

# CAGS Student Services

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## **GENERAL STANDARDS** 2021-2022

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### NEW STUDENT ORIENTATION

The standards used in this program review come from the Council for the Advancement of Standards in Higher Education. (2019). *CAS self-assessment guide for Assessment Services*. Washington, DC.

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# CAGS Student Services

## New Student Orientation Program Review



Prepared by Amanda Harris & Chris Canary  
Presented June 30, 2022

# Presentation Layout

## Who We Are

*Vision & Scope*

*Team Composition*

*Departmental Mission*

## New Student Orientation

*Quick Overview*

*NSO's Mission & Goals*

*Topics and Layout*

*Supplements and Resources*

*Content Review and Interdepartmental Collaboration*

*Budget and Facilities*

## Data & Assessment

*Attendance Data*

*Survey and Poll Data*

*Persistence Rates*

## Discoveries and Opportunities

*Transparency and Communication*

*Capitalizing on Aviso's tracking and reporting capabilities*

*Tracking academic impact through local GPA*

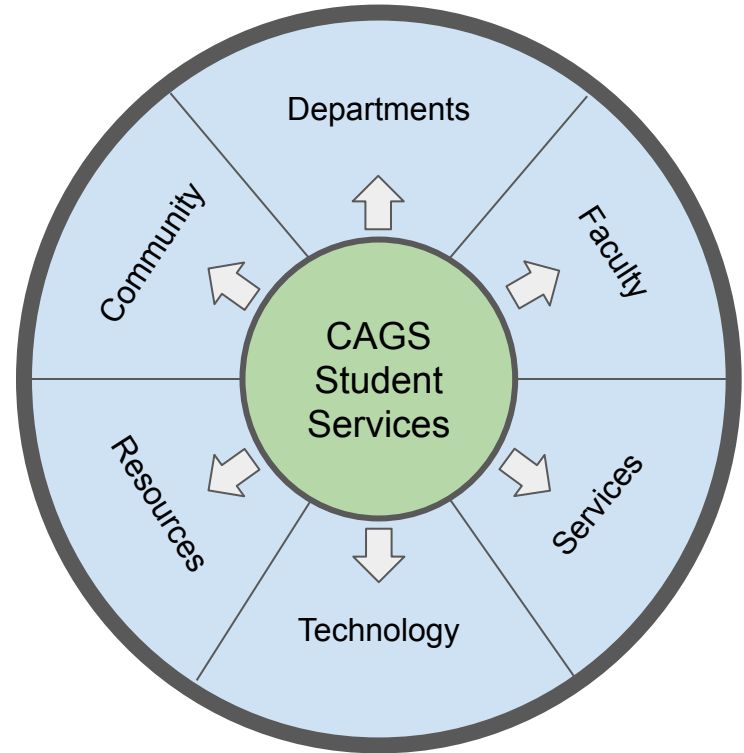
*Other opportunities remain to be discovered!*



# Part I: Who We Are

## Big Picture

- Much like the hub of a wheel, CAGS Student Services stands as the **primary point of contact** for adult and graduate students following their enrollment at MACU.
- We serve as the **conduit of information** for nearly all departmental communications.



# Departmental Vision & Scope

**Vision:** Student Services will support a **Remarkable** student experience by...

- Acting with **Integrity**,
- **Adapting** to the changing needs of our student population,
- being **Accountable** for our role in the student experience,
- **Communicating** efficiently with those we serve,
- and being intentional with every integration and decision, knowing the impact they have on the **People** we serve.

**Scope: “Womb to Tomb”** (...or more accurately, **matriculation** through **graduation**)

*Once students have completed MACU’s enrollment process and the Registrar’s Office officially receives their new student file, we assign a **Student Support Specialist** to their account. In turn, the Support Specialist’s goal is to build a relationship and to walk with that student from their first class to their last.*



# Team Composition *(Name, Highest Degree Earned, Position, Start Date)*

- **Amanda Harris, MBA | Director, 02/08/2013**
- **Preston Marshall, B.S., English | Operations Specialist, 10/27/2014**
- **Ashley Tetreault, M.A., Leadership | Support Specialist, 09/21/2015**
- **Chris Canary, M.Div., Theology | Manager, 03/01/2017**
- **Amanda Orso, M.A., Leadership | Retention Specialist, 02/18/2019**
- **Stephanie Sherman, B.A., Comparative Literature | Operations Specialist, 02/22/2021**
- **Melanie Cron, M.A., Arts | Support Specialist, 07/08/2021**
- **Nathan Braudrick, B.S., Christian Ministry | Support Specialist, 05/16/2022**



# Departmental Mission

CAGS Student Services exists to...

- **Strengthen** students resolve to finish what they start
- **Stimulate** students creativity and excitement in problem solving and new possibilities
- **Strategize** with students in an effort to overcome obstacles and barriers to success
- **Serve** students through timely, effective, and proactive contact
- **Support** students by ensuring they are prepared and informed

**Key Connection:** Orientation aligns with *multiple points of the department's mission.*





## Part II: New Student Orientation

- *Quick Overview*
- *NSO's Mission & Goals*
- *Topics and Layout*
- *Supplements and Resources*
- *Interdepartmental Collaboration & Content Review*
- *Budget & Facilities*



# New Student Orientation (NSO)

## Quick Overview

1. NSO is our attempt to prepare students for what they'll encounter here at MACU. We host orientations about 30 times a year and they generally happen the week prior to each undergraduate start date.
2. Modality:
  - a. Students can participate in orientation either through in-person events located on campus or live-streams via Zoom.
  - b. We have also created a playlist of Orientation Videos for all students to access should they need to review the information. They are hosted both on YouTube as [a playlist](#) and in the MACU Portal under the Student Services tab.
3. Students who attend NSO historically persist at a [higher rate](#) than those who do not.

**Point of Interest:** Orientation is *not* mandatory, but it's *definitely* helpful



# New Student Orientation: Mission and Goals

## Mission:

*CAGS New Student Orientation **welcomes** Adult and Graduate students into the greater MACU community by **familiarizing** them with the essential technology systems they will encounter as active members of the student body and **equipping** attendees with resources necessary for success in their programs of study.*

## Missional Goals:

- **Welcome** Adult and Graduate students to the greater MACU community
- **Familiarize** them with Technology
- **Equip** them with resources



# Agenda & Goals as Presented to Attendees

## Agenda & Goals

*Introduce you to your Support Teams and available services*

*Discuss a typical Week in the Life of a MACU Student*

*Introduce you to the MACU Community*

*Provide an in-depth tour of your online systems*

# NSO: Topics and Layout

## Slide Deck Order

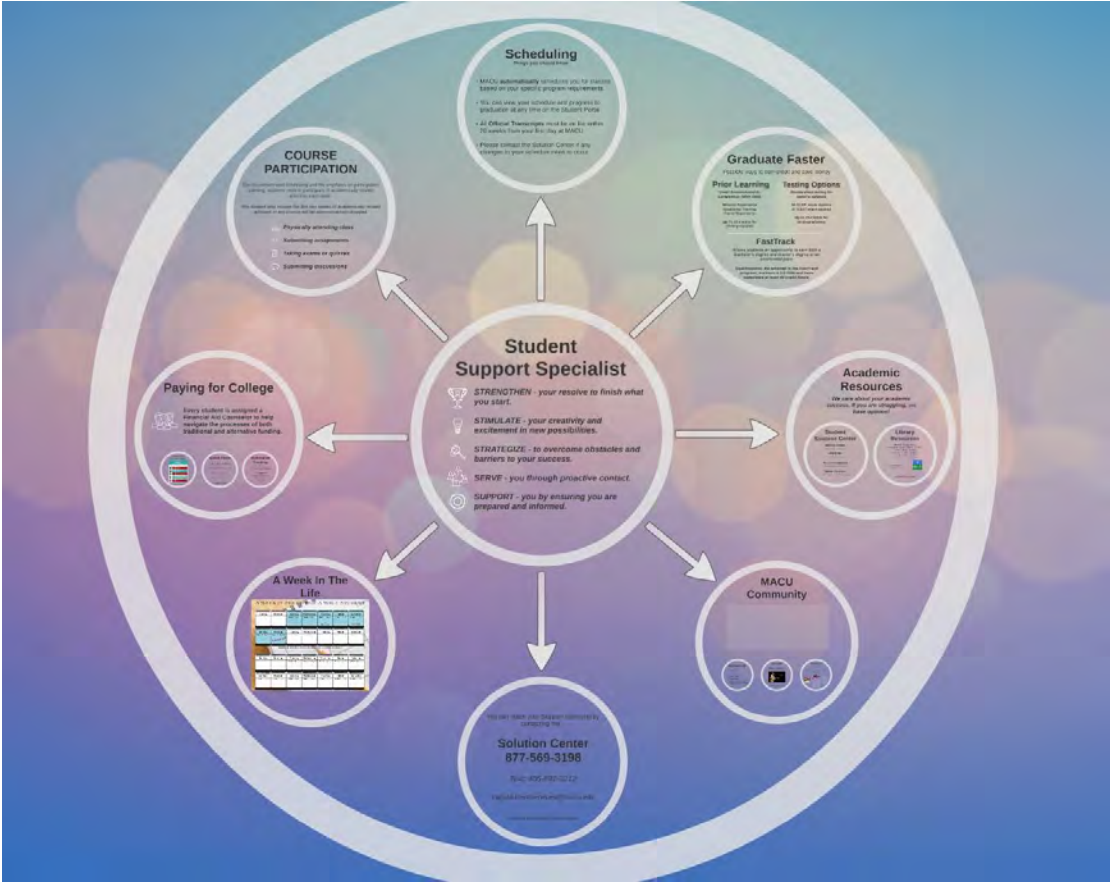
1. Welcome, Poll & Prayer
2. Support Specialist & Solution Center
3. “A week in the Life of a CAGS Student”
4. Paying for college
5. Participating in class
6. Schedules and transcripts
7. How to graduate faster
8. Academic resources
9. Community connection points

## Technology Overview

1. OneLogin - General tiles overview
  - a. My.Macu.edu Email
  - b. Barnes & Noble College
  - c. Handshake
  - d. Office 365
  - e. Alpha Point
2. In-depth tour
  - a. Upswing
  - b. M-Portal
  - c. Desire2Learn



# Prezi / Slide Deck Overview



# Technology Overview using JTest's OneLogin

MID-AMERICA  
CHRISTIAN UNIVERSITY

MO MACU

Q Search

Frequents

MACU: MACU ▼



Alpha Point



Barnes & Noble College



Desire2Learn



Handshake



My.MACU Gmail



Office 365 (my.macu.edu)



Portal.MACU.edu



Upswing



# Supplements and Resources

In collaboration with subject matter experts and Department Leaders, Student Services has created **25 supplemental resources** to support new students.

- **9 Support a student's Academic Success**
  - *Managing time, setting goals, reading comprehension, A Week in the Life, learning styles, CDC, Library, Bookstore instructions, and School of Counseling resources*
- **6 Provide General Information and Technology assistance**
  - *Solution Center information, Supplemental Orientation Handout, Tips and Tricks for returning students, Dropping a Course, Computer Specifications, Degree audit Portlet*
- **6 Focus on Paying for College**
  - *Outside Scholarships and Grants, Financial Aid FAQs (UG/GR), Direct Deposit, Bursar's Office Fact Sheet, 5 step guide to Financial Aid.*
- **4 Address connection points to the greater MACU Community**
  - *Cafe 14:12, chapel, SafeZone, Campus Store*





# Interdepartmental Collaboration & Content Review

NSO requires collaboration with other departments and Student Services stands as their conduit of information during Orientation.

- Content Housed **within** Student Services: Student Support Specialists, Solution Center
- Content housed **outside** of Student Services: Paying for college, Scheduling, Participation, Speeding up degrees, Resources for Success, Library information and more.
- Orientation's content is reviewed for potential updates each month by program leadership. Adjustments are made on an as-needed basis to address the changing needs of the students.

**Key Connection:** Orientation's content is **only** as accurate as the information provided through **Interdepartmental Collaboration**.



## Budget & Facilities

- **On-campus** Orientations take place in MACU's Private Dining Rooms, which require minimal setup.
  - Associated costs may include Refreshments and Printed items
- **Online** Orientations take place on the [Webinar@macu.edu](mailto:Webinar@macu.edu) Zoom account
  - Associated costs of this account are paid for through IT's budget.
- **Most** Orientations only require two personnel: One Leader & One Operations Specialist

**Key Connection:** New Student Orientation is a relatively simple production in terms of cost, personnel, and space requirements.



## Part III: Culture of Assessment

Student Services has been tracking the potential impact of New Student Orientation since July 2015.

### Expectations:

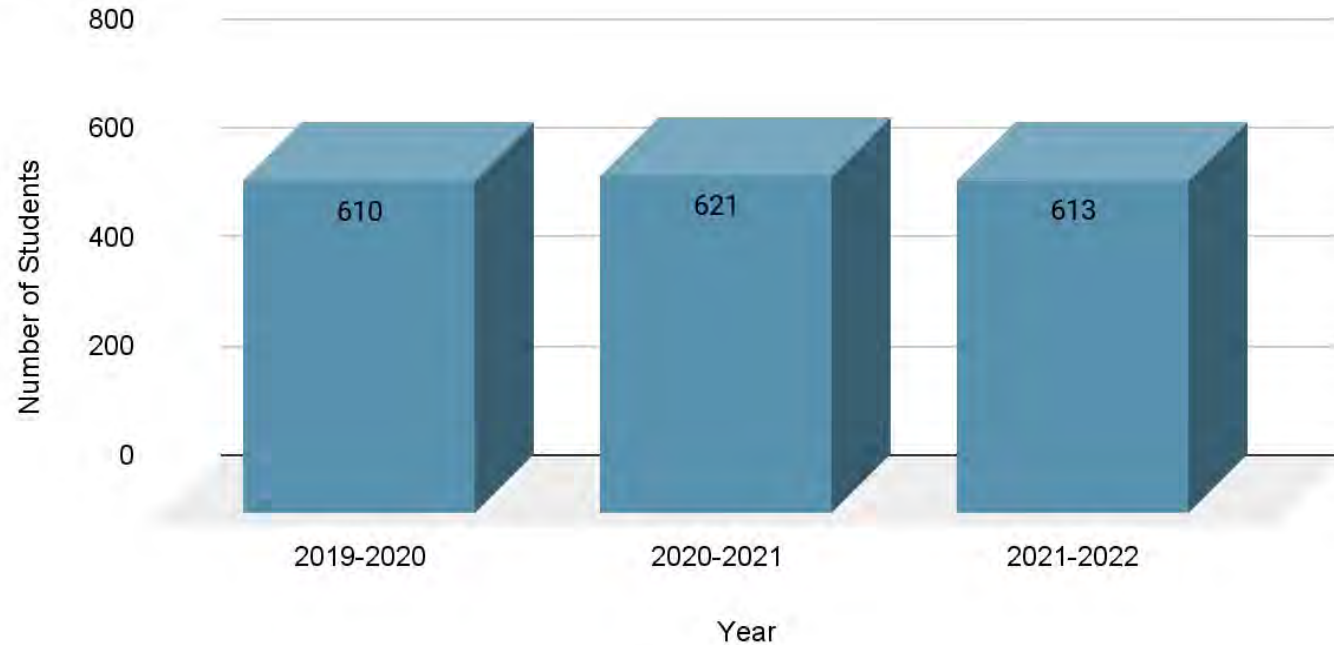
1. Orientation content is reviewed each month by program leadership for potential updates. Adjustments are made as necessary to address the changing needs of the students. An annual deep-dive occurs in July for larger adjustments to content for both the live events and video series.
2. Student persistence data is reviewed in Week 1 of each undergraduate start week to determine if Orientation meets expectations for student impact.
3. Participants to Orientation are surveyed on their experience, perceived preparedness, and confidence in their decision to choose MACU following each live presentation.
4. Attendance data is logged each month and is used to determine if the event times are meeting expectations for reaching the student population.

