

Orientation CAS Evaluation Written Responses

Part 1. Mission Overview Questions

A. What is the program mission? (1.1, 1.2, 1.3.2, 1.3.3, 1.3.4)

The mission of the orientation program is not stated overtly to the public, but instead is represented on www.ccd.edu/newstudentorientation in this format:

Studies show if you attend orientation programs and other first-year programs like the College 101, you will have a greater success while in college. College is an investment of time and money—you want to get the most you can out of the college experience, and Orientation will help you do that.

- Orientation sessions are designed to provide you with valuable information while giving you an opportunity to connect with staff, faculty, and other new and current students.
- You will learn important information about financial aid, academic advising, student rights and responsibilities, campus resources, how to be a successful student, ways to get involved on campus, and more.
- This will be an opportunity for you to ask general questions and receive important information about CCD.

Internally, the orientation program mission is as follows:

CCD's Orientation Program serves the college and its students by providing incoming students with the tools, information, resources, community, and confidence to succeed both within and outside of the classroom at the college. By participating in this program students will increase their likelihood of enrolling, persisting, graduating and/or transferring at Community College of Denver. By supporting the success of students in these areas, the orientation program also serves the college by improving enrollment, retention, graduation and transfer rates.

Changes will need to be made to meet CAS standards. Suggested additions, soon to be integrated into the current mission include:

Mention of student responsibilities and educational opportunities, initiation of cultural, intellectual, and social integration into the college's community, and support of parents, partners, guardians and children of incoming students.

B. How does the mission embrace student learning and development? (1.3.3, 1.3.4)

Orientation sessions are designed to provide students with valuable information while giving them an opportunity to connect with staff, faculty, and other new and current students. Students will learn important information about financial aid, academic advising, student rights and responsibilities, campus resources, how to be a successful student, ways to get involved on campus, and more. Students' learning and development are assessed through pre- and post-

surveys implemented to measure the effectiveness and learning provided by the orientation sessions.

C. In what ways does the program mission complement the mission of the institution? (1.2.1, 1.2.2, 1.3.1)

COMMUNITY COLLEGE OF DENVER MISSION STATEMENT
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CCD provides our diverse community an opportunity to gain quality higher education and achieve personal success in a supportive and inclusive environment.

Orientation serves to ensure students get the most out of their college experience by properly preparing students for college right from the start. Open to all students, the program provides a supportive and inclusive environment for incoming and prospective students to gain access to resources, programs, and services that will help all students succeed at the college. With an emphasis in quality, the program provides information key to students' success in college while also expecting students to do their part in preparation for success in the classroom. The mission is reviewed and updated annually to ensure it meets the outcomes of the program and mission of the college and CAS standards for Orientation.

Part 2. Program Overview Questions

A. What are the primary elements of the program? (2.1.1, 2.1.2, 2.1.3, 2.2, 2.3.5, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 2.4.6, 2.5.1, 2.5.2, 2.5.3)

Students are hosted on campus for 4 hours of programming. The following charts show all sessions that are the primary elements of the program, highlighted in bold. Extensive partnerships and collaborations exist to facilitate all of these sessions, with new partnerships created to further enhance current programming. These partnerships resulted from evidence gathered through assessment of need for strategies to improving programming and program impact on student learning and success. New partnerships developed within the past 3 years include: student support service offices (TRIO, EOC, The Resource Center, Accessibility Center, Phoenix Center, Center for Special Programs), Financial Aid, Career Services, Transfer Services, General and Program Advising, Information Technology, Academic Support Center, Testing Center, and Faculty from CTE and General Education programs.

All New First Time college students are required to attend orientation and have a registration hold placed on their account until it is completed. Campus-wide investment in orientation programming is apparent though as over 5000 students, including transfer, re-admit, concurrently enrolled high school, and international students attend an orientation on campus or complete the online orientation process each year. The students who attend, and the program design, reflect the general characteristics of the student population at the college. Partnerships with the accessibility center and programming offered both online (written and video format) and in person allow the program to support students and individuals with distinct needs.

The online orientation program is comprehensive with 8 units of video and transcription which mirror, fairly well, the current on campus program. However, students completing this distance learning option are not as well served in terms of staff support, advising, and other forms of assistance as those who come to campus, which is why we highly encourage all students to attend an on campus orientation session. Virtual support services at the college are lacking, which makes providing those services to student during orientation a challenge, one which is

<u>Time</u>	<u>Session</u>	<u>Presenter/Facilitator</u>	<u>Location</u>
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not currently being met with our online program.

Program design changes are also guided by leaders and staff participation in NODA conferences, workshops and webinars. The Assistant Director and Orientation Specialist attended the NODA Conference in 2012 and will attend again in 2015 to ensure programming continues to align with theories, knowledge and best practices for learning and development. So much growth, development and innovation has occurred within the orientation program design over the past 3 years that it clearly demonstrates a responsiveness to feedback from students, college partners, and nationwide best practice.

Orientation Schedule of Sessions (Morning & Evening Sessions)

7:45am – 8:30am	Check-in/Campus Resource Tabling	Student Ambassadors & CCD Resource Offices	Confluence Lobby
8:30am – 8:40 am	Welcome to CCD/Why College	Student Ambassadors	Confluence 105/107/109
8:40am – 8:50am	Icebreakers – Person Bingo	Student Ambassadors	Confluence 105/107/109
8:50am – 9:10am	Student Rights and Responsibilities	Student Conduct/ Human Resources	Confluence 105/107/109
9:10am – 9:30am	Applying for FAFSA & Financial Literacy Presentation	EOC Staff	Confluence 105/107/109
9:30am – 9:50am	Next Steps Toward Your Career/Transfer	Career Development Center & Transfer Success Center	Confluence 105/107/109
9:50am – 10:00am	Restroom Break; Split students into color groups	Student Ambassadors	Confluence 105/107/109
10:00am – 10:40am	Group survival activity	Ambassadors	Confluence 105/107/109
10:40am – 11:20am	Syllabus review/Classroom Expectations	Ambassadors & CCD Faculty	Confluence 105/107/109
11:20am – 12:00pm	CCD Connect/Degree Works/D2L & Email Training & Activities	Ambassadors & IT	Confluence 4 th Floor – Academic Support Center
12:00pm – 12:15pm	Wrap-Up, Collect Orientation Surveys, Referral to next steps & afternoon stations	Ambassadors	Confluence 105/107/109

Orientation Breakout Sessions Detailed Schedule (Morning and Evening Sessions)

