# Council for the Advancement of Standards in Higher Education

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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.

## CAS STANDARDS AND GUIDELINES

Each CAS standard contains 12 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 43 functional areas, consistent with institutional missions. Individuals and institutions from nearly 40 CAS member organizations comprise a professional constituency of over 100,000 professionals.

## DISCLAIMER

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, are 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: Marybeth Drechsler Sharp, Interim 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 a 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 that, from today's perspective, would likely be considered hazing. Although 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 45 years. A Board of Directors consisting of regional representatives and officers governs the Association. 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 LGBT issues as well as transfer and parent and family services.

Today's orientation programs have responded to changing demographics by modifying institutional agendas. Programs have evolved from simply providing individualized faculty attention to focusing on important issues and 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 provide a clear and cogent introduction to an institution's academic community. Orientation is viewed as an important tool for 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 and family attendance by marketing orientation programs from a decidedly academic perspective to 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 who often are very involved in the transition process. Many institutions deliver parent and family 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. National and international colleges and

universities 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. Orientation professionals will need to evaluate ways to deliver orientation content as new technologies emerge. 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 assessed if the personal and educational needs of new and transfer students and their families are to be met.

Research, assessment, and evaluation are vital for orientations programs 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

*Empowering Parents of First-Year College Students: A Guide for Success.* Columbia, SC: University of South Carolina

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

*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 facilitate the transition of new students into the institution; prepare students for the institution's educational opportunities and student responsibilities; initiate the integration of new students into the intellectual, cultural, and social climate of the institution; and support the parents, partners, guardians, and children of the new student.**

**OP must develop, disseminate, implement, and regularly review their missions. The mission must be consistent with the mission of the institution and with professional standards. The mission must be appropriate for the institution's student populations and community settings. Mission statements must reference student learning and development.**

**Part 2. PROGRAM**

**The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful, contribute to students' realization of their potential, and prepare students for satisfying and productive lives.**

**Orientation Programs (OP) must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.**

**Consistent with the institutional mission, OP must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions:**

**Domain: knowledge acquisition, integration, construction, and application**

- **Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life**

**Domain: cognitive complexity**

- **Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity**

**Domain: intrapersonal development**

- **Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness**

**Domain: interpersonal competence**

- **Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership.**

**Domain: humanitarianism and civic engagement**

- **Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility**

**Domain: practical competence**

- **Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life**

[LD Outcomes: See *The Council for the Advancement of Standards Learning and Developmental Outcomes* statement for examples of outcomes related to these domains and dimensions.]

**OP must**

- **assess relevant and desirable student learning and development**
- **provide evidence of impact on outcomes**
- **articulate contributions to or support of student learning and development in the domains not specifically assessed**
- **articulate contributions to or support of student persistence and success**
- **use evidence gathered through this process to create strategies for improvement of programs and services**

**OP must be**

- **intentionally designed**
- **guided by theories and knowledge of learning and development**
- **integrated into the life of the institution**
- **reflective of developmental and demographic profiles of the student population**
- **responsive to needs of individuals, populations with distinct needs, and relevant constituencies**
- **delivered using multiple formats, strategies, and contexts**

**Where institutions provide distance education, OP must assist distance learners to achieve their educational goals by providing access to information about programs and services, to staff members who can address questions and concerns, and to counseling, advising, or other forms of assistance.**

**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 and 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. ORGANIZATION AND LEADERSHIP**

**To achieve student and program outcomes, Orientation Programs (OP) must be structured purposefully and organized effectively. OP must have**

- **clearly stated goals**
- **current and accessible policies and procedures**
- **written performance expectations for employees**
- **functional work flow graphics or organizational charts demonstrating clear channels of authority**

**Leaders with organizational authority for the programs and services must provide strategic planning, supervision, and management; advance the organization; and maintain integrity through the following functions:**

**Strategic Planning**

- **articulate a vision and mission that drive short- and long-term planning**
- **set goals and objectives based on the needs of the population served and desired student learning or development and program outcomes**
- **facilitate continuous development, implementation, and assessment of goal attainment congruent with institutional mission and strategic plans**
- **promote environments that provide meaningful opportunities for student learning, development, and engagement**

- **develop and continuously improve programs and services in response to the changing needs of students served and evolving institutional priorities**
- **intentionally include diverse perspectives to inform decision making**

**Supervising**

- **manage human resource processes including recruitment, selection, development, supervision, performance planning, evaluation, recognition, and reward**
- **influence others to contribute to the effectiveness and success of the unit**
- **empower professional, support, and student staff to accept leadership opportunities**
- **offer appropriate feedback to colleagues and students on skills needed to become more effective leaders**
- **encourage and support professional development, collaboration with colleagues and departments across the institution, and scholarly contribution to the profession**

