

Orientation Programs

CAS Standards and Guidelines

Part 1. Mission

Orientation Programs (OP) must facilitate the transition of new students into the institution; prepare students for the institution's educational opportunities and student responsibilities; and initiate the integration of new students into the intellectual, cultural, and social facets of the institution. Central to the mission of OP is the inclusion of parents/guardians and families in support of the new student. OP must also contribute to institutional enrollment management, including retention.

OP must develop, disseminate, implement, and regularly review their missions, which must be consistent with the mission of the institution and with applicable professional standards. The mission must be appropriate for the institution's students and other constituents. Mission statements must reference student learning and development.

Part 2. Program

To achieve their mission, Orientation Programs (OP) must contribute to

- students' formal education, which includes both the curriculum and the co-curriculum
- student progression and timely completion of educational goals
- preparation of students for their careers, citizenship, and lives
- student learning and development

To contribute to student learning and development, OP must

- identify relevant and desirable student learning and development outcomes
- articulate how the student learning and development outcomes align with the six CAS student learning and development domains and related dimensions
- 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
- use evidence gathered to create strategies for improvement of programs and services

STUDENT LEARNING AND DEVELOPMENT DOMAINS AND 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 Development Outcomes* statement for examples of outcomes related to these domains and dimensions.]

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
- designed to provide universal access

OP must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

OP must aid students and their parents/guardians and families in understanding the nature and purpose of

higher education, the mission of the institution, and their membership in the community. OP must articulate the institution's expectations of students and provide information that clearly identifies relevant administrative policies, procedures, and programs to enable students to make well-reasoned and well-informed choices.

Such expectations may include scholarship, integrity, conduct, financial obligations, and the ethical use of technology.

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

OP must inform students about the institution's history, traditions, and culture to facilitate affinity and integration.

OP must provide new students, as well as their parents/guardians and 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.

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

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

OP must inform new students, as well as their parents/guardians and families, about the availability of institutional services and programs. Information about personal health, disability resources, safety, and security must also be included.

OP must design and facilitate intentional opportunities for new students to interact with fellow new students as well as continuing students, faculty, and staff members.

OP must 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. For students enrolling in online programs, OP must provide information about how to access virtual support services and administrative offices.

OP must provide information about technology resources and to conduct institutional business and scholarly work including information about student information systems, library resources, electronic databases, email, and online software.

OP must provide information about how to manage responsible and ethical use of technology resources should also be presented.

OP must introduce students to the learning and development opportunities that will occur throughout

the collegiate experience.

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

Components of OP may include welcome programs, credit and non-credit courses, seminars, adventure programs, service-learning experiences, summer or common reading programs, living-learning communities, interest groups, web-based educational opportunities, comprehensive mailings, electronic communications, and campus visitations and may be administered through multiple institutional offices.

OP must address the characteristics and needs of diverse student populations when establishing programs, services, procedures, and practices.

OP should take into account needs of international students as well as students enrolled in online programs when designing and delivering programs.

First-year, transfer, and entering graduate students, as well as their parents/guardians and families, should be served as distinct populations.

OP should collaborate with offices that coordinate supplemental orientation programs.

Part 3. Organization and Leadership

To achieve program and student learning and development outcomes, Orientation Programs (OP) must be purposefully structured for effectiveness. OP must have clearly stated and current

- goals and outcomes
- policies and procedures
- responsibilities and performance expectations for personnel
- organizational charts demonstrating clear channels of authority

Leaders must model ethical behavior and institutional citizenship.

Leaders with organizational authority for OP must provide strategic planning, management and supervision, and program advancement.