Time	Math & Science (Red); Health Sciences (Blue)	CCTE (Yellow); Arts & Humanities/ Performing Arts & Humanities (Green)	Undecided (Orange)
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10:00am – 10:40am	CCD Connect, Outlook Email, Degree Works & D2L Training/Activities (CNF 4th Floor – Tutoring Center)	Syllabus review & classroom expectations (CNF 105/107)	Group survival activity (CNF 109)
10:40am – 11:20am	Group survival activity (CNF 109)	CCD Connect, Outlook Email, Degree Works & D2L Training/Activities (CNF 4th Floor – Tutoring Center)	Syllabus review & classroom expectations (CNF 105/107)
11:20am – 12:00pm	Syllabus review & classroom expectations (CNF 105/107)	Group survival activity (CNF 109)	CCD Connect, Outlook Email, Degree Works & D2L Training/Activities (CNF 4th Floor – Tutoring Center)

B. What evidence exists that confirms the contributions of the program to student learning and development? (2.1.1, 2.1.2, 2.1.3, 2.2, 2.5.1, 2.5.2, 2.5.3, 2.6, 2.7)

The ability for the orientation program to impact student learning and development is measured by employing a pre- and post-survey during orientations with questions related to student’s preparedness, connection to, and knowledge of the college process and the Community College of Denver (survey attached in Appendix). Our goal is to make sure students report higher than 75% overall average confidence, knowledge and understanding of college and CCD after completing orientation. Summative, descriptive data for the past several semesters and programming are included here. More data for prior years is available as needed.

Students’ Average Self-Reported Confidence/Knowledge/Understanding of College & CCD	Pre-Orientation	Post-Orientation	Average Growth %
Spring 2015 Orientations	64%	79%	15%
Spring 2015 Fast Track Orientations	64%	76%	12%
Fall/Summer 2014 Orientations	52%	78%	26%
Fall/Summer 2014 Fast Track Orientations	67%	79%	12%
Spring 2014 Orientations	65%	77%	12%

C. What evidence is available to confirm achievement of program goals? (2.8.1, 2.8.2, 2.8.3, 2.8.4, 2.8.5, 2.8.6, 2.8.7, 2.8.8, 2.8.9, 2.8.10)

The primary goals of the orientation program are to support the yield, retention, student success, and completion of students at the Community College of Denver. Above is a chart that details achievement of student learning outcomes. Below is a chart that details yield

rates and retention rates of orientation attendees for the past several semesters including the differences between our fast track, standard orientation, and online orientation models.

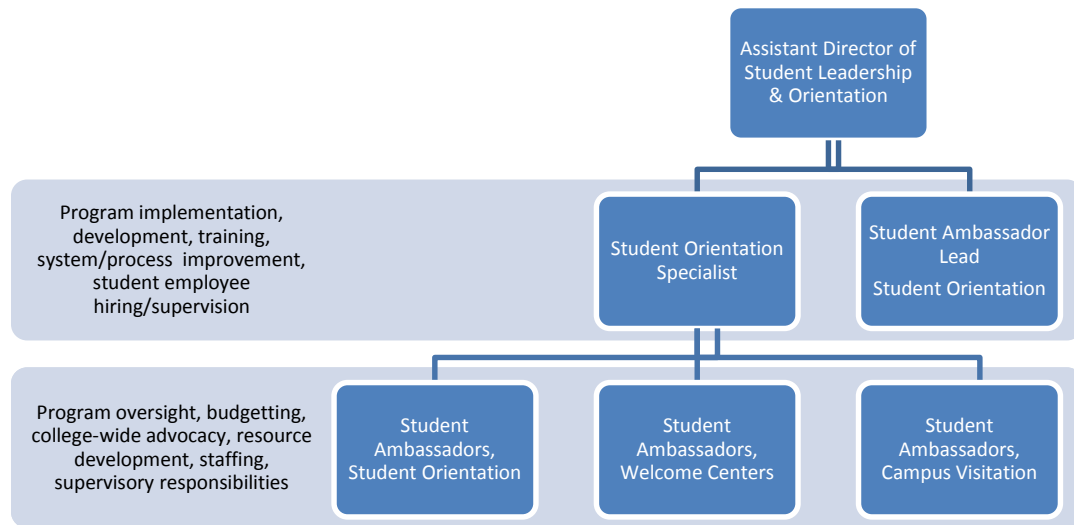
Enrollment and Retention Rates by Semester & Orientation Session Type

Semester Attended Orientation	Session Type	Enrollment Rate	Retention Rate
Summer 2014	Fast Track		
Summer 2014	Orientation	60%	70%
Summer 2014	Online Orientation	45%	54%
Fall 2014	Fast Track	69%	59%
Fall 2014	Orientation	76%	69%
Fall 2014	Online Orientation	69%	53%
Spring 2015	Fast Track	59%	
Spring 2015	Orientation	64%	
Spring 2015	Online Orientation	61%	
Overall	All	63%	62%

Part 3. Organization and Leadership Overview Questions

- A. ***In what ways are program leaders positioned and empowered to accomplish the program mission?*** (3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6)

The current organizational chart (below) ensures that all voices in the program are heard and are involved in the continued improvement and implementation of the orientation program. Of particular importance is the student perspective and student voice when making program changes. In this structure the student ambassador lead selected for orientation programs reports directly to the assistant director and is structurally considered a colleague and counterpart with the full-time student orientation specialist staff member. This has been very effective in promoting the students' perspective when making decisions on program development, implementation and change.



B. How do program leaders advance the organization? (3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6, 3.4.7)

The orientation staff have been instrumental in development of this and other first-year and transfer student programming for advancement of the college. A few examples of new orientation programming and first year student/transfer student programming include the following:

Orientation programming innovations:

- 1) Fast Track Orientations – come to campus and complete all of your enrollment steps in one day
- 2) Development of integrated online orientation alternative for distance-learning students
- 3) Faculty-led Syllabus and Classroom Expectations Sessions
- 4) Advising, assessment testing, student account review, financial aid/FAFSA completion support, and registration as additions to orientation programming

Upcoming first-year student programming:

- 1) COM 175 – College Success Course for first-time incoming students to college (Pilot 2015 & 2016)
- 2) Ready, Set, Go Summer Melt Programming (Pilot 2015 & 2016)

C. How are program leaders accountable for their performance? (3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6)

Staff performance evaluations are completed twice a year, with a mid-term and final evaluation of job performance. Both the Assistant Director and Student Orientation Specialist are evaluated on completion of job duties, which includes job goals related to the orientation programming. More frequent evaluations of the orientation program staff come from student surveys (Appendix) implemented during the orientation sessions as well as

attendance rate, yield, retention and student success data compiled from cohorting orientation attendees/completers.

D. *What leadership practices best describe program leaders?* (3.6.1, 3.6.2, 3.6.3, 3.7)

Collaborative, collegial, and innovative are great words to describe the leadership practices of program leaders. When examining Bolman & Deal's (1991) four frames of leadership, the program leaders enact an important balance of the structural (student training and program implementation), human resource (student centered, program assessment), political (program resource advocacy, college-wide collaboration in programming), and symbolic (marketing, branding, advocacy) frames.