## Some Things to Consider

- *Attending Orientation is voluntary for CAGS students*
- *The same information is presented to students in various ways outside of Orientation events*
- *Proving student learning is difficult*
- *We can only see corollary impact based on student activity in class*
- *Our reporting process is cumbersome*

## NSO: Total Attendance to New Student Orientation

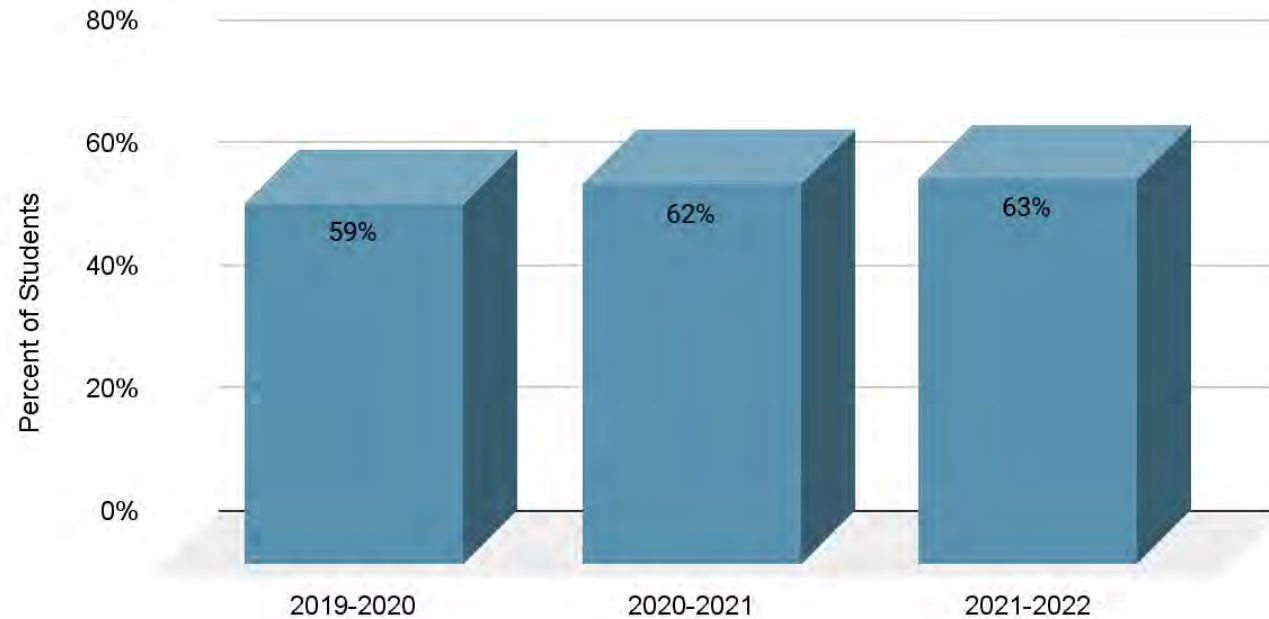
2019-2022



1844 students participated in a live Orientation from 2019 to 2022.  
*4152 students total since program inception.*

## NSO: Average Percent of New Students Attending Orientation

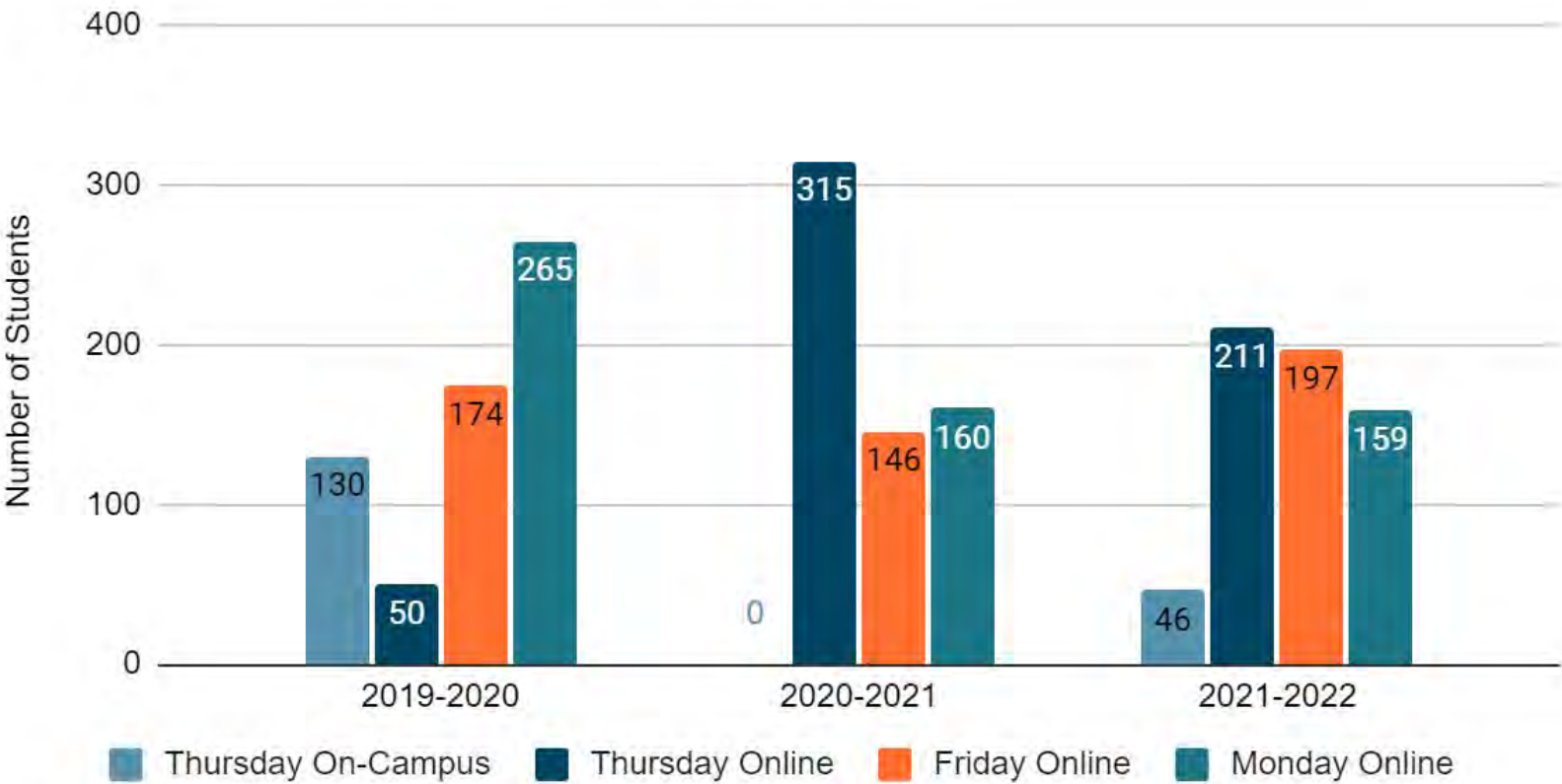
2019-2022



*Averages calculated from new file submissions.*

# NSO: Annual Attendance by Event Type

2019-2022



# How We Assess Impact

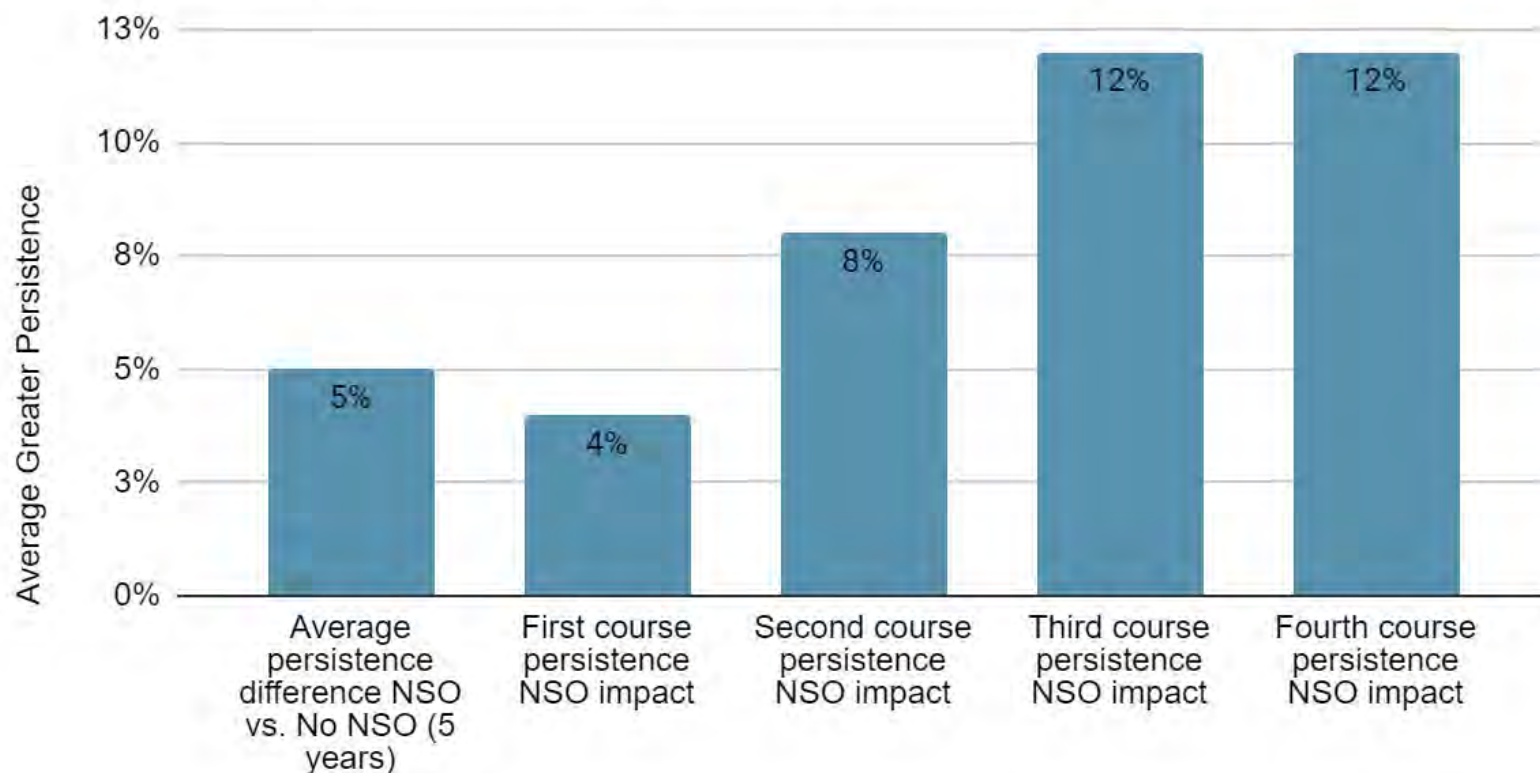
Each month, we run a report of the full student population. We first separate out students by Orientation attendance information (NSO vs. No NSO). Then we flag a student as Active or Exited based on the exit date. Counting graduated students as active (because they met the goal of graduating) we then calculate the percentage of students who are still active in class in each category by Start Date. No-NSO numbers are subtracted from NSO numbers to determine the difference.

Start Month	No NSO	NSO	Difference
2021-Jul	22%	57%	35%
2021-Aug	69%	71%	2%
2021-Sep	55%	62%	7%
2021-Oct	41%	68%	26%
2021-Nov-Dec	29%	57%	29%
2022-Jan	68%	82%	15%
2022-Feb	64%	81%	17%
2022-Mar	80%	75%	-5%
2022-Apr	67%	96%	29%
Total Avg.	55%	72%	17%



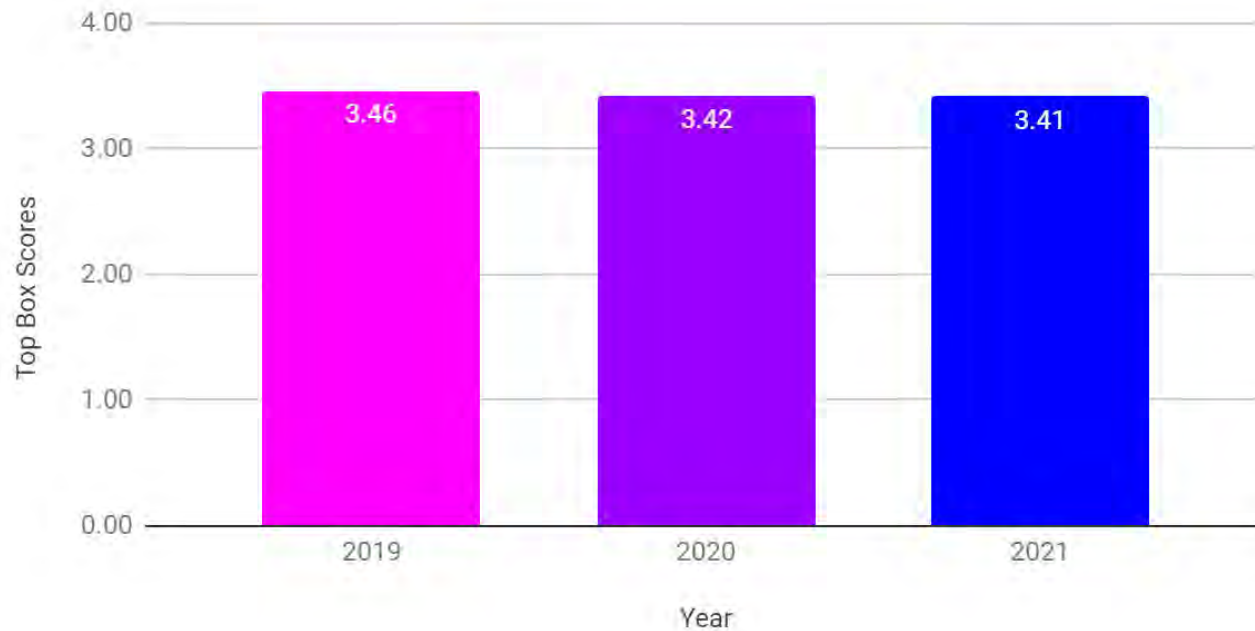
# NSO Impact: Course to Course Persistence 2019-2022