**Managing**

- **identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement**
- **plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources**
- **use current and valid evidence to inform decisions**
- **incorporate sustainability practices in the management and design of programs, services, and facilities**
- **understand appropriate technologies and integrate them into programs and services**
- **be knowledgeable about codes and laws relevant to programs and services and ensure that staff members understand their responsibilities through appropriate training**
- **assess potential risks and take action to mitigate them**

**Advancing the Organization**

- **communicate effectively in writing, speaking, and electronic venues**
- **advocate for programs and services**
- **advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels**
- **initiate collaborative interactions with internal and external stakeholders who have legitimate concerns about and interests in the functional area**
- **facilitate processes to reach consensus where wide support is needed**
- **inform other areas within the institution about issues affecting practice**

**Maintaining Integrity**

- **model ethical behavior and institutional citizenship**
- **share data used to inform key decisions in transparent and accessible ways**
- **monitor media used for distributing information about programs and services to ensure the content is current, accurate, appropriately referenced, and accessible**

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 4. HUMAN RESOURCES**

**Orientation Programs (OP) must be staffed adequately by individuals qualified to accomplish mission and goals.**

**Within institutional guidelines, OP must**

- **establish procedures for staff recruitment and selection, training, performance planning, and evaluation**
- **set expectations for supervision and performance**
- **assess the performance of employees individually and as a team**
- **provide access to continuing and advanced education and appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.**

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 must maintain position descriptions for all staff members.**

**To create a diverse staff, OP must institute recruitment and hiring strategies that encourage individuals from under-represented populations to apply for positions.**

**OP must develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.**

**To further the recruitment and retention of staff, OP must consider work life initiatives, such as compressed work schedules, flextime, job sharing, remote work, or telework.**

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

**OP professional staff members must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.**

**OP must have technical and support staff members adequate to accomplish their mission. All members of the staff must be technologically proficient and qualified to perform their job functions, be knowledgeable about ethical and legal uses of technology, and have access to training and resources to support the performance of their assigned responsibilities.**

**Degree- or credential-seeking interns or graduate assistants 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. Supervisors must be cognizant of the roles of interns and graduate assistants as both student and employee and closely adhere to all parameters of their job descriptions, work hours, and schedules. Supervisors and the interns or graduate assistants must agree to compensatory time or other appropriate compensation if circumstances necessitate additional hours.**

**Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be educated on how and when to refer those in need of additional assistance to qualified staff members and must have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing 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.**

**All OP staff members, including student employees and volunteers, must receive specific training on institutional policies pertaining to functions or activities they support and to privacy and confidentiality policies and laws regarding access to student records and other sensitive institutional information.**

**All OP staff members must receive training on policies and procedures related to the use of technology to store or access student records and institutional data.**

**OP must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts. Prevention efforts must address identification of threatening conduct or behavior of students, faculty and staff members, and others and must incorporate a system for responding and reporting.**

**OP must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.**

**Part 5. ETHICS**

**Orientation Programs (OP) must review relevant professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice.**

**OP must publish and adhere to statements of ethical practice and ensure their periodic review by relevant constituencies.**

**OP must orient new staff members to relevant ethical standards and statements of ethical practice and related institutional policies.**

**Statements of ethical standards must specify that staff members respect privacy and maintain confidentiality in all communications and records to the extent that such communications and records are protected under relevant privacy laws.**

**Statements of ethical standards must specify limits on disclosure of information contained in students' educational records as well as requirements to disclose to appropriate authorities.**

**Statements of ethical standards must address personal and economic conflicts of interest, or appearance thereof, by staff members in the performance of their work.**

**Statements of ethical standards must reflect the responsibility of staff members to be fair, objective, and impartial in their interactions with others.**

**Statements of ethical standards must reference management of institutional funds.**

**Statements of ethical standards must reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities.**

**Statements of ethical standards must include the expectation that OP staff members confront and hold accountable other staff members who exhibit unethical behavior.**

**Statements of ethical standards must address issues surrounding scholarly integrity.**

**As appropriate, OP staff members must inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.**

**OP staff members must recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.**

**OP staff members must perform their duties within the limits of their position, training, expertise, and competence.**

**When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.**

**Promotional and descriptive information must be accurate and free of deception.**

**OP must adhere to institutional policies regarding ethical and legal use of software and technology.**

## Part 6. LAW, POLICY, AND GOVERNANCE

**Orientation Programs (OP) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.**

**OP must inform staff members, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.**

**OP must have written policies on all relevant operations, transactions, or tasks that have legal implications.**

**OP must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.**

**OP staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. OP staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if the institution does not provide coverage.**

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

**OP must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.**

**OP staff members must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.**

**OP must obtain permission to use copyrighted materials and instruments. OP must purchase the materials and instruments from legally compliant sources or seek alternative permission from the publisher or owner. References to copyrighted materials and instruments must include appropriate citations.**

**OP staff members must be knowledgeable about internal and external governance systems that affect programs and services.**

