Sparking Student Success

The Strategy, Goals, & Outcomes of UConn’s Storrs Orientation Program

Office of Orientation Services
233 Glenbrook Road, Unit 4239
Storrs, CT 06269
orientation.storrs@uconn.edu
• Shown above, new students meet their orientation leaders Timothy Tamallanca (Left) and Ethan Gasteyer (Right) at the start of Day 1 of their 2-Day First-Year Student Orientation session.
Sparking Student Success, 8th Edition
The Strategy, Goals, & Outcomes of UConn’s Storrs Orientation Program.

Mission Statement p. 3 Foundations p. 4 Core Values p. 5 Goals p. 6
Undergraduate Student Profile p. 11 Learning Outcomes p. 12 Appendix A: Leadership
Training Program p. 20 Appendix B: Ethical Standards For Student Staff p. 21
Appendix C: Where Goals are Addressed During Orientation p. 22 References p. 27

This publication was authored by UConn’s Director of Orientation Services, Maria Sedotti, Orientation Assistant Coordinator Elizabeth Hopkinson, and Orientation Graduate Assistant Michael Metzger. The preferred citation method is:


Sparking Student Success 8th Edition was edited by: Andrew Nduati, Program Assistant Storrs Orientation Office.
The Orientation Program at the University of Connecticut is an essential experience for students in transition.

It is at orientation when we welcome new students to our campus community and demonstrate through words and actions that UConn is the right choice for them. It is also a time when we provide support and guidance to students and parents as they make the transition to UConn. More importantly, it is when we as a community of staff, faculty, and student leaders, ignite the spark within each student that will hopefully lead to their success and eventual graduation from the University of Connecticut.

Contained within these pages are the mission, goals, and outcomes for our program, which annually accommodates over 6,000 students and parents each year. This is the pre-enrollment transition strategy, based on national standards, that our department has developed over the past 40 years. We thank you for taking the time to learn more about how the UConn Orientation Program is Sparking Student Success.

Maria A. Sedotti
Director of Orientation Services
Division of Enrollment Planning and Management
University of Connecticut, Storrs Campus
“Orientation is the college’s best opportunity to introduce a strong learning environment, build the foundations for academic success, welcome students and families to the campus community, promote student interactions with faculty and staff, and convey the values and traditions of the new institution.”

(Mullendore & Banahan, 2005, p.391)
MISSION STATEMENT

The orientation program is a collaborative effort to facilitate the simultaneous integration and transition of new students and their parents/guardians into the academic, cultural, and social climate of the University of Connecticut. This program's intent is to introduce students and their parents/guardians to key services, resources and opportunities, as well as prepare students for their scholarly pursuits. Orientation aims to provide a structured program where sessions help students and their parents/guardians understand the collegiate experience, University expectations, and empower students to take personal responsibility for their social and academic choices.

Orientation must be (a) intentional, (b) guided by theories and knowledge of learning and development, (c) reflective of developmental and demographic profiles of the student population, (d) responsive to the needs of individuals, special populations and communities, and (e) designed to provide universal access (Council for the Advancement of Standards in Higher Education, 2014).

Through the quality and integrity of the leadership training program (See Appendix A and B), Orientation Leaders will have the skills necessary to effectively facilitate groups to ensure that every participant will have the information and support needed to succeed at the University of Connecticut, which includes but is not limited to the following:

- To help students become aware of the academic requirements, available courses, and nature of the advising process within their college or school and assist them in registering for classes.
- To provide students with the opportunity to meet informally with faculty and staff.
- To introduce students to the variety of support services available to them on campus.
- To introduce new resident students to their rights and responsibilities as a member of the UConn residential community.
- To introduce commuter students to the services and programs available to them at the Storrs Campus to help them become integrated into the UConn community.
- To introduce new students to the variety of activities and programs the University has to engage students in a vibrant co-curriculum.
- To increase new students’ awareness of public safety on UConn’s campus.
- To introduce University policies to new students such as the Code of Conduct, The UConn Creed and the Alcohol Policy to increase new students’ awareness of their personal responsibility around their education.
- To introduce new students to Title IX information and support services.
- To introduce new students to Bystander Intervention.
- To assist students in becoming familiar with the physical layout of campus.
- To provide programs for parents/guardians that introduce them to the support services available to their students.
- To design programs that help parents/guardians explore the changes that may occur in their relationships with their student as they transition to college.
- To provide an enthusiastic and competent staff of student leaders.
- To inform new students and parents about the diversity that exists on campus and the University’s vision and expectations of an inclusive community that embraces diversity.
- To introduce and communicate the importance of technology such as the Student Administration System, NetID, HuskyCT, and the University’s student email system.
- To finalize the recruitment of prospective students.