Average Greater Persistence for NSO attendees vs. Non-NSO attendees



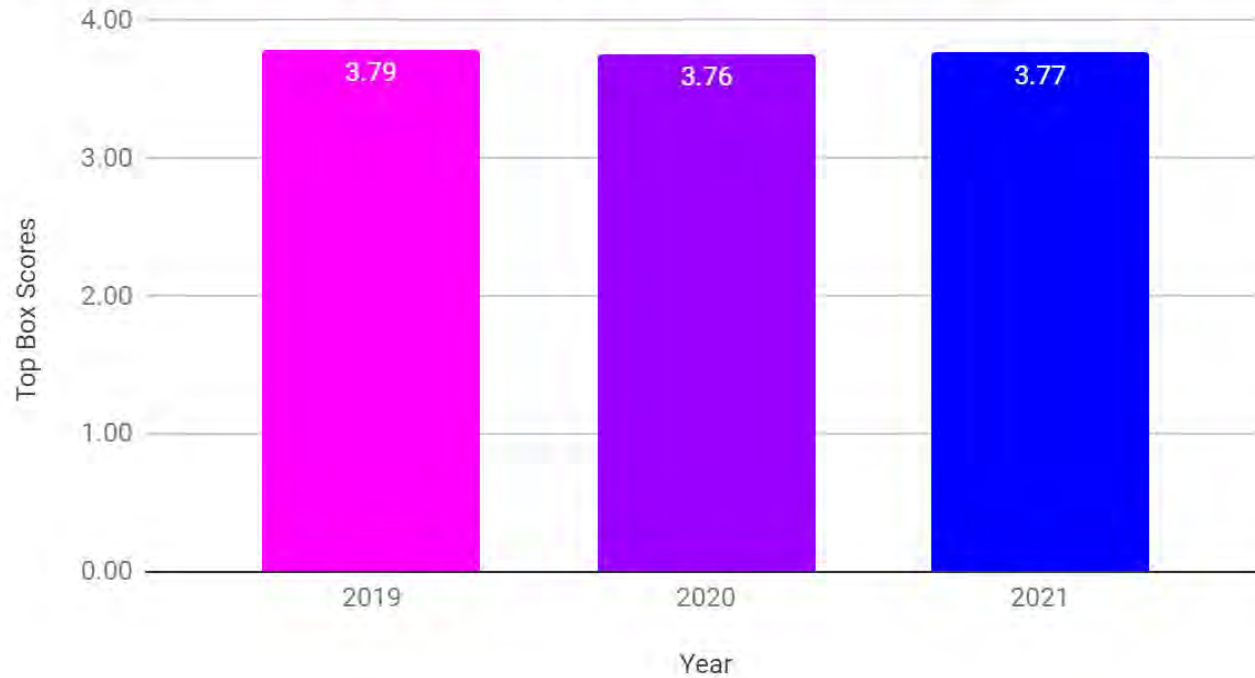
## NSO: Preparedness Poll

2019-2022



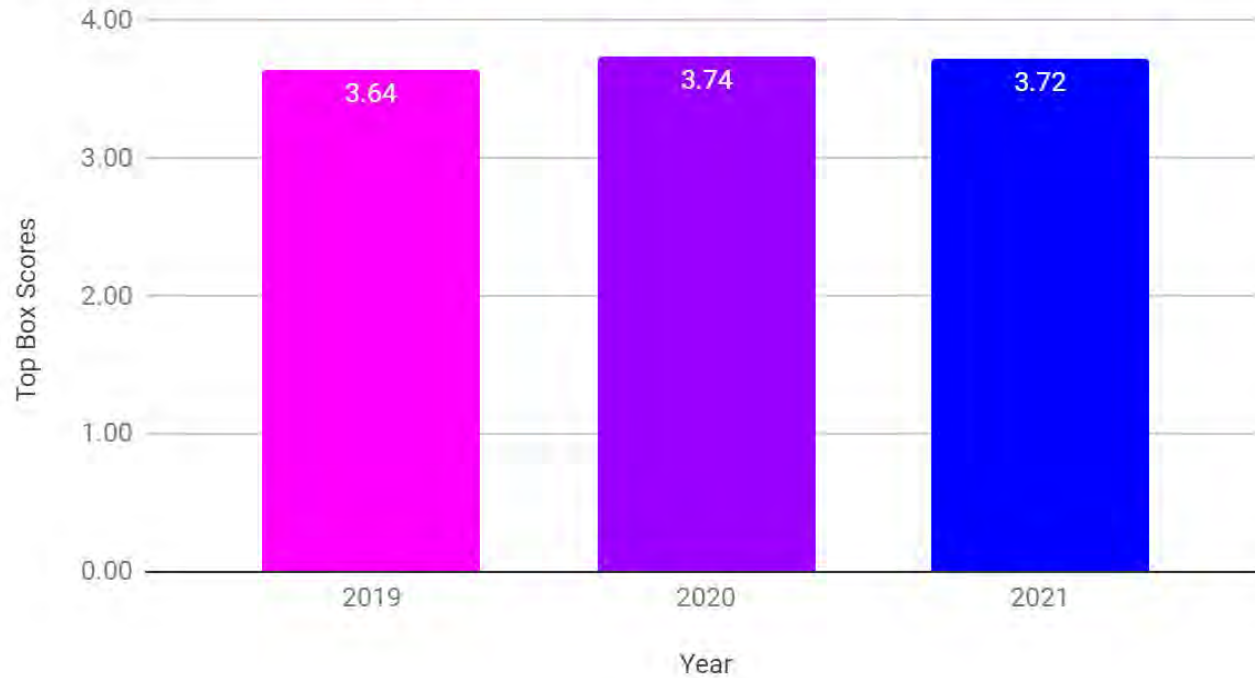
Average Score: 3.43

## NSO Survey: How satisfied are you with Orientation?



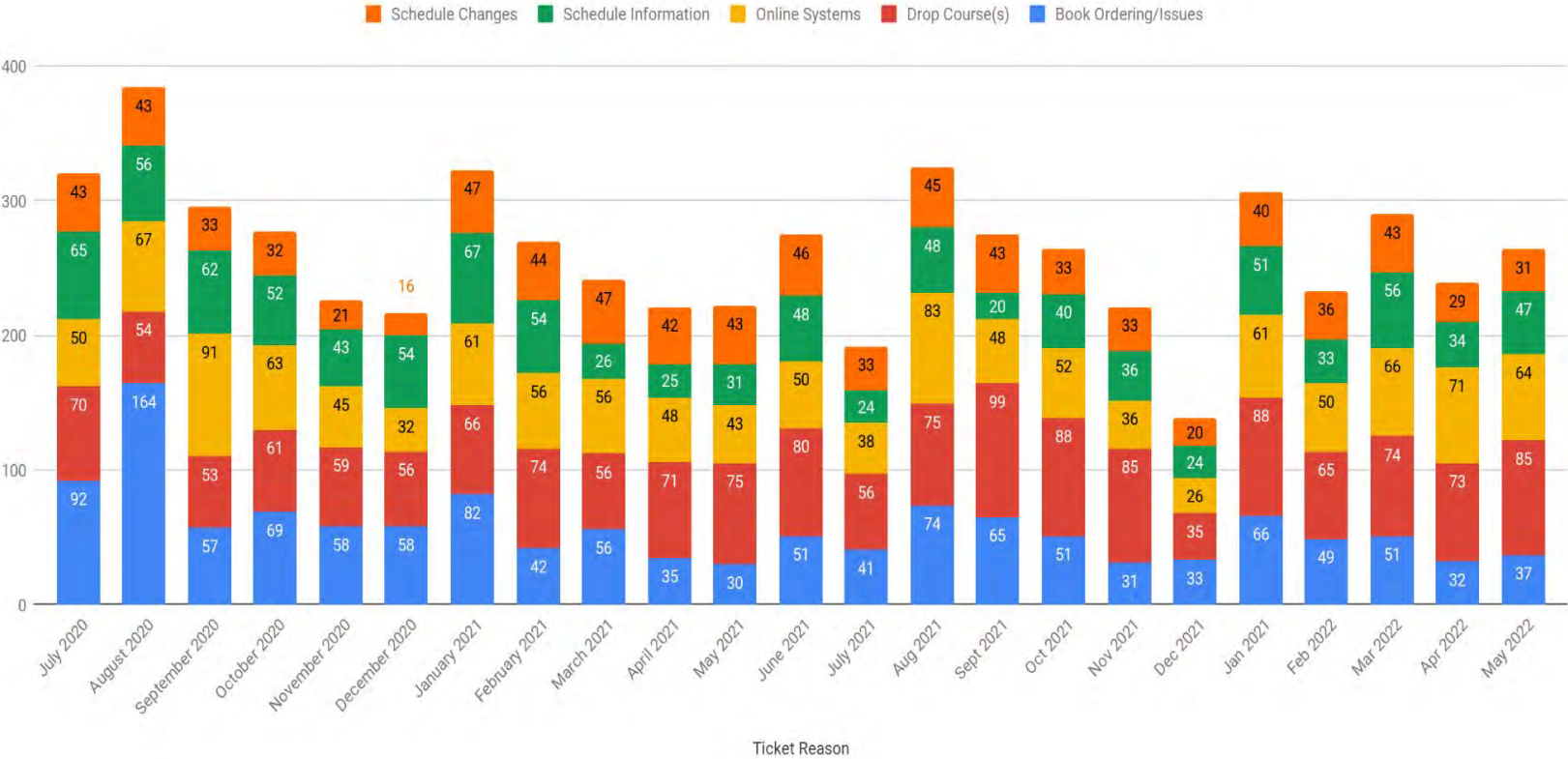
Average Score 3.77

## NSO Survey: Would you still choose MACU?



Average Score: 3.7

Solution Center: Top 5 Call Reasons Over Time



# Part IV: Discoveries & Opportunities

## Transparency and Communication

- *Student Services has maintained data on Orientation for years but does not openly share it with the CAGS community. We can do better.*

## Tracking academic impact through local GPA

- *Persistence is corollary information only. Looking for an academic impact may assist us in proving learning and application of skills.*

## Aviso Retention: “Student Success & Engagement”

- *Aviso has extensive reporting capabilities in the areas of student engagement and activity. We plan to capitalize on those capabilities.*

## Other opportunities remain to be explored!

- *New Software will change how we interact with the entire CAGS population as a whole. The impact it will have on student persistence and engagement is yet to be seen. We will remain adaptable.*

# CAGS Student Services

## New Student Orientation Program Review



Prepared by Amanda Harris & Chris Canary  
Presented June 23, 2022

## **Standard 1: Mission**

### **Overview Questions:**

1. How does the mission embrace student learning and development?
2. In what ways does the Student Services mission complement the mission of the institution?
3. To what extent is the mission used to guide practice?

### **1.1 Mission Statement**

#### **1.1.a - Departmental Mission and Vision:**

Vision: Student Services will support a Remarkable student experience by acting with Integrity, Adapting to the changing needs of our student population, being Accountable for our role in the student experience, Communicating efficiently with those we serve, and being intentional with every integration and decision, knowing the impact they have on the People we serve.

Mission: CAGS Student Services exists to:

- *Strengthen* a student's resolve to finish what they start.
- *Stimulate* a student's creativity in problem solving and their excitement in new possibilities.
- *Strategize* with a student in an effort to overcome the obstacles which are barriers to success.
- *Serve* students through timely, effective, and proactive contact.
- *Support* a student by ensuring they are prepared and informed.

Amanda Harris, Director of Student Services, developed CAGS Student Services's mission statement in 2014 as an effort to articulate newly defined roles and responsibilities for the team. It has remained consistent and unchanged since inception and its tenants inform every departmental decision, initiative, communication, change, implementation and program.

These five missional standards also guide and help the department fulfill its role in light of the general university mission, seeking to assist in student retention efforts and compelling them to complete their entire program of study.

#### **1.1.b - Program's Mission:**

As a direct expression of the departmental mission, New Student Orientation's specific mission statement reads:

*CAGS New Student Orientation welcomes Adult and Graduate students into the greater MACU community by familiarizing them with the essential technology systems they will encounter as active members of the student body and equipping attendees with resources necessary for success in their programs of study.*



The statement above was created at the time of this program review (February 2022) as a collaborative effort between Student Services employees and will guide future changes to the orientation itself.

We currently accomplish this mission through four New Student Orientation (NSO) objectives, which are stated in the Orientation's welcome and overview: (a) Introducing students to their Support teams and available services at the university, (b) Discussing a typical week in the life of a MACU student, (c) introducing students to the greater MACU community, and (d) providing an in-depth tour of their online systems (See [Agenda and Goals slide](#) from New Student Orientation Prezi document).

### **1.2 Summary Statement**

- Minimum requirement to meet substandard:
  - The School Chair will make a summary statement about the Program based on the data collected for the Program Review.
  - The statement should cover the program's past three years and what the Chair's vision for the program is for the next three years.
  - The statement should be no longer than two pages.
- The Program Director will make a summary statement about the Program based on the data collected for the Program Review.
- The statement should cover the program's past three years and what the Chair's vision for the program is for the next three years.

The CAGS Student Services Department serves as the primary support network for students enrolled in the College of Adult and Graduate Studies. Our purpose and our pleasure is to walk with students from the day they enroll until the day they graduate. The successful journey to graduation requires a healthy start and CAGS New Student Orientation is intended to ensure our students are prepared and informed for the journey ahead. In this program review, we discuss the mission, framework, goals/standards, current data, and future vision for New Student Orientation.

The Mission of New Student Orientation focuses on three categories: Welcoming students to the MACU community, exposing them to relevant technology, and providing them resources for success. Over the past three years, Student Services has achieved that mission through consistent messaging, a structured framework of information designed through a collaborative approach with subject matter experts, and an adaptable culture of continuous improvement.

The structure of orientation is designed to meet the 3 categories of the mission. The live events begin with prayer, move into the Support Services and departmental information and resources available to the student, and end with an in depth tour of the technology systems. Online orientation videos which follow the same structure are also available as a resource to those students who cannot attend a live event. The information shared in both modalities is updated as needed on a monthly and annual basis. Due to the ever changing nature of the CAGS division, minor changes occur frequently. However, the overall structure of the Orientation remains the same.

Orientation is not a condition of admission for CAGS students and all new CAGS students are invited to attend. In the past three years, Student Services has conducted 88 New Student Orientation live events occurring both online and in person, impacting 1844 new students. Students attending an orientation persist at a 5% higher rate than those students who do not attend an orientation over the lifetime of their MACU enrollment. On average 61% of all new students attend an Orientation event. The greater persistence rate increases from the first to the fourth course showing the impact of Orientation over time. Surveys of participants also reflect they feel prepared and informed for their educational journey, are satisfied with their experience in Orientation, and would choose MACU again if they had to do it over again.

This is the first Program Review for New Student Orientation so the [co-curricular map](#) and program goals were established as a part of this review. The co-curricular map reflects our standards for achieving the three objectives listed in our mission statement. Student Services cannot directly prove student learning at this time due to the varied nature of information shared with the students in this optional event. Therefore our standards are defined as meets expectations if we can prove exposure to the information occurred. As an alternative, corollary impact data is tracked by comparing the average persistence rate of students who attend orientation against those who did not attend orientation. The program meets expectations in this area when orientation attendees persist at an average rate of 4-7% higher than someone who does not attend orientation. Student Services has met expectations in all of these areas over the course of time reviewed for this program review.

Student Services abides by the legal and ethical standards for this program by ensuring equitable access to Orientation for all incoming students, maintaining qualified support staff, and adhering to proper hiring practices. The financial and technological needs of this program are minimal, costing the university less than \$500 annually. Student services has a culture of assessment with the New Student Orientation Program as we have been tracking data since its inception in 2015. Orientation maintains a level of excellence through ongoing review of the content with a focus on adaptability and collaboration with key subject matter experts to ensure students receive the most relevant and impactful content available.

