



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

CAS, a consortium of professional associations in higher education, promotes the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services

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 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 45 functional areas, consistent with institutional missions. Individuals and institutions from more than 40 CAS member organizations comprise a professional constituency of over 100,000 professionals.

DISCLAIMER

The standards and guidelines published in “CAS 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, P.O. Box 1369, Fort Collins, CO 80522-1369, 202-862-1400, or email Marybeth Drechsler Sharp, Executive Director (executive_director@cas.edu)

ORIENTATION PROGRAMS

CAS 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 colleges and universities. In the 1640s at Harvard, dons and tutors were expected to "counsel and befriend the young lads" in order to support them in their transition to college (Morrison, 1936). More formal orientation programming can be traced to both Harvard and Boston College in 1888 (Butts, 1971; Drake, 1966). Harvard is credited with creating a system by which current students supported new students in their transition to college (Upcraft, Gardner, & Associates, 1989), a model that persists today. Later in the 19th century, Harvard institutionalized faculty-student contact by assigning faculty members educational and administrative responsibilities outside the classroom.

Today's orientation programs have responded to changing demographics by modifying institutional agendas. Programs have evolved from simply providing students with 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 there exists a professional organization called the Association for Orientation, Transition and Retention in Higher Education (NODA). Founded in 1976 and a founding member of CAS in 1977, NODA provides education, leadership, and professional development in the field of student orientation, transition, and retention.

Today, most orientation programs provide a clear and cogent introduction to the intellectual, cultural, and social facets of the institution. Orientation is viewed as an important tool for student recruitment, acculturation, and retention (Jacobs, 2003). 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 program and/or course (Perigo & Upcraft, 1989). Because of social and demographic changes and to address the needs of students, colleges and universities are taking steps to encourage student and parent/guardian and family attendance by expanding orientation programs beyond the singular 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/guardians and families who often are very involved in the transition process (Merriman, 2007). To better address these needs, many institutions deliver parent/guardian and family orientation programs as a complement to student programs.

One of the most important changes seen over the past several decades is that orientation is now viewed as a comprehensive process rather than as a singular program. Examples include programs lasting from one day to a week in length, welcome weeks, and other activities that engage students in a variety of ways to introduce them to the expectations, culture, and traditions of the institution. Increasingly colleges and universities are developing more expansive and extended orientation programs that begin with post-acceptance communication and continue throughout the first year. These programs address the diverse transitional needs of students and their families.

What trends will guide future approaches to orientation programs? It is certain that acculturation and retention will continue to be a major focus in the development of orientation programs. Orientation professionals will need to evaluate ways to deliver orientation content as new technologies emerge that change how, when, and where students learn. Funding for orientation programs will continue to be a matter of concern. Demographic changes in institutions of higher education and society at large will require new institutional and programmatic responses.

Likewise, attempts to foster environments responsive to the individual needs of students and families will have a significant effect on orientation programming. Increasingly, students are non-traditional, older, working, married, part-time, and living away from campus. Maintaining current orientation and transitional programs by simply reacting to change does little to address the interests of all constituents. For example, as on-line education grows, institutions must envision new types of orientation programs to help students succeed in a technology-based, asynchronous learning environment that requires new ways of communicating with classmates and instructors. New and creative programs and methodologies must be assessed if the personal and educational needs of new students and their families are to be met.

Research, assessment, and evaluation are vital to effective orientation programs and must include evidence of program impact both immediate and longitudinal on the achievement of student learning and developmental 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, effectiveness, and appropriateness of orientation programs.

References, Readings, and Resources

- Butts, T. H. (1971). *Personnel service review: New practices in student orientation*. Retrieved from ERIC database. (ED057416)
- Drake, R. W. (1966). *Review of the literature for freshmen orientation practices in the United States*. Fort Collins, CO: Colorado State University. Retrieved from ERIC database. (ED030920).
- Jacobs, B. (2003). New student orientation in the twenty-first century. In G. Kramer & Associates (Eds.), *Student academic services*, 127-146, San Francisco, CA: Jossey-Bass.
- Merriman, L. (2007). Managing parents 101: Minimizing interference and maximizing good will. *Leadership Exchange*, 5 (1), 14–19.
- Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology*, 55, 893-896.
- Hatch, C. & Skipper, T. (2004). *Empowering parents of first-year college students: A guide for success*. National Resource Center for First Year Experience and Student in Transition. Columbia, SC: University of South Carolina.
- Perigo, D., & Upcraft, M. (1989). Orientation programs. In M. L. Upcraft, J. N. Gardner, & Associates (Eds.), *The freshman year experience*, 82-94, San Francisco, CA: Jossey-Bass.
- Upcraft, M. L., Gardner, J. N., & Associates. (1989). *The freshman year experience*. San Francisco, CA: Jossey-Bass.
- Designing successful transitions: A guide for orienting students to college* 3rd ed. (Columbia, SC: University of South Carolina.
- NODA - Association for Orientation, Transition and Retention in Higher Education: www.nodaweb.org
- NODA - Association for Orientation, Transition and Retention in Higher Education Directors Data Bank. Retrieved from www.nodaweb.org/?page=Databank
- NODA - Association for Orientation, Transition and Retention in Higher Education: *The Orientation Review*. Retrieved from www.nodaweb.org
- NODA - Association for Orientation, Transition and Retention in Higher Education: *Orientation Planning Manual*. Minneapolis: University of Minnesota.

Contextual Statement Contributors

Current Edition:

Deb Boykin, William & Mary, ACUHO-I
Ann Hower, University of Michigan, NODA
Deanie Kepler, Southern Methodist University, AHEPPP
Janet Marling, National Association for the Study of Transfer Students, ASTS
Jeffrey Pittman, Regent University, NACAS
Jim Walters, Montgomery College - Takoma Park/Silver Spring, NSEE

Previous Editions:

Ann Hower, University of Michigan, NODA

Gerry Strumpf, University of Maryland, College Park, NODA

Chris Boyer, NODA

Ralph Busby, Stephen F. Austin State University, NODA

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 used to conduct institutional business and scholarly work including information about student information systems, library resources, electronic databases, email, and online course software.

Information about how to manage responsible and ethical use of institutional 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 opportunities 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 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.

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 on

- **institutional policies pertaining to functions or activities they support**
- **privacy and confidentiality policies**
- **laws regarding access to student records**
- **policies and procedures for dealing with sensitive 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 hours.

STUDENT EMPLOYEES AND VOLUNTEERS

Student 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 other 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 plan and 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**

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.

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.

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