Part 4. Human Resources Overview Questions

A. *In what ways are staff members' qualifications examined?* (4.1, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.7.1, 4.7.2, 4.7.3, 4.7.4)

The orientation program is adequately staffed to manage the current scope of programming at the college. 1.5 full time staff complements about 10 part-time student staff who manage the entire program. An additional position would allow for specialized summer melt programming and enhancement of the online orientation program, which is now out-of-date.

As part of the hiring process, job postings include full descriptions of required and preferred qualifications, which are later reviewed by the Human Resources Office and the hiring committees for both the Assistant Director of Student Leadership and Orientation, and Student Orientation Specialist positions. Those applicants who do not meet the minimum qualifications for the positions are disqualified from the application process and will not be considered for hire for the position.

Once hired, staff members and student staff members receive job descriptions and employee handbooks which outline the expectations for performance and supervision. All full time employees are assessed semi-annually on performance with formal performance reviews once per year. Student employees are evaluated individually by full time supervisors as well as by team members. Bi-weekly meetings with staff members allow for employees to receive ongoing feedback on performance to manage their progress throughout the year. Professional development, while provided, is limited due to funding.

Staff are encouraged to shift hours as necessary depending on the week and total hours worked to ensure proper work life balance.

B. *In what ways are staff members' performance judged?* (4.4.1, 4.4.2, 4.5.1, 4.5.2, 4.6, 4.8.1, 4.8.2, 4.8.3, 4.8.4)

Performance evaluations are performed twice annually by the position's direct and level 2 supervisors. In October all orientation staff are evaluated as a mid-term assessment of job

performance. Similarly, in April all orientation staff are evaluated as a final evaluation for the prior 12 months of job performance and ability to meet the job duties and goals set forth by the employee's job descriptions and goals agreed upon hire by the employee and supervisor. The evaluations are standard for all departments for all technical/professional employees at the college. A blank evaluation is attached (Appendix) to provide an example of an evaluation.

All current staff members maintain appropriate qualifications for employment including the appropriate degrees and credentials. No funding currently exists to hire interns, though when funding becomes available a job description, handbook and training process exists.

Professional development activities completed includes attendance at NODA and CIVSA Conferences locally and nationally, webinars, institutional trainings, and CCCS trainings. All staff and student staff are encouraged to participate in these trainings.

Training of all staff and ongoing maintenance of performance related to that training are comprehensive, including institutional policies, privacy laws for student information, and technology use and institutional data security. Further training and re-training is invaluable, particularly for student employees. Further, the newly developing emergency preparedness plan must be provided to all staff with training on August 7th, 2015.

Part 5. Ethics Overview Questions

A. What ethical principles, standards, statements, or codes guide the program and its staff members? (5.1, 5.2, 5.3, 5.4.1, 5.4.3, 5.4.4, 5.4.5, 5.4.7)

All full time and student employees in charge of implementing the orientation programming are required to attend and complete multiple trainings which provide the college's standard ethical code of conduct. Having attended several NODA conferences and webinars, program design meets the professional ethical standards set forth by CAS. The Assistant Director also received further training when recently completing a MA Degree in Higher Education and Student Affairs Leadership, which includes courses in professional ethics in higher education. During these trainings staff and student employees are exposed to Title IX, Discrimination/Harassment, FERPA, and other ethical codes of conduct. Additionally, all student and full time staff are required to complete virtual Title XI, workplace behavior training. Further trainings and meetings are provided throughout the year for ongoing discussion of compliance with ethical codes of conduct. Supplemental training has included emergency response and risk management planning, crisis response and resource referral training, diversity and inclusion conversations, etc. Some of these supplemental trainings are department or division specific while others are facilitated college-wide.

Formally published ethical practice are included in the Student Ambassador Handbook and new employee handbooks provided at initial new hire trainings. Here is the list included in the Student Ambassador Handbook. These are reviewed and updated regularly.

Responsibilities and Expectations

- **Scheduling :**

- **Be on time**- If you are more than 15 minutes late with no call, it will be considered a 'no call no show'. The old expression: "If you're early you're on time; if you're on time you're late"
- **Availability**- You are responsible for keeping your availability up to date on the Google Calendar. You will be scheduled according to what is in the calendar.
- **Replacements**- YOU are responsible for finding coverage for any scheduled shifts you cannot make. You must let the Welcome Center Specialist or other supervisors know BEFORE your shift starts. "No-Call No-Shows" will not be tolerated and may result in termination.

- **Submitting your time:**

- You must submit your time by Friday at 5:00pm on the bi-weekly time submission on CCD Connect. Failure to do may result in your pay being delayed by 2 weeks. Continuous failure to submit your time and putting in inaccurate work times may result in disciplinary action.

- **Professionalism:**

- Employees are expected to present a professional image of the college. Your image and actions are reflective of the college and our Ambassador Team.
- Be conscious of your environment at all times. This includes monitoring your voice level and discussion topics.
- Refrain from using profanity and inappropriate language
- Choose your words wisely
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- **Dress Code:**

- **Business Casual** is the dress code, although jeans are okay if accompanied by a nice collared shirt. Any CCD shirt with a CCD logo is fine. Shirts must cover your shoulders. Skirts must be of appropriate length.
- **No** head gear, flip flops, hats, shorts or revealing attire.
- Improper foot wear is a potential occupational hazard when walking around campus. If you are asked to give a tour and have this type

of shoe on, you need to have a pair of comfortable walking shoes that you can change into.

- **Welcome Center- Customer Service:**
 - Someone needs to be present AT ALL TIMES to greet students, family members, and anyone who needs assistance at the Welcome Desk.
 - Student Ambassadors are expected to provide **GREAT** customer service.
 - All work studies should be able to answer basic questions about the campus, admissions procedures and programs.
 - Go one step further: if you're not the only one at the desk, walk a person to what they're looking for.
- **Phones/Headphones:**
 - Ambassadors are responsible to answer the main desk phones.
 - Headphones are not permitted at the Welcome Center.
 - Students on the clock should not be taking personal calls and texting inside the Welcome Center
- **Campus Tours/Orientation/Student Panels:**
 - You will be expected to help out with various campus visit events including campus tours, group tours, student panels, presentations, set-up and tear-down any other special events coordinated by the Assistant Directors or other COSO staff members.
- **Scheduling Campus Tours:**
 - Please refer to the Student Ambassador Recruitment Leads for scheduling general campus tours. Prospective students can schedule tours on-line.
- **Non-Discrimination:**
 - CCD does not discriminate on the basis of race, age, color, national origin, sexual orientation, veteran status or disability. Evidence of discrimination will not be tolerated. The COSO office works towards providing a safe and welcoming environment to all we encounter. Discriminatory acts will warrant an immediate meeting with the supervisor and may results in further disciplinary action.
- **Mid Year and Annual Evaluation:**
 - Student employees will undergo performance evaluations twice each year at the end of the fall and spring semester. The mid-year review

is intended to be a check-in point to evaluate strengths, weaknesses, and overall progress in the position. The annual performance review evaluates these same topics and also plays a large role in determining whether or not employees are eligible to return the following year.