Completing this assessment has uncovered opportunities for improvement primarily in the areas of reporting and sharing information. We anticipate that these areas will be sufficiently addressed with the implementation of our new software, Aviso Retention. Aviso provides extensive reporting options in the areas of student activity, persistence, academic achievement, and persistence risk factors to name a few. The Orientation analysis has been fairly cumbersome with our current software. We hope to capitalize on our new resource by intentionally reviewing participation at the programmatic level and academic achievement for participants. Sharing this data more widely with key stakeholders is also an area of focus for the next few years.

### **1.3 Evidence of Dissemination:**

Departmental Manual

1. [2019.02.15 - Student Services Manual](#)

Student Services Weekly Meetings: Success Agenda Item

1. [2022.01.21 - SS Meeting Minutes](#) (Recent Example)
2. [2021.03.12 - SS Meeting Minutes](#) (First Iteration)

**Student Services Syllabi**

1. [2021-2022 FY - Student Services Syllabus](#)
2. [2020-2021 FY - Student Services Syllabus](#)
3. [2020.Spring - Student Services Syllabus](#)

**New Student Orientation(s)**

1. [2019.Fall -New Student Orientation Videos \(Script\)](#)
2. [2020.04.28 - New Student Orientation Copy \(.pdf\)](#)
3. [2021.11.00 - NSO Script and Video Categories](#)

**Faculty Trainings**

1. [2022.01.03-14\\_PresentationToBehavioralSciences](#)
2. [2021.10.27-28\\_PresentationToChristianMinistries](#)

**Communication Templates**

1. [2021.Q4 - Course Call Template](#)
2. [2020.00.00 - CAGS Email / Text Templates](#)
3. [2017.11.21 - Course Call Email Template - S5 Role](#)

**Suggested Evidence and Documentation:**

1. Current mission statement, brief description of how it was developed, and date of last review
2. Additional goals, values, and statements of purpose
3. Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)
4. Institutional/divisional mission statements (e.g., map program mission to broader mission statements)
5. Any additional professional standards aligned with program/service (e.g., standards promoted by academic program organizations)  
[NASPA handbook 2014 statement regarding the need for orientation.](#)
6. Institutional demographics, description of student population served, and information about community setting  
IPEDS folder with all docs  
Enrollment Reporting for CAGS  
Retention Portal for CAGS population possible source.  
We impact CAGS students only, not CAS  
CAGS demographic information.
7. Chair Summary Statement  
[cumulative new student orientation data - master sheet.](#)

## **Standard 2: Program and Services**

### **Overview Questions:**

1. What are the goals and objectives of the Co-Curricular program?
2. To what extent does the Co-Curricular program structure allow it to be effective?
3. What are the key programs, services, and resources offered by the Co-Curricular program?
4. How does the Co-Curricular program contribute to the student experience?

### **2.1 Program and Services Goals**

- Minimum requirement to meet substandard: The program's Wildly Important Goals (WIGs) for the past three years.
  - The program's Wildly Important Goals (WIGs) are written, aligned with the program's mission statement, and support institutional priorities and expectations of the program.
  - The program regularly develops, reviews, evaluates, and revises its WIGs.
  - The program communicates WIGs and progress toward achievement to appropriate constituents.

### **2.1 - What are the goals and objectives of New Student Orientation?**

The goals of New Student Orientation can be broken into three parts: One is in fulfillment of the (a) Departmental Mission (see [Standard 1](#)), another is (b) New Student Orientation's Co-Curricular [mission fulfillment](#), and the final connects with (c) WIG fulfillment across the last three years.

#### *2.1.a - Departmental Mission*

Regarding Student Services' departmental mission, New Student Orientation strives primarily to meet the following criteria: The first objective is to *Support* students by ensuring they are prepared and informed for their academic journey ahead and the second is to *Stimulate* their createment and excitement in new possibilities.

#### *2.1.b - Co-Curricular Mission*

Regarding New Student Orientation's Co-Curricular mission, the goal is to meet three set standards: (1) First, we welcome Adult and Graduate students into the greater MACU community. (2) Second, we familiarize them with the essential technology systems they will encounter, and (3) we equip attendees with resources necessary for success.

We accomplish both of the areas listed above through a set of agenda delineated at the outset of every Orientation, informing students the purpose our our intentional time together is to (1) introduce students to their support teams and available services here at the university, (2) discuss a typical Week in the Life of a MACU student, (3) introduce them to their MACU community, and (4) provide an in-depth tour of the online systems they will use as a student with us. These make up the overarching themes of NSO and each topic has sub-sections of content specific material, which is outlined further in this program review.

#### *2.1.c - Wildly Important Goals*

Student Services has developed several Wildly Important Goals (WIGS) over the last three years and some connect directly to what we attempt to accomplish through New Student Orientation events. Below

is the list of all departmental WIGS from the last three years. Each Wildly Important Goal articulated within CAGS Student Services is fully designed to fit within the scope of the departmental mission ([Program Review - Standard 1.1](#)); however, the underlined goals are those that have a direct connection to New Student Orientation or the objectives we try to accomplish therein:

#### *2019-2020*

#1 - By May 31, 2020, Student Services will create and implement a comprehensive standard operational procedures manual that outlines the activities and functions of the Student Services Department.

#2 – By May 31, 2020, Student Services will generate 150 referrals from pending, current, and graduating students. (Results in 19-20 4DX Notebook)

#### *2020-2021*

#1 - By May 31, 2021, Student Services will generate 120 referrals from pending, current, and graduating students.

#2 – To impact persistence in new students who do not attend Orientation, Student Services will increase views of New Student Orientation videos from 0% to 20% of that population by May 21, 2021. ([Results in 20-21 4DX notebook](#))

#### *2021-2022*

#1 - By May 31, 2024, Student Services will generate 400 referrals for the University.

#2 – By May 31, 2022, Student Services will reduce the average non-participation drop rate from 25% to 20%. ([Results in 21-22 4DX notebook](#))

WIG goals for years 2020-2021 and 2021-2022 have direct correspondence with holding New Student Orientations as evidenced below:

Orientation is not a mandatory condition of admission for the CAGS population. In 2020-2021, one of Student Services' Wildly Important Goals was to impact the persistence of new students who do not attend orientation. By measuring historical data from the last three years, MACU can reasonably expect [around 61%](#) of all New Student files to attend an Orientation. Further evidence suggests students who attend orientation persist from class-to-class at a [higher rate](#) than those who do not. This proposes a problem on two fronts: First, 39% of all New Students do not attend orientation. Secondly, those same students are [less likely to persist](#) over the lifetime of their program(s).

Student Services took direct initiative in 2020-2021 to address this persistence gap and help close the distance between those who attended NSO and those who did not. The department [scripted](#), scheduled,

produced, and created a modular [New Student Orientation video playlist](#), which is hosted on YouTube and covers the same content as a formal Orientation. The goal of such an undertaking was to increase the view count of those videos in an effort to reduce the attrition rate of students who did not attend a live Orientation. It became part of Student Services' official communication plan since the playlist is easily shared through email and text for those who need access to it. We also uploaded the videos directly to the "M Portal" so students can have access there as well.

With NSO videos firmly in place, Student Services focused in 2021-2022 on reducing the global average non-participation drop rate from university ([21-22 4DX Notebook](#)). Of all exits, 25% were attributed specifically to non-participation. Our goal was to reduce this number to 20% within that fiscal year. The direct response and strategy on this front was creating and implementing a Stop-Participation strategy. One can make the argument, however, that the conversation regarding the importance of participation begins as early as New Student Orientation, which is why the topic comes up numerous times throughout the presentation.

The importance and urgency of active participation during each academic week begins when students first attend New Student Orientation (see [2020.04.28 - CAGS New Student Orientation Prezi](#) slides and "Class Scheduling and Participation" video in [Orientation Playlist](#)) and the conversation continues from their first class through their last. In Orientation, students learn:

- MACU's participation policy,
- What active participation looks like,
- How to participate online and in-person,
- The fiscal impact of non-participation,
- and how Student Services communicates with students based on their participatory activity

#### *2.1.d - Attendance & Persistence Goals*

Previously we mentioned how New Student Orientation helps fulfill goals laid out in departmental and co-curricular mission statements; however, we also have set goals specifically for (a) attendance and (b) impact.

- (a) Attendance - When it comes to attendance, we have already shown an average of 61% of all new students from the last three years attended Orientation. This may not seem like a high percentage,

but the number of attendees is currently at historic highs. Here are all [attendance averages](#) from 2015 to present:

Year	Percent of new students attending a live event. (Annual average)	Show rate to a live event (RSVP Annual average)
2015-2016	39%	62%
2016-2017	43%	63%
2017-2018	44%	60%
2018-2019	55%	69%
2019-2020	59%	74%
2020-2021	62%	71%
2021-2022	63%	72%

(b) Persistence - Student Services measures the impact of [New Student Orientation](#) through persistence data. During Week 1 of each new class in the CAGS undergraduate program, either the Student Services Director, Manager, or lead Operations Specialist compiles the “[NSO Impact Report](#)” and measures course-to-course persistence for all students. The goal of measuring such data is to ensure students who attend NSO have an increased course-to-course persistence for the duration of their tenure at MACU, up-to and including graduation. Averages from the past 3 years are:

- (i) [Average Lifetime persistence](#) (cell B30) - 5%
  - (1) [First course](#) (cell C30) - 4%
  - (2) [Second course](#) (cell D30) - 8%
  - (3) [Third Course](#) (cell E30)- 12%
  - (4) [Fourth Course](#) (cell F30)- 12%

This is the first program review completed for New Student Orientation. The attendance and persistence data gathered to date has informed our impact goals listed in the following chart.



Goal	Does not meet expectations (Avg.)	Meets expectations (Avg.)	Exceeds expectations (Avg.)
New students participating in a live orientation event	<40%	40-60%	>60%
Average Live Event Show Rate	<50%	50-70%	>70%
Greater average lifetime course to course persistence for NSO attendees vs non NSO attendees	<4%	4-7%	>7%
Greater average first course persistence for NSO attendees vs non NSO attendees	<3%	3-5%	>5%
Greater average second course persistence for NSO attendees vs non NSO attendees	<7%	7-9%	>9%
Greater average third course persistence for NSO attendees vs. non NSO attendees	<10%	10-12%	>12%
Greater average fourth course persistence for NSO attendees vs non NSO attendees.	<11%	11-13%	>13%

## 2.2 Program Design, Structure, and Framework

- Minimum requirement to meet substandard: The program has clearly stated, current, relevant, and documented policies and procedures
  - The program has clearly stated, current, relevant, and documented policies and procedures; responsibilities and performance expectations for personnel; and organizational charts demonstrating clear channels of authority.
  - The program works in close consultation and collaboration with others with expertise and departments across the institution to meet the needs and interests of students.
  - The program is intentionally designed to incorporate research and theories on student learning, achieve predetermined student learning, and development outcomes.

### 2.2.a - Orientation Design, Structure, and Framework

CAGS New Student Orientation exposes students to the three primary topics addressed in the program mission statement: (1) Welcome students to the MACU community, (2) familiarize them with technology, and (3) equip them with resources for success. These topics ultimately inform the design, structure, and framework of Orientation, resulting in a consistent outline of content which ensures all students who participate in Orientation receive the same information.

New students have the opportunity to participate in Orientation in two primary ways, which includes both live events and an online video series.



***Live Events: Calendar & Content Outline***

Student Services conducts 33 live New Student Orientation events each calendar year. Event dates are scheduled in November of each year in alignment with the Undergraduate [course calendar](#) for the following year. Graduate students are invited to attend any orientation event which is in close proximity to their cohort's start date. Should a Graduate start date fall in between Orientation events, Student Services may schedule a special, Graduate Specific Orientation event for those students on an as needed basis. If a Graduate start date aligns with the Undergraduate calendar, Student Services will schedule breakout sessions for interested students to meet with Academic Leadership following a live event. Typically, these Graduate breakout sessions occur twice a year in the Spring and Fall.

***Calendar***

- Live Event Rotation
  - Thursday (before start)
    - In person: 6:00pm - 7:30pm CST
    - Online via Zoom live stream: 6:00pm - 7:30pm CST
  - Friday (before start)
    - Online via Zoom: 12:00pm - 1:00pm CST
  - Monday (before start)
    - Online via Zoom: 6:00pm - 7:00pm CST
- Graduate Supplemental Schedule
  - February
    - Friday (before start)
      - Online via Zoom: 12:00pm - 1:00pm CST
      - Breakout session: 1:00pm - 1:30pm CST
  - August
    - Friday (before start)
      - Online via Zoom: 12:00pm - 1:00pm CST
      - Breakout session: 1:00pm - 1:30pm CST
  - Additional events scheduled as needed by Student Services and Enrollment Leadership

***Content Outline*****New Student Orientation: Live Presentation**

1. Welcome, Poll, and Prayer
2. Agenda and goals
3. Resources and Community
  - a. Student Support Specialist
    - i. Mission and duties
  - b. The Solution Center
  - c. A Week in the Life
  - d. Paying for College
    - i. 5 Step Guide to Financial Aid
    - ii. Quick Facts of Title IV funding at MACU
    - iii. Alternative Funding options

- e. Course Participation
  - f. Scheduling
  - g. Graduate Faster
    - i. Prior Learning
    - ii. Testing options
    - iii. FastTrack (4+1)
  - h. Academic Resources
    - i. Student Success Center
      - 1. Writing Center
      - 2. Upswing
      - 3. Accommodations
      - 4. Career Services
    - ii. Library Resources
  - i. MACU Community
    - i. Student ID
    - ii. Chapel
    - iii. Athletics
4. Technology Systems and Tour
- a. Onelogin:
    - i. High level tile overview.
      - 1. GMAIL: my.macu.edu address
      - 2. Barnes & Noble College
      - 3. Office 365
      - 4. Alpha Point
    - ii. In-depth tour
      - 1. Upswing
        - a. Searching for tutoring options
        - b. Selecting a tutor
        - c. Scheduling an appointment
        - d. Meeting with a tutor
      - 2. M Portal
        - a. Landing Page
        - b. Quick links overview
        - c. Student Services tab
          - i. Student Services Home
            - 1. Course Schedule
            - 2. Book voucher request form
            - 3. New Student Orientation Supplemental Handout
            - 4. MACU Student Handbook and Code of Conduct
            - 5. Vehicle registration and parking permit
            - 6. Common documents
          - ii. Degree Progress
            - 1. Degree Audit Portlet
            - 2. Grade Report
          - iii. New Student Orientation
            - 1. Video Series overview
    - d. Finances Tab
      - i. Common financial aid forms

- ii. Statement of Account
    - iii. Tax documents
    - iv. Pay tuition online
    - v. Direct Deposit form
  - e. Public Safety Tab
    - i. SafeZone for Early Alerts
- 3. D2L
  - a. Landing Page
    - i. News Feed
    - ii. Locating Courses in the Courses Widget
    - iii. Services and Support menu
      - 1. Online writing center
      - 2. Library resources
  - b. Locating Courses
  - c. Course tour
    - i. Newsfeed
    - ii. Content Tab
      - 1. Course structure, documents, and syllabus
      - 2. How to post a discussion question
      - 3. Where to find assignments
    - iii. Assessment tab
      - 1. Dropbox
        - a. How to turn in assignments
        - b. How to find grades
        - c. How to review feedback from faculty
    - iv. Course Administration tab
      - 1. Classlist
        - a. identifying and contacting your instructor
  - d. D2L email address
- b. Closing poll and prayer
- c. 5 minute Q&A

***Video Series: Communication Schedule and Content Outline***

In 2019, Student Services recorded and released a [modular New Student Orientation video series](#). These videos mirror the topics detailed in the live events and are intended to expose students who do not participate in a live event to the same content. Students may access these videos individually on their M-portal tile located on Onelogin or they may view the full series in sequence via Youtube.

