td>Describes career choice options of academic major and minor</td>
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<tr>
<td>Leadership development services presentation</td>
<td>Demonstrates awareness of leadership opportunities, including those in part-time jobs on and off campus and internships</td>
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<tr>
<td>Healthy behavior services presentation</td>
<td>Describes personal behaviors and environments that promote health and reduce risk; Identifies services provided to support the advancement of a healthy lifestyle and a healthy campus community; Articulates the relationship between health and the development of lifelong goals</td>
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<tr>
<td>Meaningful interpersonal relationships</td>
<td>Creates relationships with fellow students, orientation staff, faculty members, academic advisors, and other institution staff to be engaged with the institution in a meaningful way; Demonstrates ability to listen to others' points of view; Treats others with respect</td>
</tr>
<tr>
<td>Independence entire program</td>
<td>Operates autonomously by attending prescribed student orientation programs while parents and family are attending different programs; Selects, schedules, and registers for academic courses with the advice and counsel of academic advisors and orientation staff; Manages the campus physical environment (i.e., location of buildings, understand a bus schedule)</td>
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<tr>
<td>Social responsibility</td>
<td>Understands the requirements of the codes of conduct; Has knowledge of institution governance systems</td>
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<tr>
<td>Collaboration icebreakers</td>
<td>Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills</td>
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<tr>
<td>Satisfying and productive lifestyles scheduling</td>
<td>Determines the balance between academic course load requirements, work, and leisure time; Constructs goals for academic course requirements, work, and leisure time activities; Identifies obstacles that hamper the achievement of stated goals; Decides the importance of functioning on the basis of personal, ethical, spiritual, and moral values</td>
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<tr>
<td>Appreciating diversity</td>
<td>Becomes aware of the impact of culture on individuals; Becomes aware of educational offerings related to diversity; Demonstrates an appreciation for diversity and the impact it has on society; Seeks involvement with people different from oneself; Challenges appropriately the abusive use of stereotypes</td>
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<tr>
<td>Spiritual awareness</td>
<td>Develops and articulates personal belief system; Understands the role of spirituality in personal and group values and behaviors; Identifies campus and community spiritual and religious resources</td>
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<tr>
<td>Personal and educational goals</td>
<td>Determines personal and academic goals and objectives; Uses personal and academic goals to guide decisions; Considers the effect of one's personal and academic goals on parents, family, and others</td>
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**OP must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.**

**OP must aid students and their families (i.e., parents, guardians, partners and children) in understanding the nature and purpose of the institution, their membership in the academic community, and their relationship to the intellectual, cultural, and social climate of the institution.**

**OP should introduce students to the learning and development that will occur throughout the collegiate experience.**

**OP must continue as a process to address, as appropriate, transitional events, issues, and needs. The orientation process must include pre-enrollment, entry, and post-matriculation services and programs.**

Components of OP may include credit and non-credit courses, seminars, adventure programs, service learning, summer readings, learning communities, Freshmen Interest Groups (FIGs), web-based educational opportunities, comprehensive mailings, electronic communications, and campus visitations and may be administered through multiple institutional offices.

**OP must:**
- be based on stated goals and objectives
- be coordinated with the relevant programs and activities of other institutional units
- be available to all students new to the institution, as well as to families

First-year, transfer, and entering graduate students, as well as their families should be served as distinct populations with specific attention given to the needs of sub-groups
such as students with disabilities, athletes, adult learners, under-prepared students, under-represented students, honor students, and international students.

- assist new students as well as their families in understanding the purposes of higher education and the mission of the institution

New students should have a clear understanding of the overall purpose of higher education and how this general purpose translates to the institution they are attending. The roles, responsibilities, and expectations of students, faculty and staff members, and families should be included.

- articulate the institution’s expectations of students (e.g., scholarship, integrity, conduct, financial obligations, ethical use of technology) and provide information that clearly identifies relevant administrative policies and procedures and programs to enable students to make well-reasoned and well-informed choices

- provide new students with information and opportunities for academic and personal self-assessment

OP should assist students in the selection of appropriate courses and course levels, making use of relevant placement examinations, entrance examinations, and academic records.

- use qualified faculty members, staff, or peer advisors to explain class scheduling, registration processes, and campus life

- provide new students as well as their families, with information about laws and policies regarding educational records and other protected information

OP should emphasize the independence of students in accomplishing their goals while acknowledging their interdependence with their peers and families.

- inform new students as well as their families about the availability of services and programs

- assist new students as well as their families in becoming familiar with the campus and local environment

OP for students and families should provide information about the physical layout of the campus, including the location and purposes of campus facilities, support services, co-
curricular venues, and administrative offices. Information about personal health, safety, and security should also be included.

- assist new students, as well as their families in becoming familiar with the wide range of electronic and information resources available and expectations for their use

OP should provide information about technological resources used to conduct institutional business and scholarly work including information about student information systems, electronic databases, email, and online course software. Information about how to manage responsible and ethical use of institutional technological resources should also be presented.