Strategic Planning

- articulate a vision and mission that drive short- and long-term planning
- set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes
- facilitate continuous development, implementation, and assessment of program effectiveness and goal attainment congruent with institutional mission and strategic plans
- promote environments that provide

- for student learning, development, and engagement
- develop, adapt, and improve programs and services in response to the changing needs of populations served and evolving institutional priorities
- include diverse perspectives to inform decision making

Management and Supervision

- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- manage human resource processes including recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student personnel to become effective leaders
- encourage and support collaboration with colleagues and departments across the institution
- encourage and support scholarly contributions to the profession
- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- 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 programs and services meet those requirements
- assess and take action to mitigate potential risks

Program Advancement

- advocate for and actively promote the mission and goals of the programs and services
- inform stakeholders about issues affecting practice
- facilitate processes to reach consensus where wide support is needed
- advocate for representation in strategic planning initiatives at divisional and institutional levels

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

All institutional offices involved in program delivery should be involved in the review of administrative policies and procedures as related to their roles within the orientation program.

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

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

OP must have access to technical and support personnel adequate to accomplish their mission.

Within institutional guidelines, OP must

- establish procedures for personnel recruitment and selection, training, performance planning, and evaluation
- set expectations for supervision and performance
- provide personnel access to continuing and advanced education and appropriate professional development opportunities to improve their competence, skills, and leadership capacity
- consider work/life options available to personnel (e.g., compressed work schedules, flextime, job sharing, remote work, or telework) to promote recruitment and retention of personnel

Faculty member involvement in the development and delivery of OP is crucial to its success. Faculty members should be included as part of the overall planning and, where possible, staffing.

Administrators of OP must

- ensure that all personnel have updated position descriptions
- implement recruitment and selection/hiring strategies that produce a workforce inclusive of under-represented populations
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

Personnel responsible for delivery of OP must have written performance goals, objectives, and outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance. The performance plan must be updated regularly to reflect changes during the performance cycle.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

OP personnel, when hired and throughout their employment, must receive appropriate and thorough training.

OP personnel, including student employees and volunteers, must have access to resources or receive specific training

- institutional policies pertaining to functions and activities they support
- privacy and confidentiality policies
- laws regarding access to student records
- policies and procedures for dealing with violence

- institutional information
- policies and procedures related to technology used to store or access student records and institutional data
- how and when to refer those in need of additional assistance to qualified personnel and have access to a supervisor for assistance in making these judgments
- systems and technologies necessary to perform their assigned responsibilities
- ethical and legal uses of technology

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

Administrators of OP must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response. Risk management efforts must address identification of threatening conduct or behavior and must incorporate a system for responding to and reporting such behaviors.

OP personnel must be knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

PROFESSIONAL PERSONNEL

OP professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.

INTERNS OR GRADUATE ASSISTANTS

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and relevant experience. These students must be trained and supervised by professional personnel who possess applicable educational credentials and work experience and have supervisory experience. Supervisors must be cognizant of the dual roles interns and graduate assistants have as both student and employee.

- Supervisors must
- adhere to parameters of students' job descriptions
 - articulate intended learning outcomes in student job descriptions
 - adhere to agreed-upon work hours and schedules
 - offer flexible scheduling when circumstances necessitate

Supervisors and students must both agree to suitable compensation if circumstances necessitate additional

EMPLOYEES AND VOLUNTEERS

Employees and volunteers must be carefully

selected, trained, supervised, and evaluated. Students must have access to a supervisor. 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.

Part 5. Ethics

Orientation Programs (OP) must

- review applicable professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice
- publish and adhere to statements of ethical practice and ensure their periodic review
- orient new personnel to relevant ethical standards and statements of ethical practice and related institutional policies

Statements of ethical standards must

- specify that OP personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws
- specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities
- address conflicts of interest, or appearance thereof, by personnel in the performance of their work
- reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others
- reference management of institutional funds
- reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities
- include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior
- address issues surrounding scholarly integrity

OP personnel must

- employ ethical decision making in the performance of their duties
- inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements
- recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation
- perform their duties within the scope of their position, training, expertise, and competence
- make referrals when issues presented exceed the scope of the position

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 have access to legal advice needed for personnel to carry out their assigned responsibilities.

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

OP must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

OP must have written policies and procedures on 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 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.

Personnel 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 purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

OP must inform personnel about internal and external governance organizations that affect programs and services.