***Video Series: Communication Schedule***

The Orientation Video Series is shared with all new students via email in the first week of class. The videos are presented during New Student Orientation in the “M Portal” overview, and remain available at all times on the CAGS Student Services’s YouTube page .

*Video Series: Content Outline* Each video's content mirrors that of the live Orientation events. They are fully [scripted](#) to ensure consistent and clear communication.

- New Student Orientation Videos - [Playlist](#)
  - [Welcome to MACU!](#)
  - [Student Services Solution Center](#)
  - [A Week in the Life of a MACU CAGS Student](#)
  - [Paying for College](#)
  - [Class Scheduling and Participation](#)
  - [Graduate Faster: Prior Learning and Testing Options](#)
  - [Resources for Success](#)
  - [Community at MACU](#)
  - [MACU's OneLogin Platform](#)
  - [MACU Student Portal Tour](#)
  - [Desire2Learn](#)
  - [Upswing: Online Tutoring](#)
  - [Barnes & Noble College: Account Creation](#)

### ***Supplemental Resources***

Students are provided access to supplemental Orientation handouts at each Live event. These documents support key topics discussed in New Student Orientation for ongoing reference. In addition, they also serve to guide new and continuing students through the areas of Academic Resources, Paying for College, and their MACU Community. These handouts are provided to students attending an in-person Orientation as a welcome packet. Online attendees and continuing students may access these materials via the [New Student Resources Page](#) on MACU.edu.

*Documents: Category, Title, and Responsible Party*

Category	Title	Responsible Party
Academic	Solution Center Magnet	Student Services
Academic	CAGS New Student Orientation Handout *	Student Services
Academic	CAGS Week in the Life Worksheet	Student Services
Academic	CAGS Bookstore Instructions	Student Services
Academic	SMART Goals	Student Services
Academic	Library	University Librarian
Academic	Degree Audit Portlet*	Student Services

Academic	Tips & Tricks for Returning CAGS Students*	Student Services
Academic	CDC-Prior Learning	Director of Prior Learning Assessment
Academic	Computer Specification Recommendations	Office of Information Technology
Academic	CAGS: Dropping a Course	Student Services
Academic	Reading for Comprehension	Student Services
Academic	Learning Styles	Student Services
Academic	Effective Time Management	Student Services
Academic	MS Counseling Resources*	Program Director for the Master of Science in Counseling
Paying for College	Outside Scholarships and Grants	Director of Financial Aid
Paying for College	UG Financial Aid FAQ	Director of Financial Aid
Paying for College	GR Financial Aid FAQ	Director of Financial Aid
Paying for College	Direct Deposit Form	Office of the Bursar
Paying for College	Bursar's Office Fact Sheet	Office of the Bursar
Paying for College	5 Step Guide to Financial Aid	Director of Financial Aid
Community	Pioneer / Cafe 14:12	Pioneer Caterers
Community	Chapel	Campus Pastor
Community	SafeZone	Chief of Police
Community	Campus Store **	Chief Information Officer

\*Online only

\*\*In-person Only

### *Content Development and Review*

Content for New Student Orientation was originally developed in collaboration with MACU's departmental leadership and other subject matter experts. The goal during development was to address common questions and concerns received from students and Student Services continually collaborates on both an annual and as-needed basis to ensure the information presented remains accurate and relevant.

The sequence of topics presented throughout the orientation are intended to walk the student through urgent concerns first and leaves action items to be shared toward the end.

Resources and support statements are shared throughout the presentation to prevent attendees from becoming overwhelmed by the amount of information shared.


#### *Annual review*

Each summer, the Director of Student Services invites Departmental Leadership and subject matter experts to review the [New Student Orientation Video Script](#) and all related [supplemental materials](#) for edits and updates. Student Services gathers that information and makes appropriate adjustments to the script(s) and handouts as requested by the responsible parties.

#### *As-needed review*

The Director of Student Services and Student Services Manager are responsible for maintaining accurate and relevant content in New Student Orientation. These individuals make all necessary adjustments to the content and presentation flow as changes to policy, procedure, student needs, resources or technology warrant.

### **2.3 Program Documentation**

- Minimum requirement to meet substandard: Show the program's documentation to MACU's internal and external constituencies.
  - Insert a copy of the Program Sheet from the latest version of the Academic Catalog, Student Handbook, or analogous document.
  - Provide evidence of the Program's curriculum reviews in the last three years.
  - Provide evidence of any MACU Faculty Senate decisions about the Program in the last three years.
  - folders, handouts, videos, playlists
  - New Student Orientation Video Series Playlist:  
<https://www.youtube.com/playlist?list=PLquvlywA8WzwRdALEC4WzfoH9lnSjW5RE>
  - New Student Orientation video script:  
<https://docs.google.com/document/d/1J4SIbkGzmsMR7G95OxN3ok943GWUZIE1RGmbfWDy3vA/edit?usp=sharing>
  -  2022 CAGS New Student Orientation In-person Event Guide
  - New Student Orientation: Guides:  
[https://drive.google.com/drive/folders/1iLaCsJJFD4tsNKU5v02Q6\\_oywes6GIpl?usp=sharing](https://drive.google.com/drive/folders/1iLaCsJJFD4tsNKU5v02Q6_oywes6GIpl?usp=sharing)

#### **Suggested Evidence and Documentation:**

1. List of program goals and objectives
2. List of current collaborations across the institution
3. Map of program activities
4. Map or report of outcome assessment activities, including results
5. Strategic plans program design and enhancement

6. Specifications or requirements (if applicable)
7. Organization Chart
8. Program Sheet
9. Curriculum Reviews
10. Senate Documents

## **Standard 3: Student Learning, Development, and Success**

### **Overview Questions:**

1. What are the most significant student learning, development, and success outcomes of the Co-Curricular program?
2. What is the demonstrated impact of the Co-Curricular program on student learning, development, and success?

### **3.1 Program Curriculum Map**

- Minimum requirement to meet substandard: Provide a copy of the program's Curriculum Map. The Curriculum Map shows what student learning outcomes (SLOs) or Operational Outcomes (OOs) could be measured in each course within the program to support the program's outcomes (POs).
- Additional information about the substandard: If a major change to the program's curriculum or POs occurred in the last three years, provide evidence and explanations of why those changes were made.

Prior to this Program Review, Student Services had neither a [Co-Curricular Map](#) with standardized goals listed, nor did we have a specific Mission Statement specific to New Student Orientation (See [Standard 1](#)). The department had a general idea of what the [Orientation's agenda](#) set out to accomplish and we have historically tracked a [multitude of data points](#) related to each event; however, there were no formal goals in place. The team has since established specific goals for attendance and impact on student persistence around New Student Orientation (See [Standard 2](#)).

Unlike a traditional curricular program, Student Services does not have measurable ways to determine the efficacy of New Student Orientation. We can see [historical data-sets](#) on persistence rates for attending versus non-attending students; we can see poll results at the end of Orientation where students can self-report on their readiness for class; and we can measure survey responses after Orientation regarding attendees' experience; however, the department does not test attendees on what they have learned or retained from their exposure to Orientation content.

[Standard 2](#) and [Standard 4](#) of this Program Review will describe more fully the department's areas, modes, and standards of assessment.

### **3.2 Assessment of Student Learning and Development**

- Minimum requirement to meet substandard: The program uses evidence to create strategies for improving student learning, development, and success through Learning Reports.
- Additional information about the substandard:
  - The program has POs that guide what program graduates should know and/or do.
  - The program provides evidence of the extent to which SLOs are achieved, through measurement, ensuring POs are met.
  - The program aligns predetermined student learning and development outcomes with recognized models and institutional framework.



Due to the broad nature of information students are exposed in an Orientation, proving specific student learning is difficult. At this time, Student Services is tracking multiple indicators which support the hypothesis that attending an Orientation event has a corollary impact on student success and persistence. The primary method used is comparing those students who attend an Orientation against those who do not. The specific areas reviewed are (see [Standard 2](#)):

- Average lifetime persistence.
- Average first course persistence over a period of 3 years
- Average second course persistence over a period of 3 years
- Average third course persistence over a period of 3 years
- Average fourth course persistence over a period of 3 years

In addition to these data, students are:

- Polled in each live orientation event to determine their perceived level of preparedness following the presentation.
- Surveyed following each live orientation to determine if the event met their needs.

This data will be detailed in [Standard 4](#).

### **3.3 Program Contribution to Student Learning, Development, and Success**

- Minimum requirement to meet substandard: Demonstrate how program graduates have used the degree in the past three years.
- Additional information about the substandard:
  - The program helps students and designated clients prepare for their careers and meaningful contributions to society.
  - Provide numbers, graduate feedback, and other quantifiable data.

Standard 3.3 does not directly apply to this co-curricular program review since attending New Student Orientation is neither a condition of admission nor a requirement for graduation at Mid-America Christian University. See [Standard 1](#), [Standard 2](#), [Standard 4](#) and the [co-curricular map](#) of this Program Review, which describe more fully the value and impact of New Student Orientation's contribution to the student experience through departmental and co-curricular mission fulfillment.

#### **Suggested Evidence and Documentation:**

1. Program student learning and development outcomes, and brief description of how they were developed
2. Program student learning, development, and success outcomes and related assessment data
3. List of current collaborations across the institution that facilitate student learning, development, and success
4. Map of program activities and ways they connect to student learning, development, and success outcomes

5. Curriculum Map
6. Student Learning Outcome Measurements
7. Student Learning Reports
8. Information about Program Graduates

Evidence:

[2022 Program Review - New Student Orientation Co-Curricular Map](#)

[Cumulative New Student Orientation Data - Master](#)

## **Standard 4: Assessment**

### **Overview Questions:**

1. What is the comprehensive assessment strategy for the Co-Curricular program?
2. What are priorities for assessment of the Co-Curricular program and how are those developed?
3. How are tangible, measurable learning, development, success, and program outcomes determined to ensure achievement of mission and goals?
4. How does the Co-Curricular program use assessment results to inform improvement? What changes, adjustments, or improvements have been made as a result of assessment activities?
5. How does the Co-Curricular program share assessment results with relevant constituencies?
6. How does the Co-Curricular program support ongoing development of assessment competencies for personnel?

### **4.1 Establishing a Culture of Assessment**

- Minimum requirement to meet substandard: **Display assessment plans** that work towards the achievement of the program's mission, goals, outcomes, and objectives.
- Additional information about the substandard: Display the past three years of evidence for:
  - Staff evaluations
  - WIGs
  - Retention Reports (previously titled Retention D3 Forms)

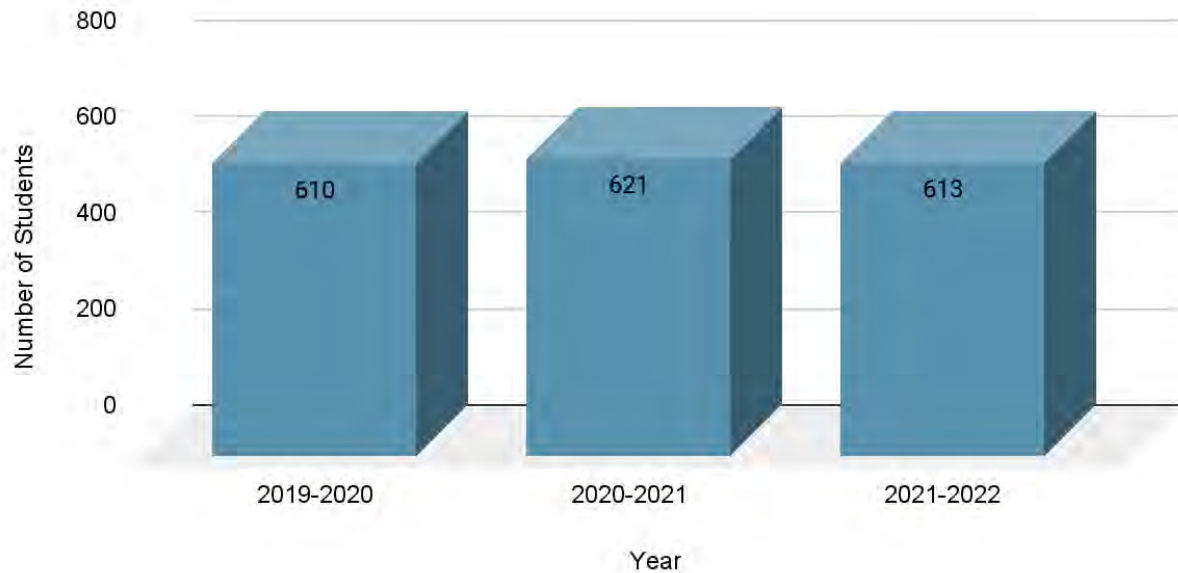
Student Services gathers New Student Orientation data during the first week of each 5 week course throughout the year. [Instructional guides](#) are available for the gathering of data and are made available to the full Student Services Staff, regardless of role or responsibility.

### *Attendance Information*

A total of 4152 students have attended a New Student Orientation since the program's inception in 2015. Of those, 1844 students have participated in a live orientation event over the last three years alone. While the total number of attendees has remained fairly steady, the percentage of new students participating has been increasing incrementally since the inception of the program.