## Part 7. DIVERSITY, EQUITY, AND ACCESS

**Within the context of each institution's unique mission and in accordance with institutional polices and all applicable codes and laws, Orientation Programs (OP) must create and maintain educational and work environments that are**

- **welcoming, accessible, and inclusive to persons of diverse backgrounds**
- **equitable and non-discriminatory**
- **free from harassment**

**OP must not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history (e.g., first generation to attend college); gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.**

**OP must**

- **advocate for greater sensitivity to multicultural and social justice concerns by the institution and its personnel**
- **modify or remove policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities**
- **include diversity, equity, and access initiatives within their strategic plans**
- **foster communication that deepens understanding of identity, culture, self-expression, and heritage**
- **promote respect about commonalities and differences among people within their historical and cultural contexts**
- **address the characteristics and needs of a diverse population when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices**
- **provide staff members with access to multicultural training and hold staff members accountable for integrating the training into their work**
- **respond to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs, services, and resources**
- **ensure physical, program, and resource access for persons with disabilities**
- **recognize the needs of distance learning students by providing appropriate and accessible services and resources or by assisting them in gaining access to other appropriate services and resources in their geographic region**

## Part 8. INSTITUTIONAL AND EXTERNAL RELATIONS

**Orientation Programs (OP) must reach out to relevant individuals, groups, communities, and organizations internal and external to the institution to**

- **establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services**
- **garner support and resources for programs and services as defined by the mission statement**

- **disseminate information about the programs and services**
- **collaborate, where appropriate, to assist in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes**
- **engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents**

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.

**OP must have procedures and guidelines consistent with institutional policy for**

- **communicating with the media**
- **contracting with external organizations for delivery of programs and services**
- **cultivating, soliciting, and managing gifts**
- **applying to and managing funds from grants**

## Part 9. FINANCIAL RESOURCES

**Orientation Programs (OP) must have funding to accomplish the mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis must be conducted to determine the following elements: unmet needs of the unit, relevant expenditures, external and internal resources, and impact on students and the institution.**

**OP must demonstrate efficient and effective use and responsible stewardship of fiscal resources 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 10. TECHNOLOGY

**Orientation Programs (OP) must have adequate technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant codes and laws.**

**OP must use current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and designated clients.**

**OP must explore the use of technology to enhance delivery of programs and services, especially for students at a distance or external constituencies.**

**When technology is used to facilitate student learning and development, OP must select technology that reflects intended outcomes.**

**OP must**

- **maintain policies and procedures that address the security, confidentiality, and backup of data, as well as compliance with privacy laws**
- **have clearly articulated plans in place for protecting confidentiality and security of information when using Internet-based technologies**
- **develop plans for replacing and updating existing hardware and software as well as plans for integrating new technically-based or supported programs, including systems developed internally by the institution, systems available through professional associations, or private vendor-based systems**

**Technology, as well as workstations or computer labs maintained by programs and services for student use, must be accessible to all designated clients and must meet established technology standards for delivery to persons with disabilities.**

**When providing student access to technology, OP must**

- **have policies on the use of technology that are clear, easy to understand, and available to all students**
- **provide assistance, information, or referral to appropriate support services to those needing help accessing or using technology**
- **provide instruction or training on how to use the technology**
- **inform students on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks**

**Student violations of technology policies must follow established institutional student disciplinary procedures.**

**Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.**

## Part 11. FACILITIES AND EQUIPMENT

**Orientation Programs (OP) must have adequate, accessible, and suitably located facilities and equipment to support the mission and goals. If acquiring capital equipment as defined by the institution, OP must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated on an established cycle, including consideration of sustainability, and be**

**in compliance with codes and laws to provide for access, health, safety, and security.**

**OP staff members must have workspace that is well equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.**

**OP staff members who share workspace must be able to secure their own work.**

**The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information.**

**The location and layout of the facilities must be sensitive to the needs of persons with disabilities as well as the needs of other constituencies.**

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 12. ASSESSMENT AND EVALUATION

**Orientation Programs (OP) must have a clearly articulated assessment plan to document achievement of stated goals and learning outcomes, demonstrate accountability, provide evidence of improvement, and describe resulting changes in programs and services.**

**OP must have adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.**

**Assessments must include direct and indirect evaluation and use qualitative and quantitative methodologies and existing evidence, as appropriate, to determine whether and to what degree the stated mission, goals, and intended outcomes are being met as effectively and efficiently as possible. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other constituencies, and aggregated results must be shared with those groups. Results of assessments must be shared appropriately with multiple constituents.**

**Results of assessments and evaluations must be used to identify needs and interests in revising and improving programs and services, recognizing staff performance, maximizing resource efficiency and effectiveness, improving student achievement of learning and development outcomes, and improving student persistence and success. Changes resulting from the use of assessments and evaluation must be shared with stakeholders.**

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.

*General Standards revised in 2011;*
*OP content developed/revised in 1986, 1996, & 2005*