- **Academic Policy:**

- Employees must maintain a level of academic success in their program of study at the Community College of Denver or Auraria Campus institution they attend.
- A minimum cumulative CCD 2.5 GPA is needed to maintain employment.
- Employees who do not meet the GPA requirements will be placed on probation for the following semester in order to bring up their GPA. If the GPA does not improve the student employment status will be reviewed by the supervisor.

- **Always Wear Your Nametag!!**

- We know who you are but guests do not!

- **Collegiality and Respect**

- As defined by Miriam Webster:
 - **Collegiality:** "the cooperative relationship of colleagues"
 - **Respect:** "high or special regard; the quality or state of being"

- **Have Fun!** 😊

The Assistant Director is provided additional fiscal privilege and responsibility with a college credit card account. Training is required and provided annually with extensive monthly paperwork required to maintain responsible and ethical use of institutional funds. Of course, leadership in orientation, as well as all staff members, are asked to refer and confront inappropriate behavior when it occurs.

B. What is the program's strategy for managing student and staff member confidentiality and privacy issues? (5.4.1, 5.4.2, 5.5.3, 5.7)

FERPA compliance trainings are provided for student and staff member confidentiality and privacy across the entire enrollment, administration, and student success division. Staff and student employees are trained for administering phone calls, email responses, and in person interactions while complying with all FERPA regulations. For example, student identification numbers are prohibited from being sent via email, including student email. Any in-person interaction requiring staff to look up student's information in the student database system (Banner) requires picture ID from the student to confirm identity. All typed or written student identification information is disposed of in a shred-it box to ensure privacy.

Community College of Denver's contract with VisualZen, the external provider of the orientation registration and online orientation facilitation software, requires VisualZen to comply with all FERPA privacy requirements, and holds them responsible to violations of student privacy as a third-party vendor.

C. *How are ethical dilemmas and conflicts of interest managed?* (5.4.8, 5.5.2, 5.6, 5.7)

Incoming students are informed about plagiarism, cheating, and unethical conduct in and outside of the classroom at orientations. Consequences for such behavior are also demonstrated and discussed at length in the syllabus review and classroom expectations session at orientation.

Full time staff are required to sign a non-compete clause upon hire and to acknowledge any other roles that may be a conflict of interest.

No decisions regarding the orientation programming at Community College of Denver are made without full consideration of what is in the best interest of the student and their successful persistence and completion at the college. Provided here are a few ethical dilemmas and conflicts of interest faced by orientation program staff and how they were addressed.

- Fast Track Orientation programming
 - (ISSUE) An enrollment initiative at the college: this one-day expedited orientation program was created to improve enrollment at the college. This program has had extraordinary success in increasing enrollment and yield of applicants at the college. However, orientation programming was trimmed in half, eliminating 2 hours of content normally included during standard orientation programming.
 - (Resolution) Students completing the orientation process are coded into cohorts by orientation type (orientation, fast track program, online orientation) and are being reviewed after each semester for enrollment conversion, retention rates, and student success measures such as GPA and course completion rates. Student focus groups also are being held after each enrollment period to provide students the opportunity to provide feedback on programming structure, decisions and outcomes. Student's feedback and success rates by orientation program type will determine which program to move forward with.
- Orientation Tabling
 - Several times during the year orientation staff will receive requests from outside vendors and service providers to host information tables during our orientation sessions. All requests are reviewed for ethical conduct and potential positive impact on students. Most requests are denied due to perceived conflicts of interest by vendors with students.

D. *In what ways are staff members informed and supervised regarding ethical conduct?*

All staff members are trained formally through required new employee training on ethical conduct for employees and student staff. Formal training is also required prior to entry into

a supervisory role at the college, regardless of whether supervising students or full time staff. Supervisors in orientation hold regular weekly staff meetings and bi-weekly one-on-one meetings with staff members to monitor job progress and ethical conduct, as well as supplementary training as needed for supervisory practices of student and full time employees.

Part 6. Law, Policy, and Governance Overview Questions

A. What are the crucial legal, policy and governance issues faced by the program? (6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.6, 6.1.7, 6.1.8, 6.1.9)

All staff and student staff are provided comprehensive training on the following laws and regulations relevant for daily operations of the orientation program. This training is supplemented by our staff participation in Student Rights and Responsibilities Sessions at orientation. While the Student Conduct staff at the college will present this session most frequently, our staff are trained to conduct this session and so have great familiarity and knowledge of Title IX, discrimination and harassment protections as well as further student code of conduct compliance requirements. All training required to all employees at the college ensure staff are informed of updates and changes to the legal obligations, risks and liabilities.

- FERPA – Family Educational Rights and Privacy Act
- Title IX – Discrimination, Harassment Protections
- Registration Hold Policies – Mandatory Orientation for New First-Time Students
- Orientation Steering Committee – shared governance for programming decisions

An area of immediate concern for our program, and a current gap in meeting compliance with CAS standards for law, policy and governance is related to emergency management and response. No formal procedures and guidelines exist to address emergency and crisis situations. As such, this is currently being developed for launch and training of all staff and student ambassadors on August 7th, 2015. The only current system is the AHEC emergency response textline, which we inform all students of during orientation. Students are also provided the campus emergency number and are informed of the emergency lightpoles throughout campus available to push should an emergency occur. The need for a formal response plan to various emergency situations being developed for review and approval by director and deans.

Finally, the use of media and copyrighted material during orientation is an area in need of exploration. There are media in use which may be impacted by permissions, and we will need to address the areas where we are out of compliance.

B. How are staff members instructed, advised, or assisted with legal, policy and governance concerns? (6.2.1, 6.2.2, 6.2.4, 6.3)

Initial and ongoing training from human resources and supervisory staff in the program help to instruct, advise and assist all staff members with legal, policy and governance concerns. The most formal and structured training is in FERPA compliance when utilizing Banner (Sungard) and VisualZen database systems which contain private student information. Ongoing supervision, oversight, and management of staff regarding compliance with these,

and other, legal requirements is provided from the Dean of Enrollment Services and Directors in the College Opportunity and Student Outreach Office.

All staff have legal advice available to them as staff members at the college through the office of Human Resources and through the Colorado Community College System. However, when addressed by the CAS review committee, it became apparent that staff are unaware of these legal advising resources. As such, training on the legal responsibilities as staff as well as internal and external governance systems will be provided to our entire orientation staff.