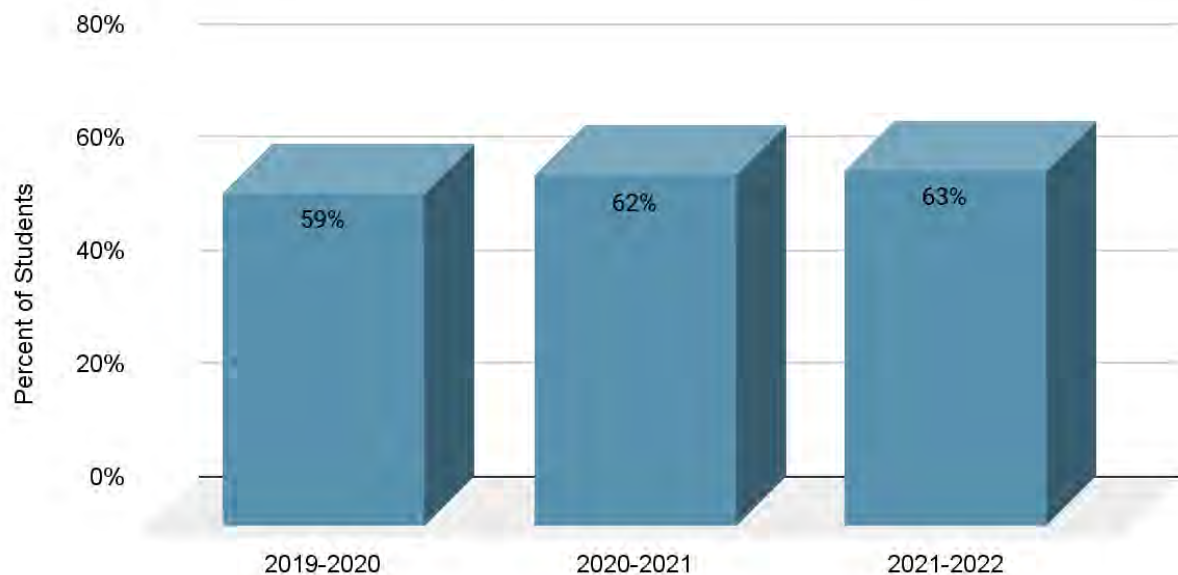
## NSO: Total Attendance to New Student Orientation

2019-2022



## NSO: Average Percent of New Students Attending Orientation

2019-2022

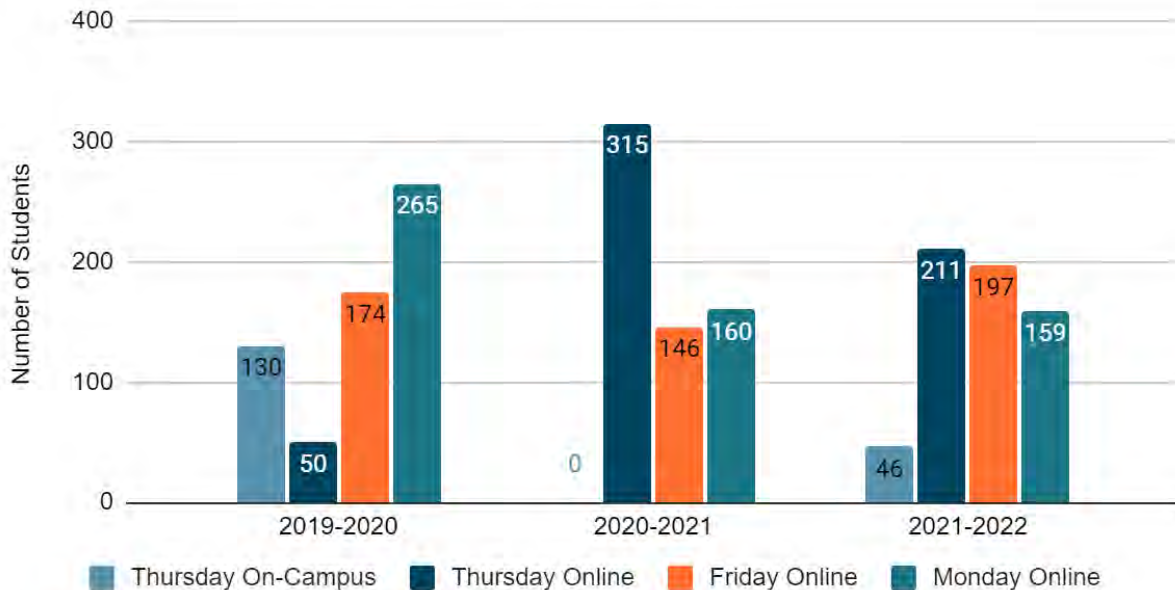


Live events are broken down by event type: Thursday on campus, Thursday online, Friday online, and Monday online. In 2019-2020, on campus events were canceled beginning in March 2020 due to the pandemic. In person events did not resume until August 2021. During that time, Student Services saw

little to no change in student attendance based on the shift to 100% online. In fact, Thursday online attendance skyrocketed for the 2020-2021 year. In 2021-2022, the events have evened out in participation but on-campus attendance has lagged.

## NSO: Annual Attendance by Event Type

2019-2022



The data surrounding views of the [Orientation Video Series](#) is inconclusive as the videos are public. We are unable to determine who is watching those videos as they are accessible to faculty, staff, students, and the general public. That data is therefore not included in this program review.

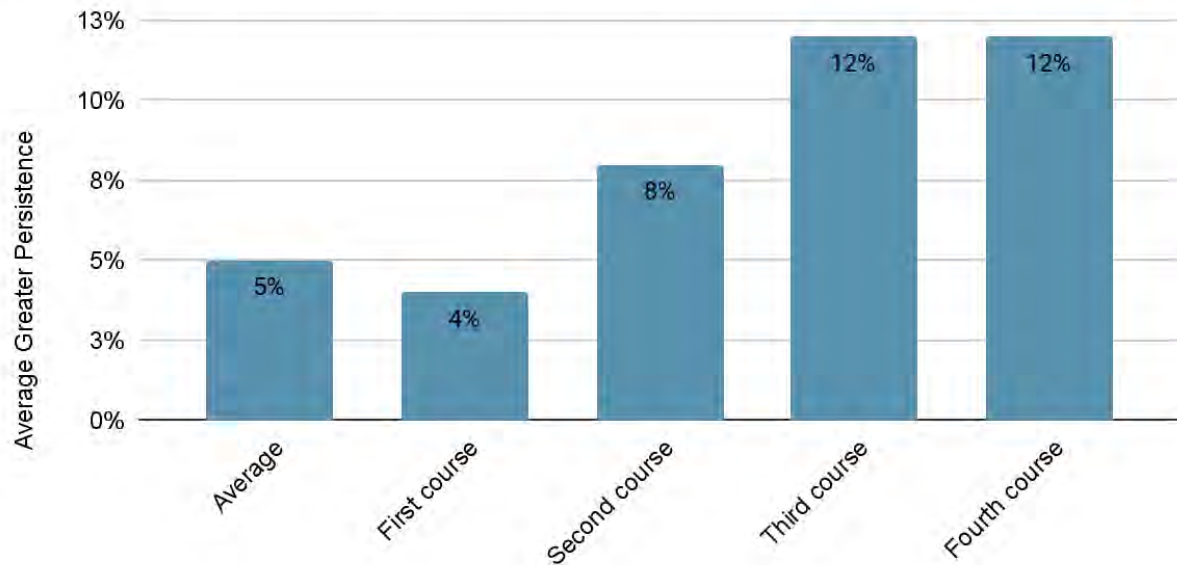
### *Orientation Impact: Course to Course Persistence*

Student Services tracks the course to course persistence of students attending a new student orientation and compares it with students who do not attend an orientation. This determines if the attendees are persisting at a greater rate over the lifetime of their enrollment at MACU or 5 years. For the sake of this program review, the [data provided](#) reflects a three year average.

Our findings indicate that students attending orientation persist at an average rate of 5% higher than students who do not attend an orientation. In addition, we reviewed their persistence at the conclusion of the first course, second course, third course, and fourth course to see changes over time. Results show that this variance increases over time for the first four courses at MACU.

## NSO Impact: Course to Course Persistence 2019-2022

Average Greater Persistence for NSO attendees vs. Non-NSO attendees



More detailed information is available at the [Cumulative New Student Orientation Data - Master Sheet](#).

### *Student Preparedness*

At the conclusion of each orientation, students are polled to assess their perceived preparedness for class. Using a 4 point scale, students are asked if they are:

- Super prepared for class (4)
- Somewhat prepared for class (3)
- Somewhat unprepared for class (2)
- Totally Lost. Someone come find me. (1)

Results have remained steady, although a negligible decrease in preparedness is reflected in the data. We can conclude from this data that students feel prepared for class following their attendance in Orientation.

“[Now that you have attended Orientation, how prepared do you feel for class?](#)”: Average Top Box Score is 3.43 from 2019-2022.

Students are also surveyed on their experience in Orientation to determine their overall satisfaction with the event and if they would still choose MACU if they had to do it all over again. A 4 point scale is used on both of these questions.

“[How satisfied are you with Orientation?](#)” reflects an average top box score of 3.77 from 2019-2022.

“[Would you still choose MACU?](#)” reflects an average top box score of 3.7 from 2019-2022.

### *Content review.*

The College of Adult and Graduate studies is a fast paced environment. Persistent changes to process, resources, and systems are common. Therefore it is a necessity for Student Services to review content for Orientation on a monthly basis. Prior to each orientation event, the Student Services Manager will assess the presentation and make minor adjustments as needed. These monthly adjustments are minor and have little to no impact on the overall [outline](#) of the live events. A thorough review of the Orientation Presentation content, video scripts, and resource documents occurs on an annual basis in the summer of each year. These [reviews](#) invite subject matter experts to speak into the information relevant to their area of expertise or responsibility. See [Standard 2](#) for a list of responsible parties.

### *The Solution Center*

Student Services reviews data on common questions received in the [Solution Center](#) each month. These themes inform potential additions to the presentation or resources a student may need to be successful. Large changes do not take place from this data. Rather, the themes may guide Program Leadership to emphasize specific categories above others for a span of time or to create new resource documents to address the potential concern.

#### **4.2 Assessment Plan and Process**

- Minimum requirement to meet substandard: Show how the program reviews, interprets, and monitors changes based on findings of assessment from multiple measures of data collection.
- Additional information about the substandard:
  - The program identifies goals, outcomes, and objectives to guide its work.
  - The program engages students, faculty, staff, administrators, and other relevant constituents in assessment activities.

Student Services uses data to make improvements on a regular basis as warranted by the data.

### *Orientation Modality*

The pandemic showed us that the modality in which a student attends orientation has little effect on the overall impact of Orientation. Attendance in events remained steady over the past three years and average course to course persistence numbers were unchanged. In addition, 2020 reflected the largest number of overall participants in the last three years and online attendance remains the most in demand modality for the CAGS population in 2021-2022. Prior to 2020, the on-campus event was not live streamed for online attendance. After the attendance data was reviewed, every on campus event is now live streamed for online attendance.

### *Content additions*

The content of New Student Orientation live events is frequently adjusted to include additional information on technology and resources as determined by subject matter experts.

- Safezone - launched August 2021
  - Added to the orientation technology section.
  - [Safezone app instructions](#) created and posted online
- Paying for college.



- Previously labeled as “Financial Aid” in the orientation presentation, this section now includes information from both the Financial Aid and Bursar, providing students with a more rounded financial picture.
- 4+1 Fast Track
  - Launched by MACU in 2020, this information was added to the “Graduate Faster” section of the presentation.
- Drop Courses Resource
  - In 2022, The Solution Center data showed an increase in questions regarding dropping class and the impact of that decision. The [CAGS: Dropping A Course](#) resource was created as a result.
- Barnes and Noble College
  - Launched in march 2020, the Barnes and Noble College Bookstore was added to the rotation. The solution Center data saw an influx in questions regarding the bookstore and how to use it. [The CAGS Bookstore Instructions](#) handout was created as a result.
  - The [BNC instructions Orientation Video](#) was also created to specifically target attendees to Orientation.

Multiple written resources were created in the 2021-2022 fiscal year in association with our WIG goal. See Standard 2 for more information.

### *Video Updates*

Student Services completed new recordings of individual [Orientation videos](#) in the fall of 2021. These videos now more accurately represent current staff and content. In addition, the “Paying for College” video was recorded by a Financial Aid Counselor instead of a member of the Student Services Team.

## **4.3 Reporting Results and Implementing Improvement**

- Minimum requirement to meet substandard: The program uses evidence from assessment activities to inform decision-making and planning for continuous improvement.
- Additional information about the substandard:
  - The program uses assessment results to demonstrate learning, development, effectiveness and continuous improvement.
  - The program informs constituents of assessment results and how data have been used for continuous improvement.
- **Sample of reports and results - (see section 2)**

Improvements to the program have taken place on an annual and as needed basis as stated and evidenced before in this review. This program review has served to highlight some areas of improvement that we need to address in the coming years.

### *Sharing Data*

Orientation attendance information is frequently shared in the monthly CAGS Business Meeting which is attended by all CAGS department leadership. However, Orientation persistence data is gathered on a



routine basis but is largely kept internal to the Student Services Department. This is one area of improvement we see as a result of this program review. The data has potential to help other departments make decisions and we see that as an opportunity in the years ahead.

### *Tracking by Program*

Student Services has largely tracked general attendance information by start date, but we have never assessed participation by degree program. Since the data reflects the impact of Orientation on course persistence, Academic Leadership may find value in learning the impact of attendance for each degree program. By sharing this information, we can potentially partner with Academic Leadership to improve student attendance at the events and even link them to more program specific resources in the future.

### *Prezi vs. Powerpoint*

The Live Orientation Events are presented through a system called Prezi. The service we use is free and creates visually interesting presentations. However, it is very difficult to report on changes to any presentations via this service as we are unable to download the content for our records without an expensive paid account. We will be shifting the presentation to Powerpoint or another more accessible system in the future to combat this issue.

### *Aviso Retention*

Student Services will also see changes to how we gather data in the coming years due to our pending launch of Aviso retention software. Aviso promises to provide in depth reporting on student activity and gives us the freedom to build custom reports as we see fit. Our current method of gathering data is time consuming and complicated to learn. We hope to see an improvement in efficiency and more targeted assessment options available to us with our Aviso software.

### *Academic Impact*

Student Services has simply tracked persistence data for students. To assist in determining student learning, we have the opportunity to track the local Grade Point Average (GPA) of students who have attended an orientation vs. those who did not. We are anticipating this data point to be something more easily accessible via our Aviso Retention Software.

### **Suggested Evidence and Documentation:**

1. Academic program goals, key indicators, outcomes, and related assessment data
2. Assessment data related to student learning, development, and success outcomes
3. Assessment plans and annual reports
4. Minutes of meetings at which assessment activities and results are discussed
5. Professional development activities to improve assessment competence
6. Wildly Important Goals (WIGs)
7. End of Course Assessment Results
8. Instructor/Faculty Evaluations
9. Course Reports
10. Retention Reports

## **Standard 5: Access, Diversity, and Inclusion**

### **Overview Questions:**

1. How does the Co-Curricular program ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does the Co-Curricular program identify barriers to and advocate for access, diversity, and inclusion?
3. How does the Co-Curricular program address imbalances in participation among selected populations of students?
4. How does the Co-Curricular program address imbalances in staffing patterns among selected populations of program personnel?
5. How does the Co-Curricular program ensure cultural competence of its personnel to foster inclusion in the program?

### **5.1 Inclusive Educational and Work Environments.**

- Minimum requirement to meet substandard: Provide evidence of the program's goal of inclusiveness to all MACU constituencies.
- Additional information about the substandard:
  - The program creates and maintains educational and work environments that are welcoming, accessible, inclusive, and free from bias or harassment.
  - The program does not discriminate on the basis of race, color, national origin, sex, disability, age, or veteran status; or any other basis included in codes, laws, and institutional policies.

CAGS Student Services celebrates the [diversity of MACU's student body](#) and strives to offer an inclusive orientation that is welcoming and accessible to all attendees without the threat of bias, discrimination, or harassment. In alignment with our departmental mission and vision, we seek to provide all students – regardless of their age, gender, race, nationality, veteran status or disability – with equal access and opportunity for the same Orientation experience.

MACU's Fact Books from [2021-2022 Spring](#) and [2021-2022 Fall](#) can provide in-depth evidence of the diverse constituencies we serve.

Gender in the College of Adult and Graduate Studies:

<b>Female</b>	<b>Male</b>
65.8%	34.2%

Ethnicity in the College of Adult and Graduate Studies:

<b>ETHNICITY</b>	<b>COUNT</b>	<b>PERCENT OF</b>
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		POPULATION
American Indian or Alaska Native	118	7.9%
Asian	12	0.8%
Black or African American	257	17.3%
Hispanics of any race	226	15.2%
Native Hawaiian or other Pacific Islander	2	0.1%
Nonresident Alien	27	1.8%
Race and Ethnicity Unknown	88	5.9%
Two or more races	9	0.6%
White	750	50.4%

## 5.2 Implementing Aspects of Access, Diversity, and Inclusion

- Minimum requirement to meet substandard: Provide evidence of the program's inclusiveness to all MACU constituencies.
- Additional information about the substandard:
  - The program provides equitable access to facilities and resources for all constituents.
  - The program addresses the characteristics and needs of diverse constituents when establishing and implementing services, policies, procedures, and practices.
  - The program responds to the needs of all constituents when establishing hours of operation and developing methods for delivering programs, services, and resources.
  - Personnel within the program promote respect for commonalities and differences among people within their historical and cultural contexts.