Part 7. Diversity, Equity, and Access

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Orientation Programs (OP) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

OP must not discriminate on the basis of disability; age; race; cultural identity; ethnicity; nationality; family educational history (e.g., first generation to attend college);

political affiliation; religious affiliation; sex; sexual orientation; gender identity and expression; marital, social, economic, or veteran status; or any other basis included in institutional policies and codes and laws.

OP must

- advocate for sensitivity to multicultural and social justice concerns by the institution and its personnel
- ensure physical, program, and resource access for all constituents
- modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities
- ensure that when facilities and structures cannot be modified, they do not impede access to programs, services, and resources
- establish goals for diversity, equity, and access
- foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage
- promote respect for commonalities and differences among people within their historical and cultural contexts
- address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices
- provide personnel with diversity, equity, and access training and hold personnel accountable for applying the training to their work
- respond to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources
- recognize the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources

Part 8. Internal and External Relations

Orientation Programs (OP) must reach out to 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
- collaborate 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 staff

constituents

- disseminate information about the programs and services

Orientation should be an institution-wide process of planning and implementation that systematically involves student affairs, academic affairs, and other administrative units, such as parent and family programs, public safety, physical plant, athletics, college bookstore, and the business office.

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

Orientation Programs (OP) must have procedures and guidelines consistent with institutional policy for

- communicating with the media
- distributing information through print, broadcast, and online sources
- 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 and prioritizing funding resources, OP must conduct comprehensive analyses to determine

- unmet needs of the unit
- relevant expenditures
- external and internal resources
- impact on students and the institution

OP must use the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.

OP must administer funds in accordance with established institutional accounting procedures.

OP must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

Financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can make informed decisions.

Procurement procedures must

- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent
- consider information available for comparing the ethical and environmental impact of products and services purchased

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.

When overnight programs require students and their parents/guardians and families to stay on campus, room and board costs may be recovered directly from participants.

Resources, such as grants, loans, or fee waivers should be available to those students and their families who are unable to afford the cost associated with orientation.

Part 10. Technology

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

OP must use technologies to

- provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats
- provide an avenue for students and other constituents to communicate sensitive information in a secure format
- enhance the delivery of programs and services for all students

OP must

- back up data on a regular basis
- adhere to institutional policies regarding ethical and legal use of technology
- articulate policies and procedures for protecting the confidentiality and security of information
- implement a replacement plan and cycle for all technology with attention to sustainability
- incorporate accessibility features into technology-based programs and services

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 information or referral to support services for those needing assistance in accessing or using technology
- provide instruction or training on how to use the technology
- inform students of implications of misuse of technologies

Part 11. Facilities and Equipment

Orientation Programs' (OP) facilities must be intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program's mission and goals.

374 Orientation Programs

Facilities must be designed to engage various constituents and promote learning.

Personnel must have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information and conversations. Personnel must be able to secure their work.

OP must incorporate sustainable practices in use of facilities and purchase of equipment. Facilities and equipment must be evaluated on an established cycle and be in compliance with codes, laws, and accepted practices for access, health, safety, and security.

When acquiring capital equipment, OP must take into account expenses related to regular maintenance and life cycle costs.

Cooperation from the campus community is necessary to provide appropriate facilities to implement orientation programs.

Whenever possible, a single accessible location to house personnel and provide adequate workspace should be conveniently located and suitable for its high level of interaction with the public.

Institutions should give OP priority in scheduling or reserving campus facilities for formal orientation programming.

Part 12. Assessment

Orientation Programs (OP) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

OP must

- specify programmatic goals and intended outcomes
- identify student learning and development outcomes
- employ multiple measures and methods
- develop manageable processes for gathering, interpreting, and evaluating data
- document progress toward achievement of goals and outcomes
- interpret and use assessment results to demonstrate accountability
- report aggregated results to respondent groups and stakeholders
- use assessment results to inform planning and decision-making
- assess effectiveness of implemented changes
- provide evidence of improvement of programs and services

A representative cross-section of appropriate people from the campus community should be involved in reviews of orientation programs.

OP must employ ethical practices in the assessment process.

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

General Standards revised in 2014;

OP content developed/revised in 1986, 1996, 2005, & 2013