(Sedotti, 2016).
“Orientation must also contribute to institution enrollment management, including retention.”

(Council For Advancement of Standards in Higher Education, 2016)

FOUNDATIONS
Studies show that higher education institutions which provide a strong support system to new students during their early contact with a post secondary institution greatly enhances their chances of success. Over the years, results have illustrated that effective orientation programs have had a significant influence on students’ ability to socially and academically integrate into the institution (Overland and Rentz, 2004). “The single most important move an institution can make to increase student persistence toward graduation is to ensure that students receive the guidance they need at the beginning of the journey” (Forrest, 1982, p. 385). In addition, the type of support offered to new college students must reflect the student’s background and needs. As a result, separate orientation programs have been designed for specific populations (e.g. first-year student, transfer, international, campus change students and parents/guardians).

2019 Orientation Leader Emily Borst leads her group of new students on a campus tour stopped along North Eagleville Road outside between the Biology-Physics Building and the Torrey Life Sciences Building.
CORE VALUES
The University of Connecticut is dedicated to excellence demonstrated through national and international recognition. Through freedom of academic inquiry and expression, we create and disseminate knowledge by means of scholarly and creative achievements, graduate and professional education, and outreach. With our focus on teaching and learning, we help every student grow intellectually and become a contributing member of the state, national, and world communities. Through research, teaching, service, and outreach, we embrace diversity and cultivate leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni. As our state’s flagship public University, and as a land and sea grant institution, we promote the health and well-being of citizens by enhancing the social, economic, cultural, and natural environments of the state and beyond. (Office of the Provost, UConn, 2015). At the heart of our program, we value: innovation, leadership, global engagement and diversity.

INNOVATION
The University of Connecticut is dedicated to discovery and communication of breakthrough and foundational ideas; to translation and collaboration across disciplines and communities; and to positive transformation through research, scholarship, and creative works.

DIVERSITY
In our culturally and intellectually diverse community, we appreciate differences in one another as well as similarities, and aspire to be an increasingly inclusive educational institution that attracts, retains, and values talented people from all backgrounds. We believe in diversity in intellectual approach and outlook. We embrace diversity not as a keyword for token inclusion of the underrepresented, but as a commitment to fostering a welcoming environment in which all individuals can achieve their fullest potential and in which open and respectful communication is facilitated (Office of the Provost, UConn, 2015).

GLOBAL ENGAGEMENT
Through outreach, research, and partnerships, we promote sustainable development and a happy, healthy, and inclusive society. This engagement is local and global, based on intercultural understanding and recognition of the transnational nature of the challenges and opportunities we face.

LEADERSHIP
UConn’s students will become well-educated leaders and global citizens who excel in addressing the challenges of the 21st century; in them, we will cultivate critical thinking, creativity, and joy in lifelong learning. We will serve the state, the nation, and the world through our research, teaching, and outreach. Additionally, our efforts aim to help students learn the overarching goals of self-direction and interdependence (Overland & Rentz, 2004).