E. How are staff members informed about internal and external governance systems? (6.2.1, 6.2.2, 6.2.4, 6.3)

Some discussion and informal training exists to enculturate and educate new employees and student employees on the structural hierarchy of the internal college governance, up to and including the president. There is a need to formalize and mandate this training for all staff members. Also, a current gap exists in formal, and sometimes even informal, training of staff on external governance structures stretching beyond the president of the institution including the state board, governor, senate, congress and federal government agencies which impact policy, legal and governance structures at the college.

Part 7. Diversity, Equity, and Access Overview Questions

A. How does the program ensure non-discriminatory, fair, and equitable treatment to all constituents? (7.1.1, 7.2.1, 7.1.3, 7.2, 7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8, 7.3.9, 7.3.10)

All staff members are required to complete Title IX training which fully encompasses requirements of non-discrimination and implementation of fair and equitable treatment of all constituents. Departmental and college policies mirror these clauses of no tolerance for discrimination and unfair treatment of employees, students and student staff. Situations occurring in which there is reported or perceived discriminatory action are referred directly to the Office of Student Conduct through incident reporting (<https://www.ccd.edu/administration/non-academic-departments/office-student-conduct/incident-reporting-guide>).

Students are mandated to attend/complete a Student Rights and Responsibilities session before becoming a student at the college with information sessions included in all orientation, fast track, online orientation, and alternative orientation programming. The most recent presentation is available via this link: (https://prezi.com/7kyha5pol_g2/student-conduct-all-we-ask-for-is-just-a-little-respect/).

All full time and student staff in orientation, much like the rest of the college, are required to complete new hire paperwork which demonstrates an understanding that any actions taken that violate fair and equitable treatment including, but not limited to, discrimination and harassment are a violation of the employee's code of conduct. Day-to-day management of those actions is completed by supervisory staff in the orientation program as well as referrals to and support from the office of student conduct. Ongoing

trainings for staff and student staff is provided by the same office as well each year. Because of participation of staff in orientation programming, all staff and student staff members are exposed extensively to issues of student conduct violations including non-discrimination, fair and equitable treatment, and Title XI compliance.

Comprehensive training is provided to full time staff through Human Resources. Similar levels of ongoing training are provided to student employees as well. Students are also provided a Student Ambassador Handbook when hired which includes a statement of obligation to create and maintain an environment of non-discrimination as copied here:

- **Non-Discrimination:**

- CCD does not discriminate on the basis of race, age, color, national origin, sexual orientation, veteran status or disability. Evidence of discrimination will not be tolerated. The COSO office works towards providing a safe and welcoming environment to all we encounter. Discriminatory acts will warrant an immediate meeting with the supervisor and may result in further disciplinary action.

All job descriptions and job postings for student and full time staff positions include a clause statement similar to the one above for all people applying for the program. To ensure student learning and development are a priority, any fully completed application we receive for the student ambassador program are provided the opportunity to interview for a position, further demonstrating the program's nature of equity, diversity and access.

Student ambassadors and full time staff conduct or participate in monthly department and program trainings which often address issues of sensitivity to diversity, multiculturalism and social justice. Weekly leadership meetings include all student ambassador leads and promote open communication and respect for equality and opportunity for all to participate in leadership and culture creation in the office and program. During orientations students in attendance are grouped together and collectively for community engagement activities like icebreakers. For example, students are given this Person Bingo worksheet (appendix) and encouraged to connect with other new and current students. This is in addition to direct instruction by orientation program staff on the mission of the community college to serve a multicultural and diverse community. This is an extraordinary strength for the college and for the orientation program.

To assure non-traditional students are provided access to orientation programming, evening, weekend and online orientation sessions and programs are offered regularly. Orientations are accessible, including accessible tour routes around campus and staff available for individual support as needed. Sign language interpreters are provided by request, and other disability accommodations are addressed via the orientation registration process.

B. What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among

selected categories of program staff members? (7.1.2, 7.1.3, 7.2, 7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.3.6, 7.3.7)

All job descriptions and postings for full time staff positions within the orientation department include clauses about inclusiveness and diversity. As a community college in the Denver metro area we are a very diverse institution with students of all kinds of ethnicities, backgrounds, races, religions, creeds, social classes, etc. So, hiring practices and procedures for full and part time staff all include rating systems for candidates' experience, knowledge, understanding, and demonstrated excellence with practicing diversity.

Similar processes and outcomes exist for employment of students in the Student Ambassador and Orientation programs regarding diversity and balanced representation across ethnic, racial, social class, religious, and sexual orientation. With a diverse population of students at the college, the student employment programs represent well the college's diversity distribution. There are gaps, however, in the formal job postings for student employment positions regarding diversity and diverse backgrounds. Work need be completed to ensure diversity statements included in full time job postings are replicated for student employment job postings, descriptions within the orientation program (appendix).

F. How does the program create and maintain the educational and work environment to comply with institutional policies and all applicable codes and laws?

Comprehensive training for all new hires, both student and full time, ongoing management of staff by supervisors and program directors, formal written policy and informal discussion and follow up training on all institutional policies, codes and laws provide the strong structure to create and maintain the educational and work environment of the college's orientation program. Committee review of programs, opportunities for student feedback in focus groups, acknowledgement and utilization of measured student success and student learning outcomes act as checkpoints to ensure programming decisions and changes comply with institutional policies, codes and laws.

Part 8. Institutional and External Relations Overview Questions

A. With which relevant individuals, campus offices, and external agencies must the program maintain effective relations? (8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5)

The following list of constituents support, promote and maintain the current orientation program through direct participation in sessions, attendance at tabling events for students prior to orientation, and/or support the next step process for incoming students attending orientation. The number of departments and people involved in orientation has grown dramatically in the last 3 years, meeting the goals set forth by the program's mission statement to serve students gaining knowledge, awareness, connections, and use of resources that support their success in college. These collaborations are vital to broadening the connection of students to key stakeholders on campus and enriches the learning and development environment for students.

- Academic Advising Office

- Testing Center
- Office of Financial Aid
- Office of Student Conduct
- Career Development Center
- Transfer Success Center
- Office of Information Technology
- Academic Support Center
- Education Opportunity Center
- Office of Admissions, Registration, and Records
- Executive Administrative Staff
- Center for Arts & Humanities – Dean, Faculty & Advising Staff
- Center for Career & Technical Education – Dean, Faculty & Advising Staff
- Center for Performing Arts & Behavioral Sciences – Dean, Faculty & Advising Staff
- Center for Health Sciences – Dean, Faculty & Advising Staff
- Center for Math and Science – Dean, Faculty & Advising Staff

B. What evidence confirms effective relationships with program constituents?
 (8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.2.2)

The Orientation Steering Committee provides guidance, oversight, and decision making power and controls for the orientation program. All of the above listed constituents are invited to identify a member to serve on the orientation steering committee. The Assistant Director of Student Leadership and Orientation and the Student Orientation Specialist serve as co-chairs and guide the committee in decision making and program implementation. Meeting participation is the best opportunity to ensure effectiveness and representation of constituents in the decisions and process of the program. Increased faculty participation has been a focus of the program, including the recent creation of a faculty-led session at orientations. So far, this partnership has blossomed with over 40 faculty members participating in facilitation of these sessions since launch of this session in Spring 2015 semester.