- provide time for students to become acquainted with their new environment
- provide intentional opportunities for new students to interact with fellow new students as well as continuing students, faculty and staff members

OP should design and facilitate opportunities for new students to discuss their expectations and perceptions of the campus and to clarify their personal and educational goals.

OP should design and facilitate opportunities for new students to meet their peers and begin forming new relationships.

OP must inform students about the history, traditions, and campus cultures to facilitate an identification with and integration into the institution.

Part 3. LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Orientation Program (OP) leaders within the administrative structure to accomplish stated missions. Leaders of OP at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, and relevant professional credentials. Leaders of OP must promote learning and development in students, apply effective practices to educational processes, and enhance institutional effectiveness. Institutions must establish accountability for leaders and fairly assess their performance.
Leaders of OP must exercise authority over resources for which they are responsible to achieve their respective missions.

Leaders of OP must:
- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices to educational and administrative processes
- communicate effectively
- initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area

Leaders of OP must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.

Leaders of OP must promote campus environments that result in multiple opportunities for student learning and development.

Leaders of OP must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

Part 4. ORGANIZATION and MANAGEMENT

Guided by an overarching intent to ensure student learning and development, Orientation Programs (OP) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and
evaluation systems, and recognition and reward processes. OP must provide channels within the organization for regular review of administrative policies and procedures.

All institutional offices involved in program delivery should be involved in the review of administrative policies and procedures.

Coordination of OP must occur even though a number of offices may be involved in the delivery of structured activities.

The size, nature, and complexity of the institution should guide the administrative scope and structure of OP.

Part 5. HUMAN RESOURCES

Orientation Programs (OP) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, OP must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities. OP must strive to improve the professional competence and skills of all personnel it employs.

Faculty involvement in the development and delivery of OP is essential to its success. Faculty members should be included as part of the overall staffing.

OP professional staff members must hold an earned graduate degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.
Student staff must be informed as to the limits of their authority, the expectation for appropriate role modeling, and their potential influence on new students.

OP must have technical and support staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.

Salary levels and fringe benefits for all OP staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

OP must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. Programs and services must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

OP must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

OP must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.

Part 6. FINANCIAL RESOURCES

Orientation Programs (OP) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives, and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.

OP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

OP should be funded through institutional resources. In addition to institutional funding, other sources may be considered, including state appropriations, student fees, user fees, donations, contributions, concession and store sales, rentals, and dues.

Overnight programs may require students and their families to stay on campus. Recovering room and board costs directly from participants is an acceptable practice.
Resources, such as grants or loans, should be available to those students unable to afford the cost associated with orientation.

Part 7. FACILITIES, TECHNOLOGY, and EQUIPMENT

Orientation Programs (OP) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

Cooperation from the campus community is necessary to provide appropriate facilities to implement orientation programs. Whenever possible, a single office location to house personnel and provide adequate workspace should be conveniently located and suitable for its high level of interaction with the public.

Part 8. LEGAL RESPONSIBILITIES

Orientation Programs (OP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Staff members must inform users of programs, services, and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution's policies.

OP staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for OP staff members as needed to carry out assigned responsibilities.

The institution must inform OP staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

Part 9. EQUITY and ACCESS

Orientation Programs (OP) staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to
programs and services must be responsive to the needs of all students and other constituents. OP must adhere to the spirit and intent of equal opportunity laws.

OP must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the basis of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

Consistent with their mission and goals, OP must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

Part 10. CAMPUS and EXTERNAL RELATIONS

Orientation Programs (OP) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

OP should be an institution-wide process that systematically involves student affairs, academic affairs, and other administrative units, such as public safety, physical plant, and the business office.

OP should establish policies and practices that address how the institution should interact with parents and families.

Part 11. DIVERSITY

Within the context of each institution’s unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Orientation Programs (OP) must nurture environments where commonalities and differences among people are recognized and honored.

OP must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one’s own identity, culture, and heritage, and that of others. OP must educate and promote respect about commonalities and differences in their historical and cultural contexts.
OP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

Part 12. ETHICS

All persons involved in the delivery of Orientation Programs (OP) must adhere to the highest principles of ethical behavior. OP must develop or adopt and implement appropriate statements of ethical practice. OP must publish these statements and ensure their periodic review by relevant constituencies.

OP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

All OP staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

OP staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

OP staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all OP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

OP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.
OP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

OP staff members must be knowledgeable about and practice ethical behavior in the use of technology.

Part 13. ASSESSMENT and EVALUATION

Orientation Programs (OP) must conduct regular assessment and evaluations. OP must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students, parents, and families and other affected constituencies.

OP must evaluate periodically how well they complement and enhance the institution's stated mission and educational effectiveness.

Results of these evaluations must be disseminated campus wide and be used in revising and improving programs and services and in recognizing staff performance.

Evaluation of student and institutional needs, goals, objectives, and the effectiveness of orientation programs should occur on a regular basis. A representative cross-section of appropriate people from the campus community should be involved in reviews of orientation programs.