

4. Facilitate small group curriculum assigned by the Director of Orientation
5. General academic advising
6. General assistance during orientation
7. General tasks assigned by the Director of Orientation

## Requirements:

1. You must be a full-time student in good standing
2. Class standing of at least Sophomore for the year of employment
3. Minimum cumulative G.P.A. of 2.5
4. A willingness to learn basic knowledge of development theory, academic advisement and leadership development
5. A true desire to develop as a person

## FOOTNOTES

<sup>1</sup> Grites, Thomas J. "Improving Academic Advising" Center for Faculty Evaluation and Development in Higher Education, Kansas State University August 1980

<sup>2</sup> Chickering, Arthur W. *Education & Identity* Jossey-Bass Publishers San Francisco 1978

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"A New Role for Student Orientation: Getting Down to Academics" *Naspa Journal* Summer 1981

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## NODA REPORT

# COUNCIL ON THE ADVANCEMENT OF STANDARDS:

## ORIENTATION - STANDARDS AND INTERPRETATIVE GUIDELINES

## STANDARDS

## I. MISSION

The mission of orientation is to provide on-going services and assistance that will:

1. Aid new students in their transition to the institution;
2. Expose new students to the broad educational opportunities of the institution;
3. Integrate new students into the life of the institution.

## INTERPRETIVE GUIDELINES

## I. MISSION

A structured orientation process based on stated goals and objectives should be provided. This process should serve both the student and the institution. The structured entry process aids students in understanding the nature and purpose of the institution and their relationship to the academic environment. Self growth and learning may occur as students are assisted in understanding their own relationship to the intellectual, social, and cultural climate of the college.

An orientation process should be available to all students new to the institution. Freshmen, transfers, and graduate students should be served as major population groups with specific attention given to the needs of sub-groups with special needs.

The students' immediate support groups—parents, guardians, spouse, children—play an important role in the life of each student, and should be provided with information and orientation experiences as appropriate.

These goals should be applicable regardless of the size or purpose of the institution:

1. To assist students in understanding the purpose of higher education;
2. To assist students in understanding the mission of the specific institution.
3. To assist students in determining their purpose in attending the institution and developing a positive relationship with faculty, staff, peers, and other individuals in the community.

4. To help students understand the institution's expectations of them;
5. To provide information about and opportunities for self-assessment;
6. To identify costs in attending the institution, both in terms of dollars and personal commitment;
7. To improve the retention rate of new students;
8. To provide an atmosphere and sufficient information to enable students to make reasoned and well-informed choices;
9. To provide information concerning academic policies, procedures, requirements, and programs;
10. To promote an awareness of non-classroom opportunities;
11. To provide referrals to qualified counseling and advising;
12. To explain the process for class scheduling and registration and provide trained supportive assistance to accomplish these tasks;
13. To develop familiarity with the physical surroundings;
14. To provide information and exposure to available school services;
15. To help students identify and evaluate housing and commuting options;
16. To create an atmosphere that minimizes anxiety, promotes positive attitudes, and stimulates an excitement for learning;
17. To provide appropriate information on personal safety and security;
18. To provide opportunities for new students to discuss expectations and perceptions of the campus with continuing students.

### STANDARDS

#### II. ORGANIZATION AND ADMINISTRATION

- A. A written description of the organization program, its services, and specific positions will be available.
- B. The philosophy, goals, objectives, and evaluative measures of the orientation services should be:
  - in written form;
  - made available to students, faculty, staff, and external users on a routine basis.

Regular evaluations - both quantitative and qualitative - of the philosophy, goals, and objectives of orientation services should be performed, and the results of such evaluations should be used to strengthen the service. The results of such evaluations may be made available to students, faculty, staff, and external users.

### INTERPRETIVE GUIDELINES

#### II. ORGANIZATION AND ADMINISTRATION

- A. The scope and structure of the administrative organization for orientation services should be governed by the size, nature and complexity of the institution.

The orientation function should have, in written form, policies and procedures regarding the operation of the service. These should be reviewed and revised on a regular basis.

- B. Evaluation of student and institutional needs, goals, objectives, and the effectiveness of programs, services and activities should occur on a periodic basis, at least every five years.

Surveys and questionnaires should solicit information for periodic evaluation of student and institutional needs.

Concurrent studies and follow-up studies should be used to determine program and staff effectiveness. New student adjustment and retention should be included as variables for the studies.

A representative cross-section of appropriate people from the campus community should be involved in periodic review of goals and objectives.

### STANDARDS

#### III. PROGRAM

Essential components of an orientation program will include:

1. An introduction to both the academic and student life aspects of the institution;
2. Structured opportunities for the interaction of new students with faculty, staff, and continuing students.

### INTERPRETIVE GUIDELINES

#### III. PROGRAM

These program components may be carried out through:

1. Summer, fall, and/or spring orientation (pre-class experience), and orientation classes;
2. On-site visits by new students to establish a physical orientation to the facilities and setting;
3. A comprehensive information program, including catalogs, bulletins, handbooks, films, and slide presentations, to assist students to understand and visualize the campus milieu, history, policies, regulations, requirements, expectations, and course offerings;
4. Structured activities for the purpose of stimulating interaction among new students, and between new students and continuing students, faculty, and staff;
5. Placement and/or self-diagnostic measures to assist students in selection of appropriate levels of courses;
6. Availability of qualified faculty/staff/peer academic advisors;
7. Registration for classes.

### STANDARDS

#### IV. HUMAN RESOURCES

Personnel responsible for the organization, administration, and delivery of

services in an orientation program will be well-trained and qualified for their positions.