Another key partnership which is growing is with the testing center and academic advising centers to provide students with a streamlined process to their next step after attending orientation. Because students will either need to complete assessment, re-test, or meet with an advisor and register after orientation, we have partnered with those offices to provide students, immediately following orientation, appointments and services from those offices during and/or right after orientation ends. The next goal is to include registration as part of orientation and options are being explored for partners to make this happen.

The only external partners in orientation are campus partners like the Health Center, Campus Recreation, the Auraria Bookstore, VisualZen, Inc. and Denver Public Schools. The first few of those participate in facilitating the resource tabling sessions prior to orientations ensuring that students are aware of access to books and outdoor activities as well as meet requirements for health insurance as students on campus. VisualZen provides the orientation program with a technology system for registering students to attend on campus orientation sessions, a platform for the online orientation program, as well as a system to track attendance and collect student information. All are useful partnerships which improve the quality of the program.

No other formal system exists as evidence collection for demonstration of effective relationships with program constituents. Anecdotal evidence from orientation staff would include the collaborative creation of the fast track orientation program model implemented in Fall 2014 and Spring 2015 which expanded participation of departmental involvement across the college in orientation. Occasional complaints have occurred including increased workload and need for systems and process improvements within departments initially, but the program has been collectively adopted and has been accepted as an impactful strategy for enrollment growth at the college.

Student success data measures by orientation program type will be examined, presented to the committee, and discussed at length when determining future directions for programming and content. Student persistence and completion are of paramount importance and focus for the program going forward, in addition to the influence on yield rates.

Part 9. Financial Resources Overview Questions

A. What is the funding strategy for the program? (9.1)

Adequate funding and funding strategies are a concern for the orientation program. Adopted two years ago as part of the College Opportunity and Student Outreach general fund organization, the program has seen significant decline in budget availability and increased constraints. This is part of a larger enrollment decline and budget challenges at the college. Implementation of a funding strategy which looks to increase funding availability for the orientation program are a key need in the future.

B. What evidence exists to confirm fiscal responsibility, responsible stewardship, and cost-effectiveness? (9.2.1, 9.2.2, 9.3)

The attached budget reduction proposal, adopted 3 years ago in the transition of the program from an auxiliary fund to general funds, highlights the significant cuts in program budget (appendix). Significant decreases in hourly funding (-\$35,000) have been managed through increases in work study funding (\$96,000 FY15). Reductions in operating budgets, which now is \$43,000 (FY15) shared by 6 different operating units within the department, have resulted in major impacts to the orientation program including removal of lunches from programming, reductions in giveaways to students, elimination of most travel and professional development opportunities for staff/student staff that have any associated cost. Also attached are most recent variance reports for the department of College Opportunity and Student Outreach for reference to current budget structures (appendix). Further fiscal responsibility is being demonstrated by the transitioning of online orientation programming content to Desire2Learn software used by faculty for coursework.

With very limited resources, we have maintained and even grown the orientation program at the college despite facing budget decreases as large as 90%. To accomplish this has required careful planning, establishing of funding priorities, and making significant changes to the program to reduce costs while maintaining high quality service, student learning and development.

Part 10. Technology Overview Questions

A. *How is technology inventoried, maintained, and updated?* (10.1, 10.2, 10.3, 10.4, 10.5, 10.6.1, 10.6.2, 10.6.3,

The Office of Information Technology, in partnership with the orientation staff members, manage inventory, maintenance, and updating of all technology for the orientation program. Currently the orientation department manages 3 laptop computers, 8 iPads, 5 desktop computers, in addition to the technology available in the rooms used to host and facilitate orientations. Events or program updates requiring technology beyond that which the orientation program has access to has resulted in expanded partnerships with other departments, particularly in instruction. For example, the use of 50 iPads from the Academic Support Center have made the new hands-on CCD Student Portal training possible, when previously the technology didn't exist to do so.

VisualZen, external provider of CCD's Orientation Registration Database Tool, is obligated to support the ongoing management of student application and orientation registrant data and reporting. Maintenance and upgrading needs are communicated to VisualZen staff by orientation staff. Further, they are contractually obligated to comply with all security, confidentiality, and privacy laws as stated through FERPA.

Other important technology tools and databases including Banner (Sungard) and Desire2Learn are managed by other staff at the college and with the Colorado Community College System. Student and full time staff members are trained in FERPA privacy laws related to Banner, though further training and security measures need to be put in place to assure compliance, particularly with student employees.

All technologies and technology partners, as well as current orientation staff and student ambassadors are trained in institutional policy and procedures regarding all legal liabilities of student information and security parameters. Improvements in that technology, including a new website interface for the college (www.ccd.edu) have made it much easier to maintain updated information on the mission, location, staffing and services offered by the orientation programs.

B. *What evidence exists to confirm that technology is available for all who are served by the program?* (10.2, 10.4, 10.5, 10.7, 10.8.1, 10.8.2, 10.8.3, 10.8.4, 10.9, 10.10)

Registrations for orientation program sessions are capped at 100 attendees. Students are divided into 3 distinct groups for breakout sessions that require the use of technology for each student in attendance. This cap ensures that all students have access to iPads and laptop technologies during all sessions in which they need it. Additionally, the average attendance at orientation sessions is around 50 students, which often means far more personal attention and support for students during the technology sessions. Any students with disabilities are provided individualized technology support with the presence of IT personnel at each orientation technology session.

All presentations for the program are housed on prezi.com under a shared prezi account. The enhanced presentation technology promotes increased student learning and development. The addition of a technology session during orientation also ensures students

gain access, experience, and training on the technology systems they will use daily as students including Microsoft email, CCD Connect Student Portal, D2L Learning Management System, and DegreeWorks degree planning tool. These sessions are taught fully by student staff members, who are best equipped and most experienced to train incoming students.

The student code of conduct is presented to students during the Student Rights and Responsibilities session at orientation which includes verbiage on student violations of technology and subsequent disciplinary action, as well as referral support for students suffering negative emotional consequences from technology via www.ccd.edu/incidentreport.