To ensure broad inclusivity for New Student Orientation, Student Services [follows the same invitation, promotional, and contact strategy](#) for all new students on the daily Enrollment Cohort spreadsheet. As soon as any Enrollment File moves beyond the application ("app") stage on the cohort, Student Services sends an invitation through Constant Contact asking them to RSVP for one of our New Student Orientation options. If this first message does not prompt the student to RSVP, then they will receive another one before the event. Further, and beyond this initial email campaign, Support Specialists actively invite students to RSVP for Orientation based on our New Student Contact Strategy and internal, departmental [Contact Expectations](#).

When it comes to providing access to the event for all interested students, Student Services offers a variety of times, opportunities, and modalities for participation ([See standard 2.2.a of this program review](#)). We host orientations at strategic times during pre-start week and students can participate in the

event that best suits their schedule. These generally take place on Thursday evening at 6:00pm (on campus with live-stream option), Friday afternoon at 12:00pm (live-stream only), and Monday evening at 6:00pm (live-stream only). In addition to the live events, student services also has a [video series playlist](#) and [scripts](#) for the orientation available for those who need alternative means of participation.

One might think broad inclusivity and providing open access for participation would be enough to incorporate and celebrate MACU's commitment to diversity; however, the [content of NSO](#) also plays a part in welcoming all attendees to the university: During the technology walk-through, students are introduced to Alpha Point, which is MACU's Title IX training for all students. We advise they will gain access to this video training in their second course and it covers areas such as civility, diversity, sexual assault, mental health, and more. Also during the technology walkthrough, we show all students where to access [MACU's student handbook and code of conduct](#) – which lays out expectations that all members of the MACU community are to be treated with dignity and respect –, [accommodations information](#), and [SafeZone](#) for emergency alerts in their “M Portal.” Finally, and even though MACU is unapologetically a Christian University, we verbally remind participants in the “Community” portion of the presentation that they are not required to be Christian, attend chapel, or sign a statement of faith in order to attend the university.

**Suggested Evidence and Documentation:**

1. Vision statements, goals, and objectives related to access, diversity, and inclusion
2. Training plans and agendas for personnel and/or students
3. Lists of programs and curriculums related to access, diversity, and inclusion
4. Policies, procedures, and/or handbooks (specifically statements against harassment or discrimination)
5. Facilities accessibility audit
6. Assessment results such as participation rates, demographics, campus climate, and student needs
7. Recruitment Efforts for Future Students

**Evidence:**

[MACU Factbook 2021-2022 Fall](#)  
[2021.03.26 S5 Contact Expectations](#)  
[New Student Orientation Video Playlist](#)  
[2021.11.00 - NSO Script & Video Categories](#)  
[2020.04.28-CAGS New Student Orientation Prezi](#)  
[Student Handbook 2021-2022](#)  
[Student Success Center's Accommodations form](#)  
[Campus Safety's SafeZone App](#)  
[Orientation Communication Schedule](#)

## **Standard 6: Leadership, Management, and Supervision**

### **Overview Questions:**

1. To what extent are Co-Curricular program leader(s) viewed as and held responsible for advancing the departmental / program mission?
2. What opportunities and barriers are present for Co-Curricular program leader(s) as they seek to fulfill the Co-Curricular program mission?
3. How do Co-Curricular program leaders advance the organization?
4. How do Co-Curricular program leaders encourage collaboration across the institution?
5. How are Co-Curricular program leaders accountable for their performance?
6. How have Co-Curricular program leaders empowered personnel and engaged stakeholders?

### **6.1 Leadership and Supervision**

- Minimum requirement to meet substandard: Display how the program's director incorporates data and information in decision-making.
- Additional information about the substandard:
  - The program's leaders provide management and supervision, lead strategic planning and program advancement; incorporate sustainable practices in the design of programs, services, and facilities; advocate for representation in strategic planning processes at departmental, divisional, and institutional levels.
  - Program supervisors incorporate institutional policies and procedures in the development of strategies for recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward of personnel.
  - The program's supervisors consult with institutional HR personnel to access and receive education and training that influence successful performance of personnel.
  - The program's supervisors work with personnel to develop plans for scholarship, leadership, and service to the profession and institution.

It is the responsibility of the Director of Student Services and the Student Services Manager to ensure the success of the program, the quality of the content, the validity of the data, the collaboration with other departments, and the gathering and dissemination of information. This is only achieved through collaborative, healthy communication and relationships with program leadership across the campus. The primary hurdle to achieving this end is simply staff turnover. It is a hurdle and not a barrier as the Student Services department serves as the center of communication for the CAGS population. By nature of the daily job duties for the department, relationships are quickly established and collaboration is the result.

The responsibility for presenting the material has primarily fallen to Program Leadership. However, Support Specialists may participate in presenting information under the direction and supervision of Program Leadership. The scripted nature of the content ensures that students attending an event will receive the same information regardless of who is presenting at the time. See [Standard 7](#) for more information on the qualifications of staff.

Program leadership also ensures consistent data by creating a standard process for gathering and analyzing the information. See [New Student Orientation: Guides](#) for supporting documentation.

## **6.2 Strategic Planning**

- Minimum requirement to meet substandard: Provide the strategic plans for the past three years.
- Additional information about the substandard:
  - Strategic planning processes support ongoing assessment activities that improve student learning, development, and success.
  - Strategic planning processes develop, adapt, and improve programs and services in response to the needs of changing environments, populations served, and evolving institutional priorities.
  - Strategic planning processes result in a vision and mission that drive short- and long-term planning.

### **Suggested Evidence and Documentation:**

1. Periodic reports, contracts, and personnel memos
2. Annual reports by program leaders
3. Program leader resumes, including additional professional involvement
4. Strategic and operating plans
5. Needs assessment of program constituents
6. Professional Development of Faculty

## **Standard 7: Human Resources**

### **Overview Questions:**

1. In what ways are personnel qualifications examined, performance evaluated, and recognition provided for exemplary performance?
2. How are professional development efforts designed, how do they support achievement of the academic program mission, and how do they prepare and educate staff on relevant information?
3. How has the staffing model been developed to ensure successful academic program operations?
4. How does the academic program engage graduate interns and assistants, student employees, and volunteers?

### **7.1 Staffing and Support**

- Minimum requirement to meet substandard: Show evidence of the program having the personnel necessary to achieve its mission and goals.
- Additional information about the substandard:
  - The program identifies and hires the qualified level of staffing necessary to achieve its mission and goals.
  - The program's professional personnel either hold an earned graduate or professional degree in a field relevant to their position or possess an appropriate combination of educational credentials and related work experience.
  - The program's personnel receive training, including specific training on policies, procedures, and laws related to the programs and services they support, when hired and professional development throughout their employment.

All Student Services personnel, with the exception of the [Retention Specialist](#), have 'as needed' responsibilities related to New Student Orientation based on their individual [job descriptions](#):

1. [Student Services Manager](#) - Assumes responsibility for maintaining content, planning, production, and presentation of CAGS New Student Orientation with support from the Director of Student Services.
2. [Support Specialist I](#) - Participates in the production of CAGS New Student Orientation.
3. [Support Specialist II](#) - Participates in the planning and production of CAGS New Student Orientation.
4. [Support Specialist III](#) - Participates in the planning, production, and presentation of CAGS New Student Orientation.
5. [Operations Specialist I](#) - Assists in the production and preparation for CAGS New Student Orientation events.
6. [Operations Specialist II](#) - Assists with the planning, marketing, and RSVP monitoring duties for CAGS New Student Orientation events. Serves as a representative for any online or on campus Orientation or Open House event.
7. [Operations Specialist III](#) - Responsible for the planning, marketing, and RSVP monitoring duties for CAGS New Student Orientation events. May also serve as an online representative for any web events for this event.



As for the event itself, CAGS New Student Orientation is a relatively simple event [to prepare, produce, and host](#) no matter the modality. The majority of orientations require only two to three individuals to maintain standard services for preparation, presentation, and support.

1. Under current job descriptions, the Presentation Leader ensures all goals, content, and expectations as listed in the [Co-Curricular map](#) either meet or exceed expectations. See [Standard 2](#) and [Standard 3](#) of this program review for a full explanation of those criteria. They are also generally responsible for ensuring all content is accurate, we cover all material in the allotted time, the technology is working (see [Standard 11](#)), the meeting is broadcasting so attendees can log in, and the environment is welcoming and inclusive for all participants (see [Standard 5](#)).
2. The amount of Support personnel the Presentation Leader requires for Orientation depends on the volume of expected participants. Generally, however, the required support personnel can be limited to one or two individuals for most on-campus and online events. The role of those support personnel depend on the modality of the event and described below:
  - a. For [on-campus orientations](#), we require two Support personnel. The (1) Operations Specialist assists with the logistics of confirming RSVPs, making sure all handouts and documents are prepared, and facilities are open to attendees. They also assist in communicating with departmental leadership to ensure any needed representatives from other sectors of the university (See [Standard 8](#) regarding *Collaboration and Communication*) are able to attend. The (2) Student Support Specialist assists with welcoming students to the event, sitting with them at the tables, and fulfilling our standard [departmental mission](#) by being helpful in whatever way they can.
  - b. For online orientation options and the on-campus's live stream, Student Services Operations Specialists facilitate some discussion and respond to any questions or comments that come up in the Zoom platform's Chat or Q&A section.

## 7.2 Employment Practices

- Minimum requirement to meet substandard: The program's leaders maintain copies of up-to-date resumes/curriculum vitae for all currently employed personnel and ensure personnel have written position descriptions.
- Additional information about the substandard:
  - The program's leaders implement recruitment and selection/hiring strategies that demonstrate a deliberate effort to diversify the workforce.
  - Personnel have written performance goals, objectives, and outcomes for each performance cycle and are used to plan, review, and evaluate work and performance.

Student Services follows standard university hiring policies as found in the [Employee Handbook](#) and [review practices](#). Due to the nature of our department and role within the university's mission, however, much of what this team accomplishes daily requires the ability to coach students through their entire degree program from matriculation through graduation. For this reason, all Student Services personnel



have earned at least a bachelor's degree and are thus qualified to assist others in accomplishing the same task.

### 7.2.a - Team Composition

The following chart shows the team's composition at the time of writing this program review and includes each team member's name, position, highest degree earned, and their start date with the university.

Name	Position	Highest Degree	Start Date
Amanda Harris	Student Services Director	M.B.A.	02/18/2013
Preston Marshall	Operations Specialist	B.S., English	10/27/2014
Ashley Tetreault	Support Specialist	M.A., Leadership	09/21/2015
Christopher Canary	Student Services Manager	M.Div., Theology	03/01/2017
Amanda Orso	Retention Specialist	M.A., Leadership	02/18/2019
Stephanie Sherman	Operations Specialist	B.A., Comparative Literature	02/22/2021
Melanie Cron	Support Specialist	M.A., Arts	07/08/2021
Miranda Parham	Support Specialist	B.S., Psychology	08/02/2021
Nathan Braudrick	Support Specialist	B.S., Christian Ministry	05/16/2022

### 7.2.b - Cultural and Ethnic Sensitivity

In [Standard 5](#) of this program review, we referenced CAGS's diverse student population and Student Services remains cognizant of the needs of our constituents when hiring for any role on the team. While we cannot claim an ethnically diverse team of full-time employees at this time, Student Services is composed of staff members who provide a diverse range of educational, personal, geographical and cultural experiences, which assure a unique sensitivity and appreciation of human diversity.

### 7.3 Paraprofessional Personnel

- Minimum requirement to meet substandard: If the program uses paraprofessional personnel and/or student workers, show documentation of performance reviews.
- Additional information about the substandard:
  - Paraprofessionals working in the program are carefully selected, trained, supervised, and evaluated by personnel who possess applicable educational credentials, work experience, and have supervisory experience.
  - The program's leaders accommodate the dual roles paraprofessionals may have as both student and employee.

- The program's leaders offer flexible scheduling options as needed by the student employee.

Under the supervision of the [Operations Specialist III](#), Student Services regularly employs eligible student workers to assist in departmental and co-curricular activities. For the purposes of New Student Orientation, their role includes checking RSVPs in Constant Contact, [creating handouts and assembling folders for events](#), putting out directional signs on the day of an on-campus New Student Orientation, and adding attributes into Jenzabar stating the date a student attends Orientation.

**Suggested Evidence and Documentation:**

1. Operating policy and procedure manuals/statements for program and institution
2. Organizational chart(s)
3. Personnel handbook, position descriptions (including student employees, volunteers, and graduate students), expectations, and performance review templates
4. Annual reports, including data on student utilization and staff-to-student ratios
5. Association or benchmark reports on operations and staffing
6. Student and staff personnel profiles or resumes, including demographic characteristics, educational background, and previous experience
7. Reports on personnel, including student employees and volunteers, employment experiences
8. Training agendas and schedules
9. Statement of staffing philosophy
10. Professional development activities
11. Minutes from staff meetings at which human resources related standards were discussed and addressed

Evidence:

[2022 CAGS New Student Orientation In-person Event Guide](#)  
[CAGS Student Services Job Description Folder](#)

## **Standard 8: Collaboration and Communication**

### **Overview Questions:**

1. With which relevant individuals, campus offices, and external agencies must the Co-Curricular program maintain effective relationships? Why are these relationships important, and how are they mutually beneficial?
2. How does the Co-Curricular program maintain effective relationships with program constituents?
3. How does the Co-Curricular program assess the effectiveness of its relations with individuals, campus offices, and external agencies?

### **8.1 Collaboration**

- Minimum requirement to meet substandard: Show evidence of collaboration with other MACU programs/departments to improve student experience.
- Additional information about the substandard:
  - The program's personnel collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.
  - The program collaborates to meet the needs of students and other constituents, and disseminates information about programs and services.
  - The program refers students and other constituents to appropriate resources when assistance is needed beyond the program's scope.

CAGS New Student Orientation is a collaborative effort and covers the full range of topics students will encounter during their time at MACU (see Standard 2.2's [Content Outline](#) for the full list).

Viewers will notice the majority of topics covered fall within the realm and jurisdiction of other departments and do not fall directly within the boundaries of Student Services. For this reason, an effective Orientation requires continual consultation with departmental leaders, faculty, and other university staff to ensure our content is accurate and reliable. To ensure truthful claims during the presentation, Student Services will often request Program Directors and Departmental Directors [to review and confirm](#) the policies and processes we present on their behalf to attendees.

Student Services also has a history of collaborating with other departments in the development of Orientation's content and presentation.

- For on campus events, [we invite](#) departmental representatives and academic leaders to gather together prior to Orientation in order to meet with and welcome students to the university. These include program directors and chairs, university faculty, representatives from the Registrar's Office, Bursar's Office, Financial Aid, and Enrollment. IT will often have a representative available as well to take photos for Student ID cards.
- For Orientations geared towards Graduate Students, we will often have [Program Specific breakout rooms](#) where students can meet their program's leadership, ask questions, and hear about their specific program option.
- For New Student Orientation's video playlist, students will sometimes see representatives from other departments describing the content. For example, Hugo Alvarez is a Financial Aid

Counselor with the university and recorded the [“Paying for College” Orientation video](#) on behalf of his team.