An analysis of the professional qualifications of each staff member and plans to remedy weaknesses will be performed and updated annually.

The institution should have adequate professional staff and other support staff to design and coordinate programs to meet the stated objectives.

### INTERPRETIVE GUIDELINES

#### IV. HUMAN RESOURCES

The competencies for the professional staff are usually gained through studies in counseling and guidance, college student personnel administration, or administration in higher education through at least the masters level. However, no restriction as to field of study is suggested, as the competencies and skills required may be obtained in a variety of disciplines.

The staff may include professional, technical, secretarial, and clerical personnel. The staff may also consist of pre-professional practicum or internship students at the graduate level and both paid and volunteer student leader staff.

Involvement of faculty, staff, and trained students is very important since orientation must have institution-wide support to be truly successful.

The analysis of individual staff qualifications should include:

- earned degrees/institutions
- special training
- experience
- length of service
- relevant research
- professional activities and other development

The professional staff (including staff with other responsibilities) charged with the responsibility of designing and coordinating an orientation process, should be competent to do the following:

1. Identify new student needs for the purpose of program development;
2. Formulate goals and objectives for the program;
3. Design, develop and carry out appropriate levels of evaluation of the program and staff;
4. Interview, select, train, and supervise professional and student staff;
5. Promote inter-office cooperation and communicate the orientation process to other campus units;
6. Develop a budget and maintain fiscal responsibility for the orientation function;
7. Conduct research regarding the transition needs of new students, and channel the results of this research into appropriate offices.

The professional staff shall possess the qualifications essential for carrying out the mission of orientation. These qualifications should include:

1. Appropriate educational background and professional experience;
2. Evidence of engagement in innovative service delivery and effective planning;
3. Participation in professional associations and professional development activities;
4. Understanding and commitment to student development theories.

The number of full-time equivalent professional staff should be adequate to meet the orientation goals of the college or university. A master's degree in the area of counseling, or student services/development (including a practicum in orientation or closely related area), is recommended.

The academic preparation of the professional orientation staff should include courses in counseling theory, testing and measurement, learning theory, educational psychology, organizational psychology, group processes, effective communication, and management.

The orientation professional should also have practical work experience of one year or longer in several of the following areas: housing, commuter affairs, campus activities, career planning, advising, counseling service, admissions, and orientation. This experience may have been acquired through internships, volunteer work, or paid employment.

The technical, secretarial, and clerical staff normally perform office and administrative functions.

There shall be sufficient technical, secretarial, and clerical staff to enable the office to attain its stated goals, and to provide supportive services to professional staff engaged in professional tasks.

Preprofessional staff should come from the academic program in counseling, student services/development areas, or from their equivalents on a given campus. They should be adequately supervised by professional staff.

Part-time student employees and volunteers may be used under supervision. Student staff members and volunteers should be offered training in and should be able to demonstrate leadership, resourcefulness, empathy, creativity, organizational and planning skills, information-giving skills, and interpersonal skills.

The student staff selected for leadership roles should be currently enrolled and selected for their ability to represent the campus culture from a peer perspective. The ratio of student leaders to new students should be sufficiently low for effective personal interaction time.

### STANDARDS

#### V. FUNDING

Orientation funding will be adequate to meet the goals of the institution and to offer essential program components.

### INTERPRETIVE GUIDELINES

#### V. FUNDING

Funding essential to provide an effective service should include:

- professional and support staff salaries

- printing and copying
- postage
- telephone
- office supplies
- travel
- professional memberships and staff development
- promotion/public relations
- furnishings and equipment
- office equipment repairs, maintenance and update
- management information system

Money from the general fund should be allocated to underwrite orientation expenses. Overnight programs may require the student to room and board on campus. There is justification for recovering these costs directly from the student. However, such a fee should not be so large as to serve as a deterrent to attendance for students of modest financial means.

### STANDARDS

#### VI. FACILITIES

Office space will be sufficient and located to provide visibility and accessibility for students and staff.

### INTERPRETIVE GUIDELINES

#### VI. FACILITIES

Orientation functions may use a variety of physical spaces to effectively promote programs, services, and activities. Cooperation from within the campus community is necessary to provide assigned areas. Where justified, a single office location, housing the staff and insuring adequate work space, should be centrally located and attractive. The professional office space should include room for reception areas, information dissemination facilities, individual private offices, and group meeting/work space.

### STANDARDS

#### VII. CAMPUS AND EXTERNAL RELATIONS

Professional relationships with students, alumni, and the university/college community will be established and maintained.

### INTERPRETIVE GUIDELINES

#### VII. CAMPUS AND EXTERNAL RELATIONS

Orientation should be an institution-wide program.

The orientation office should coordinate information relating to other services on campus. These services should in turn, provide the media and human resources necessary to accomplish the transmission of information.

The academic units should disseminate information on academic programs and options at orientation. Qualified academic advisors should be provided, in addition to the resources to transmit necessary information.

### STANDARDS

#### VIII. ETHICS

Staff will demonstrate ethical standards of conduct. The code of ethics will be specified and made known to all employees.

### INTERPRETIVE GUIDELINES

#### VIII. ETHICS

- A. Personnel should ensure that accurate presentation of institutional goals, services, programs, and policies are made to the public, students, prospective students, colleagues, and subordinates.
- B. Personnel should respect the students' right to privacy and share information about individuals only in accordance with institutional and federal policy, or when given permission by the student, or when required to prevent personal harm.
- C. Personnel should provide adequate information to students prior to and following any test administration.