Part 11. Facilities and Equipment Overview Questions

A. *How are facilities inventoried and maintained?* (11.1.1, 11.1.2, 11.2.1, 11.2.2, 11.3.1, 11.3.2, 11.3.3, 11.4, 11.5)

The orientation program has the advantage of working directly with staff who oversee facility reservation and management as part of the same department, College Opportunity and Student Outreach. The new building, Confluence, established and opened in May 2013, has provided a great space with capacity for 120 attendees to orientation and includes 3 projectors and screens that can be connected for large group presentations like we have at some July and August orientations. Inventory and management of the facilities used for the main portion of orientation sessions are completed by the Department of Facilities, Information Technology and the College Opportunity and Student Outreach. Our orientation staff also have developed partnerships with instructional classroom schedule staff to coordinate the use of classroom space for breakout sessions that utilize technologies like iPads and laptops. Since the move to the new building in May 2013 the facilities available to and utilized by the orientation program have been a strong asset for the program's success.

The account expenses for capital equipment and upkeep is avoided by the orientation department as these technology and space resources are outsourced to other departments with IT and Facilities providing fiscal support of all services and spaces. Evaluation and upkeep of space is also not a task that falls on the orientation department, and all relevant legal and institutional requirements for health and safety are managed by Facilities and campus police. Currently an emergency preparedness and response plan is being developed by our staff to ensure that staff are trained and capable of managing emergency response in any situation requiring it.

Program elements have become increasingly diverse and complex, requiring enhancement and broadening of space required to facilitate the orientation program. Included in the expansion are classrooms with computers that meets the needs of groups of 30 students completing technology sessions. Office space is available for orientation prep work, private conversations, and secure work within the office of the Assistant Director, Director and several office spaces managed by our staff.

To ensure compliance with FERPA, our staff have recently acquired a new secure shred-it box for secure recycling of content with student information on it like orientation check in and follow up call lists. All space is designed to meet the needs of persons with disabilities,

except for the glass entry doors to the orientation rooms, which are not automatic and are heavy. Discussion has ensued about managing that issue, with no solution yet determined.

B. What evidence exists to confirm that access, health, safety, and security of facilities and equipment are available for all who are served by the program? (11.2.2, 11.3.1, 11.4, 11.5)

Security, health and safety protocols are in place and are constantly reviewed and updated to meet the growing and changing needs of students and programming. An emergency plan is being developed and refined for all natural and human emergencies scenarios. All students and staff are made aware of and are instructed to include the Auraria Campus Police phone number in their speed dial and favorite contacts for immediate access to support in cases of emergency (303) 556-5000. Additionally, while conducting tours as part of the orientation program students are made aware of emergency lit buttons around campus available for emergency situations. Staff have also been provided emergency alert buttons at each welcome center which can be used subtly to alert of dangerous situations with students or community members. The new shred-it box ensures compliance with security of student records.

Part 12. Assessment and Evaluation Overview Questions

A. What is the comprehensive assessment strategy for the program? (12.3.3, 12.4, 12.5, 12.7)

The orientation program utilizes a comprehensive assessment process to measure and analyze the impact of the programming on student's matriculation and success at the college. Included below are the key areas of focus for assessment:

- 1) Attendance/completion rates for orientation registrants
- 2) Enrollment Conversion, or yield of orientation attendees/completers
- 3) Student learning outcomes measured through orientation pre/post surveys
- 4) Retention/Persistence rates by orientation cohort
- 5) GPA by orientation cohort
- 6) rates by orientation cohort

This data is compiled, analyzed, presented to the steering committee and other stakeholders for program updates, changes, and innovations that improve the program's impact on the above data metrics.

B. How are tangible, measurable outcomes determined to ensure program achievement of mission and goals? (12.1.1, 12.1.2, 12.1.3, 12.1.4, 12.2.1, 12.2.2, 12.2.3, 12.2.4, 12.3.1, 12.3.2, 12.3.3, 12.6.1, 12.6.2, 12.6.3, 12.6.4, 12.6.5)

All of the above data metrics which are operationalized to measure the positive impact of orientation programs on incoming students are compared with historical benchmark data as well as compared with applicants and registrants at the college not participating in orientation programming. This provides comparison groups in which to measure impact of the program. Additionally, with 3 divergent orientation models for students to choose from,

comparison groups with the orientation attendees have naturally formed experimental comparison groups with which to understand the differences in impact between programming methodologies. Below is one example (also listed above) that demonstrates this comparison of outcomes. Special, new, or innovative pilot orientation programs will also be cohorted to best understand and track the impact of that programming on students.

More resources could be allocated to develop and implement assessment of the program. While extensive, without the immediate support of Institutional Research and access to that data, it is currently a challenge to understand the depth of the impact on students by participating in orientation. For example, we know how many are enrolling based on attending orientation, but are not easily able to get retention from semester to semester nor GPA and other positive indicators of program impact. Resources should be allocated to and become more accessible to the program to assess and improve its impact.

More recently, however, we have begun completing monthly reports on enrollment by orientation program. The data is powerful, indicating the participation in orientation, either on campus, online, or via a specialized program is positively impacting enrollment rates when compared with the rest of the college on average. Here is an example from June 26,

Fall 2015 Orientation Yield

	On-Campus Orient	% Attend & Enroll	Online Orient	% Attend & Enroll	Red Carpet Orient	% Attend & Enroll	Intl Stu Orient	% Attend & Enroll	ASCENT Orientation	% Attend & Enroll	Total attended
Fall 2015 thru 6/5/15											
Total attended 4/1 - present	699		558		161		18		31		1467
Fall 2015 Applicants Attended	398	56.9%	267	47.8%	85	52.8%	3	16.7%	12	38.7%	765
Fall Attended & Enrolled	119	29.9%	112	41.9%	16	18.8%	2	66.7%	8	66.7%	257

2015

The addition of this report is indicative of the movement of the college and the orientation program to make data driven decisions and to increase access for leaders and staff to access data and make decisions based on what is seen in the data.

Enrollment and Retention Rates by Semester & Orientation Session Type

Semester Attended Orientation	Session Type	Enrollment Rate	Retention Rate
Summer 2014	Fast Track		
Summer 2014	Orientation	60%	70%
Summer 2014	Online Orientation	45%	54%
Fall 2014	Fast Track	69%	59%
Fall 2014	Orientation	76%	69%

Fall 2014	Online Orientation	69%	53%
Spring 2015	Fast Track	59%	
Spring 2015	Orientation	64%	
Spring 2015	Online Orientation	61%	
Overall	All	63%	62%

Below is the orientation department Student Learning Outcome for which data is collected examining the impact of orientation programming on student learning. Impact is measured through pre- and post-surveys at each orientation session. This means that, by attending orientation, incoming students are gaining essential knowledge, skills, awareness and confidence with college resources and are reporting average levels of 84% overall knowledge and confidence with attending college at CCD, compared with 67% reported prior to attending.

- i. **SLO #2:** As a result of students participating in orientation, students will receive essential information to increase awareness of college resources, and increase overall knowledge and confidence with attending college.
 1. CAS Student Learning Outcome: Practical Competence and Interpersonal Confidence
 2. Method of Assessment: Written post surveys provided before and after to capture data.