## 8.2 Communication

- Minimum requirement to meet substandard: Show evidence of the program communication to attract students.
- Additional information about the substandard:
  - Provide evidence from the past three years of what the School or Program has done to attract future students in outreach and promotional activities.
  - The program’s promotional and descriptive information is accurate and free of deception and misrepresentation.
- The program has and follows procedures and guidelines consistent with institutional policy for dissemination of relevant information in a timely manner to all constituents.

To ensure broad inclusivity for New Student Orientation, Student Services follows the same invitation, promotional, and contact strategy for all new students on the daily Enrollment Cohort spreadsheet. Beginning two weeks prior to the start date, Student Services sends eligible students an invitation through Constant Contact asking them to RSVP for one of our New Student Orientation live events. If the first message does not prompt the student to RSVP, then they will receive another one before the event. The enrollment Cohort Report is reviewed daily for eligible students and invitations are sent per the guidelines listed in the [Orientation Communication Strategy](#). Further, and beyond this initial email campaign, Support Specialists actively invite students to RSVP for Orientation based on our [New Student Contact Strategy](#).

Following the live events, all new MACU students are sent links to the [Orientation Video Series](#) regardless if they have attended an event. The [New Student Contact Strategy](#) also details how the Support Specialists discuss key topics from orientation over the course of the first four classes at MACU, ensuring that every student has the opportunity to receive information that supports ongoing success. For more information on resources available to students, see [Standard 2](#).

### **Suggested Evidence and Documentation:**

1. Promotional material (brochures/sources of information about the program, catalogs, brochures, staff and student handbooks)
2. Media procedures and guidelines
3. List and description of relationships with internal and external partners
4. Minutes from meetings/interactions with key constituents

## **Standard 9: Ethics, Law, and Policy**

### **Overview Questions:**

1. What is the Co-Curricular program's strategy for managing student and personnel confidentiality and privacy issues?
2. How are ethical dilemmas and conflicts of interest identified and addressed?
3. How are ethics incorporated into the daily management and decision-making processes of the Co-Curricular program?
4. What are the crucial legal, policy, and governance issues faced by the academic program, and how are they addressed?
5. How are personnel instructed, advised, or assisted with legal, policy, and governance concerns?
6. How are personnel informed about internal and external governance systems?

### **9.1 Ethical Statements and Practice**

- Minimum requirement to meet substandard: Show evidence of the program using and applying ethical statements.
- Additional information about the substandard:
  - The program reviews and adopts appropriate standards of ethical practice including those of applicable professional associations.
  - The program has clearly defined and documented ethical statements addressing conflicts of interest, or appearance thereof, by personnel in the performance of their work, and management of institutional funds, operations, or tasks that have legal implications.
  - The program reviews internal policies and procedures at least every three years. The creation and revision of policies and procedures are informed by available evidence, and policies and procedures that inform the management of higher education.
  - The program addresses issues surrounding scholarly integrity including purchasing or obtaining permission to use copyrighted materials and instruments. References to copyrighted materials and instruments include appropriate citations.
  - The program and the program's personnel perform duties within the scope of their position, training, expertise, and competence.
  - The program and the program's personnel comply with ethics, laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.

Student Services maintains ethical practices during New Student Orientation in keeping and in alignment with university expectations, policy, and operational values. The primary regulating factor for Orientation is FERPA compliance and we have instituted multiple safeguards to protect the account specific information for our attendees. (See pages 3, 65, and 66 of [MACU's Academic Catalog](#) regarding the *Family Educational Rights and Privacy Act* as well as *Directory Information* definitions.)

One particular safeguard for students' Personal Identifiable Information is using a false account called JTEST. The account is called JTest and operates under the MACU email address and profile

[jtest@my.macu.edu](mailto:jtest@my.macu.edu). In OneLogin, [JTest's profile](#) gives access to the [standard applications](#) of normal students without revealing any personal identifying information as we go through the Orientation content. JTEST is also enrolled in a false course called [MACU NSO, "New Student Orientation"](#) in which they are the classlist's only student and where Amanda Harris and Chris Canary are the instructors.

The following videos from our [NSO Video Playlist](#) will show how we use the JTEST account to navigate through the technology portion of New Student Orientation:

- [OneLogin](#)
- [MACU Portal](#)
- [Upswing](#)
- [Desire2Learn](#)
- [Barnes & Noble College](#)

Other opportunities for us to maintain regulatory compliance during orientation is setting the foundation of how Student Services can and cannot communicate with students. FERPA regulations require Student Services to establish the identity of the individual student before disclosing non-directory or account specific information. For this reason, we inform students throughout orientation either to call us in the Solution Center or email us from their \_\_\_\_\_@my.macu.edu address. Both of those modes of communication can be considered FERPA secure as we can verify their identity on the phone and their student email address is secure within OneLogin.

Student Services also has the ability and opportunity to communicate through text messages, however texts are not FERPA compliant as we cannot ensure the identity of the individual answering our messages. It is used solely for disclosing and discussing directory information only. For this reason, students must either call the university or email us from their official school email address for any changes to or information regarding their accounts. Should a student attempt to make an account specific request through text, Student Services cannot acknowledge it due to FERPA restrictions. This standard is established during New Student Orientation.

## **9.2 Communication of Ethical and Legal Obligations**

- Minimum requirement to meet substandard: Show evidence of the program communicating ethical and legal obligations to constituents.
- Additional information about the substandard:
  - The program educates new personnel to relevant ethical standards, statements of ethical practice, and related institutional policies and procedures.
  - The program's personnel provide students and constituents with information about student privacy rights and personnel's disclosure obligations.
  - The program adheres to institutional policies and procedures regarding sexual misconduct, harassment or activity that demeans persons, and workplace violence or an intimidating, hostile, or offensive environment.

New Student Orientation provides a wonderful platform to establish and communicate ethical and legal obligations. Above we discussed FERPA regulations, but New Student Orientation also introduces

students to (a) Alpha Point, which is MACU's Title IX training for all students, and (b) [MACU's Student Handbook & Code of Conduct](#). Both of these are detailed more fully in [Standard 5](#) of this Program

Review.

**Suggested Evidence and Documentation:**

1. Program code or statement of ethics
2. Ethics statements from relevant academic program professional associations
3. Personnel policies, procedures, and/or handbooks
4. Codes of conduct
5. Operating policies and procedures
6. Operating policies and procedures related to human subjects research (i.e., Institutional Review Board)
7. Minutes from meetings during which staff reviewed and discussed ethics
8. Emergency procedures
9. Contracts and memoranda of understanding (MOUs)
10. Copies of related laws and legal obligations

## Standard 10: Financial Resources

### Overview Questions:

1. What is the funding strategy for the Co-Curricular program, and why is this the most appropriate approach?
2. How does the Co-Curricular program ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does the Co-Curricular program go about increasing financial resources?
4. What structures exist to ensure compliance and responsible stewardship, management, and use of fiscal resources? How are limitations or gaps in these structures mitigated?

### 10.1 Funding

- Minimum requirement to meet substandard: Show evidence of program determining with administrative leadership what funding is necessary.
- Additional information about the substandard: The program has the funding that is necessary to accomplish its mission and goals.

New Student Orientation has relatively low costs as a program. The vast majority of the costs are associated with the in-person live events and are directly related to the number of students who attend those events. Over the past 3 years, in person attendance has dramatically decreased due to the pandemic. 2020 reflects \$0 expended toward this program as the Orientations were only offered online. Upon returning to in person events in August 2021, printed resources were deemed more important to share with in person attendees than refreshments. Therefore the printing costs dramatically increased in the 2021-2022 budget year due to the additional documents. Personnel costs for the Student Services team is negligible and not represented here as we adjust schedules on these weeks to prevent overtime. The Zoom account used for the online orientation is shared with the entire university and is therefore not reflected here. Those technology costs associated with the event are also maintained by the Office of Information Technology.

The following costs are associated with Orientation events for this program period.

Description	19-20 Annual Amount	20-21 Annual Amount	21-22 Annual Amount
Color Printing	\$23	\$0	\$212
Hospitality: Water and refreshments	\$366	\$0	\$31

*\*Student Services ceased offering food at the on campus events during the pandemic. Beginning in 2021, only beverages are offered to students.*



Budget documents available upon request.

## 10.2 Financial Planning and Management

- Minimum requirement to meet substandard: Provide the budget submissions for the past three years.
- Additional information about the substandard:
  - In establishing and prioritizing funding resources, the program conducts comprehensive analyses to determine unmet needs of the unit; relevant expenditures; external and internal resources; and impact on students and the institution.
  - The program uses the budget as a planning tool to reflect commitment to the mission and goals of the program and of the institution.
  - The program manages funds in accordance with established governmental laws and institutional policies, procedures, and guidelines.
  - The program demonstrates responsible stewardship and use of fiscal resources.
- Provide the last three years of strategic planning and budgetary evidence related to the program.

Determining the correct allocation of funds for New Student Orientation is informed by the Enrollment goals for the coming fiscal year. NSO participation data listed in Standard 4 reflects the average attendance to each orientation event by type. Program leadership calculates the printing and hospitality budget needs based on the estimated number of students who may attend an in person event based on historical data.

### **Suggested Evidence and Documentation:**

1. Budgets and the budget process
2. Financial policies and procedures
3. Financial statements and audit reports
4. Student fee administration and allocation process (if applicable)
5. Financial statements for grants, gifts, and other external resources
6. Program Strategic Plans and Budgets

## **Standard 11: Technology**

### **Overview Questions:**

1. How is technology inventoried, maintained, and updated?
2. How is information security maintained?
3. How does the Co-Curricular program ensure that relevant technology is available for all who are served by the program?
4. How does the Co-Curricular program use technology to enhance the delivery of programs, resources, services and overall operations?
5. How does the Co-Curricular program utilize technology to foster its learning, development, and success outcomes?

### **11.1 Systems Management**

- Minimum requirement to meet substandard: Provide evidence of the program's technology.
- Additional information about the substandard:
  - The program has current technology to support the achievement of its mission and goals.
  - The program ensures that personnel and constituents have access to training and support for technology use.
  - The program backs up data on a cycle established in partnership with the institution's information technology department.

To fulfill [Orientation's mission](#) and goals as listed in the [co-curricular map](#), Student Services must use modern technology effectively. The majority of MACU students enroll and attend from all across the United States, so in order to welcome them "into the greater MACU community" and familiarize them with "the essential technology systems they will encounter," Orientation must remain easily accessible, attendable, and relevant. For this reason, we employ multiple large-platform technological systems to ensure reasonable and appropriate access.

#### *11.1.a - [Constant Contact](#)*

Constant Contact serves as Student Service's event planning and RSVP tracking system. It allows Student Services' Operations Specialists to send out invitations to the event for all new students and mass-email registrants the Zoom link on the day of Orientation.

#### *11.1.b - [Zoom](#)*

Student Services makes use of MACU's [webinar@macu.edu](mailto:webinar@macu.edu) Zoom account as our standard delivery platform for all New Student Orientation events. It is used during each virtual orientation and during the on-campus live streamed event as well. As a video conferencing system, Zoom allows presenters to share their screen, do real-time technology walkthroughs, export a list of attendees, maintain a personable face-to-face presence, and provide attendees with the opportunity to engage through polls, surveys, chat, and a Q&A section.

#### *11.1.c - [Prezi](#)*

Prezi is Student Services's current content management platform for the bulk of New Student Orientation's [main presentation](#). We currently use an unsubscribed account maintained by [cagsstudentservices@macu.edu](mailto:cagsstudentservices@macu.edu) and content is regularly updated by either the Student Services Director or Manager.

### **11.2 User Engagement**

- Minimum requirement to meet substandard: Provide evidence of the program using its technology to accomplish its mission.
- Additional information about the substandard:
  - The program uses technology to enhance the delivery of programs and services for all constituents.
  - The program ensures that technology addresses constituent needs.

See Standard 11.1 above.

### **11.3 Compliance and Information Security**

- Minimum requirement to meet substandard: Provide evidence of the program's compliance with MACU standards on information security.
- Additional information about the substandard:
  - The program has policies on the appropriate use of technology that are clear and easily accessible.
  - The program has updated websites and techniques of communication that provide information, including sensitive information, to meet the needs of all constituents in secure, accessible formats.

See [Standard 9](#) of this program review.

### **Suggested Evidence and Documentation:**

1. Information technology policies and procedures
2. Equipment and hardware inventory and replacement cycle
3. Software inventory and update cycle
4. Back-up plan and systems failure emergency protocol(s)
5. Contracts, manuals, and user guides for internet, telephone, database, application, and other systems vendors
6. Technology needs assessment; usage and access data

## **Standard 12: Facilities and Infrastructure**

### **Overview Questions:**

1. How are facilities inventoried and maintained?
2. How does the Co-Curricular program integrate sustainable practices?
3. How does the Co-Curricular program ensure that facilities, workspaces, and equipment are considered in decision-making?
4. How is the Co-Curricular program intentional about space allocation and usage?

### **12.1 Design and Use of Facilities and Equipment**

- Minimum requirement to meet substandard: Display the program's facilities, its workspace.
- Additional information about the substandard:
  - The program's facilities are intentionally designed to engage various constituents, promote learning, provide accessible and safe spaces, and protect the security and privacy of records.
  - The program's facilities and equipment are inspected on an established cycle and are in compliance with codes, laws, and established practices for accessibility, health, safety, and security.
  - The program develops sustainable practices for facilities use.

New Student Orientations always take place in the same location(s). Virtual and live-streamed events take place on the webinar@macu.edu's Zoom account (see [Standard 2](#) and [Standard 11](#) for more information about technology and space usage) . On campus events require [the reservation and usage of](#) Clements and Odom Private Dining Rooms as well as Fozard Hall's Welcome Center lobby. Those locations contain all space and technology needed to host an on campus orientation while also live-streaming the event for online attendees. [The 2022 CAGS New Student Orientation Set Up guide](#) delineates all usage of physical and virtual space, ensuring consistency in ensuring accessibility for all attendees.

### **12.2 Work Space**

- Minimum requirement to meet substandard: Show how the program's personnel are able to safeguard the privacy of their work.
- Additional information about the substandard: The program's personnel have equipped and well-maintained workspaces designed to support their work and responsibilities.

See [Standard 9](#) of this Program Review for full disclosures regarding evidence of good practice in safeguarding students' privacy in compliance with FERPA regulations and MACU policy.

### **12.3 Equipment Acquisition**

- Minimum requirement to meet substandard: Show how capital acquisitions are part of the program's normal budgeting process.
- Additional information about the substandard:
  - When acquiring capital equipment, the program takes into account expenses related to regular maintenance and life cycle costs.

- The program incorporates sustainable practices when purchasing equipment.

Standard 12.3 does not apply to this program review. Nothing for New Student Orientation costs over \$500 or is considered a capital expense. See [Standard 10](#) of this program review for information regarding Financial Resources.

**Suggested Evidence and Documentation:**

1. Facilities and equipment inventory and usage data
2. Facilities audit and plans for renovations, additions, and enhancements
3. Facilities use agreements or memoranda of understanding (MOUs)
4. Capital projects, if applicable
5. Structural designs or maps to show space allocation
6. Images of the space

[NSO Room Reservations Guide](#)

[CAGS New Student Orientation In-Person Event Guide](#)