Desired Outcome: By attending orientation, students on average will rate higher than 70% levels in confidence in attending college and increase knowledge in CCD and its resources. Content for data will be gathered and college from all content/session areas of orientation including: overall knowledge and confidence with attending college, connection to and understanding of the campus and community, campus services and resources, students' rights and responsibilities, financial aid literacy, and advising and registration

We achieve the goal of 70% in almost all orientation sessions. Here is summative data for 2014-2015 academic year.

	Total
Pre-Survey Total	67772
Post-Survey Total	85098
Total Attendees	1012
Average Pre-Score	3.4
Average Post-Score	4.2
% Confidence Pre	67%
% Confidence Post	84%
% Change Pre-to-Post	17%

A few examples in which data from these program student learning outcome surveys have impacted orientation programming include: inclusion of a campus tour in orientations, changes to the Student Rights and Responsibilities and Financial Aid sessions, more time doing community building, the addition of a faculty led syllabus and classroom expectation session, and the creation of a CCD technology session. Assessment and evaluation are key priorities for the orientation program and have demonstrated success in improving the outcomes of the program for students and efficiency and effectiveness for staff, student employees, and program resources.

Overall Program Strengths

1. Diversity, Equity & Access

All programs, including on campus, online and specialized orientation programs are welcoming, accessible and inclusive to all persons of diverse backgrounds and abilities. Our ambassadors and full time staff take great care to adapt orientation programming to the varying needs of all students and community members. To do so requires monthly trainings on diversity and inclusion, as well as best practices for Orientation programs. This is an area of great strength for CCD's Orientation programs.

2. Integrated role in the institution

Orientation programs at CCD are fully integrated into the culture of the institution and play a pivotal and growing role in the enrollment, persistence, retention and graduation goals of the college. Over 5000 students attend orientation on campus or complete the online orientation each year, with new first time students required to attend orientation before registering for classes. College-wide participation has increased dramatically within the past 3 years of the orientation program with several new sessions and programming now facilitated or supported by college partners. External partners are also a budding priority and partner with participation by Auraria Campus Recreation facilitating an extended orientation climbing day for new students and opening up the wilderness orientation to CCD students through our office. The orientation program now reports weekly enrollment numbers to the entire college and has become a valuable program to the success of the college's enrollment of new and transfer students.

3. Orientation leaders and staff promote environments that empower students and staff to engage in meaningful learning and development opportunities

The commitment to student learning and development is obvious with the pivotal role played by student staff members in the daily operations of the orientation programming. The Lead Ambassador structure provides student employees with advancement and leadership opportunities, and all current programs are student-led. Monthly

trainings and weekly leadership meetings all include students and staff members with curriculum which develops students' knowledge of leadership, community engagement and service, and student development.

4. Staffing resources

With deployment of work study funds and high levels of student financial need, orientation programming is well staffed with 1.5 full-time staff and 15-20 part-time student employees. The high quality and extensive recruitment, selection, training, and development processes engender a strong culture of high expectation for performance in staff and student ambassador team members. With a strong staff, we are able to combat poor levels of fiscal resources and provide quality service to students and the community.

5. Connection to internal and external partners for collaboration and program enhancement

Orientation leaders, staff and student employees have established, maintained, and promoted relationships throughout the college and external to the college which enhance programming opportunities and effectiveness. Leaders also have garnered support and human resources to accomplish the missions set forth in all orientation programming.

6. Program assessment and evaluation

Extensive data is collected, analyzed and used for improvements to the orientation program. In particular, weekly reports of orientation attendee yield, extensive student learning outcome survey data, and student information data collected during orientation registration, all provide significant and impactful information which informs the progress of the orientation program. New sessions have been created and collaborations created with college partners like faculty to enhance the orientation program and meet the diversifying needs of incoming students.

Overall Program Needs for Improvement

1. Fiscal Resources

The lowest rated category on average during the CAS assessment, there is a clear need for increased fiscal resources for orientation programs. Currently, community members, prospective and incoming students rarely receive more than a pen, folder and a black-and-white orientation syllabus when participating in orientation programming. A select few students may receive a pair of CCD sunglasses or t-shirt, but a limited supply and funding limits the options for orientation giveaways. By comparison, campus partners University of Colorado Denver and Metropolitan State University of Denver orientation attendees with bags, hats, t-shirts and more. Students participating in orientations leave CCD disappointed and the college misses out on the opportunity for marketing and branding. This is a vital need, opportunity missed, that must be addressed. Further, students who are unable to take advantage of federal work study funding programs are not able to participate in the ambassador program (e.g. international and undocumented students). Increased hourly or alternative funding models would enable these students the opportunity to participate in the program.

2. Emergency planning, preparedness, and training are lacking for all programs

No formal plan, preparation, or training for staff and student staff exists for orientation programming. An urban campus in downtown Denver, this is an urgent need that has already received attention to be addressed. A formal plan and training will be in place and completed by August 7th, 2015.

3. Further training needed on student privacy concerns and FERPA regulations

Full-time staff receive comprehensive training on FERPA compliance requirements and student privacy concerns. Student employees lack the same levels of training, an area of immediate concern for the orientation programs. This needs to be addressed immediately.

4. Systems and structure needed for student accountability and improving student employee performance

Student ambassador staff performance on the job is variable and inconsistent. Some students are excelling in performance, contribution to program success, and development as employees and students. Others are not. The CAS committee discussed at length the need to formalize accountability and training to improve all students' performance in their roles within the Student Ambassador program.

5. Legal compliance with copyright of video and music content used during orientation needs to be assessed

Several sessions utilize video content available on youtube, Pandora, etc. online. After completing the CAS review, it became a question if we are in compliance legally with copyright. This will need to be explored and addressed.

6. Access to retention and student success data by orientation program needs to increase

Overall, orientation staff and leaders do a quality job assessing the program impact. However, most of the focus has been on the impact of the program on enrollment yield, and less on student success measures like retention, GPA, and persistence of students. It is an issue of access to data, which can and should be addressed with the Office of Institutional Research. Weekly reporting of enrollment yield with IR is a great sign for gaining further access to success data.

7. Add to orientation the history of CCD and the campus

While included briefly in the tour portion of orientation, more focus could be placed on the history of our college and developing community rituals and symbolic activities for creation of culture and acceptance to the community for incoming students.

8. Expand programming to include a transfer student session and parent/guardian programming

There are opportunities for expanding current programming and providing services to transfer students. The current program is tailored toward new first time college students, and transfer students present an opportunity to try other unique programming. Also, expanding current extended and alternative orientation programming is a necessity and would be successful. Finally, parents/guardian programming would be of value to provide currently missing services to those parties

9. Online orientation programming needs to be improved/renovated

The current program and platform are outdated and lack the same quality and innovation provided in our on campus sessions. Doing this would require hiring interns or outsourcing this work as current staffing does not support this expansive of a project.