SERVICE
We value serving the needs of new students in the highly consumer orientated environment of the college search process (Overland & Rentz, 2004).
A Variety of Orientation Programs

The University of Connecticut at Storrs offers the following types of Orientation Programs:

1. A Two-Day overnight program for traditional first-year students
2. A One-Day program for transfer students
3. A Two-Day program for Parents* of traditional first-year students
4. A One-Day program for transfer parents*
5. A One-Day program for campus change students
6. A One-Day program for students living at Storrs but attend a regional campus
7. A One-Day program for Storrs Spring Admission students who attended a regional campus in the fall and transfer to the Storrs Campus in the spring.
8. A Four-Day program for international students

* Parent/Guardian programs are completely separate from student orientation programs.
GOALS*

1. **To provide participants with information and opportunities to explore academic pursuits and strategies.**

   To achieve this goal, the following learning objectives will be addressed. Orientation programs will:
   - Work with new students and their parents/guardians in understanding the purposes of higher education and the institution.
   - Articulate the institution’s expectation of students: The Student Code (e.g., scholarship, integrity, conduct, ethical use of technology) and provide information that clearly identifies relevant administrative policies, procedures and programs that enable students to make well-reasoned and well-informed choices.
   - Use qualified faculty members, staff or peer advisors to explain class scheduling, advising, registration process, and academic life.
   - Assist students in assessing their interests and abilities, examining their educational goals, making decisions and developing short-term and long-term goals to meet their objectives.
   - Discuss and clarify educational, career and life goals.
   - Provide accurate and timely information and interpret general education and major requirements.
   - Make students aware of and refer to education, institutional, and community resources and services (e.g. internship, study abroad, honors, service-learning, research opportunities).

2. **To provide participants with structured time to gain perspective, a sense of purpose and recognize the balance between the demands and opportunities of college life (Strang, 1951).**

   To achieve this goal, the following learning objectives will be addressed. Orientation programs will:
   - Work with new students and their parents/guardians to understand the transition from their previous environment to UConn.
   - Provide information in formal/informal sessions to discuss issues and interact with peers.

*To see where goals are integrated into the orientation programs see Appendix C.*
• Provide students and families with the opportunity to reflect on the transition experience.
• Inform new students, as well as their parents/guardians about the availability of services and programs.

3. **To provide participants with a sense of connectedness within the UConn community.**

To achieve this goal, the following learning objectives will be addressed. Orientation programs will:

• Provide time for students and parents/guardians to become familiar with the campus and local environment.
• Make students aware of and refer to educational, institutional and community resources (e.g. internships, service-learning, research opportunities).
• Provide intentional opportunities for new students and their families to interact with fellow new students and their families along with continuing students, faculty and staff members.

4. **To provide participants with information about diversity on campus including advantages, challenges and the University’s community expectations.**

To achieve this goal, the following learning objectives will be addressed. Orientation programs will:

• Provide new students with program information and facilitate discussions of topics, which include services, resources and opportunities for self-assessment.
• Introduce the concept of individual responsibility and community values.
• Communicate the University’s expectations of its students through The UConn Creed and The Student Code. Help new students understand their responsibility in the community, so they can make well-informed personal decisions.
• Provide intentional opportunities for new students to interact with new and continuing students, faculty and staff.

5. **As the UConn campus continues to become increasingly diverse, our program will identify specific populations and design programming to meet their unique needs (Gutierrez, 2010).**

“Orientation programs are effective retention strategies and therefore a pivotal institutional program in the enrollment management process.”

(Hadlock, 2000; Penn, 1999)
To achieve this goal, the following learning objectives will be addressed. Orientation programs will:

- Assist international undergraduate students with understanding the critical dependent relationship between US immigration procedures and maintaining their full-time student status.

- Assist undergraduates participating in Student Support Services (SSS) – low income and/or first generation college student – with understanding the goals and commitments of their program, which will introduce them to the rigors of university life and develop the discipline and skills required to succeed academically (Center for Academic Programs, 2010).

- Assist honors students with understanding their challenging academic program, personalized collegiate environment, community and housing, as well as engagement and leadership beyond the classroom (Honors Program, 2010).

- Assist student-athletes with organizing their academic requirements and athletic commitments/guidelines during academic advising by coordinating with counselors from the Counseling Program for Intercollegiate Athletes (CPIA) to assist them with class registration. (Counseling Program for Intercollegiate Athletes, 2010).

- Assist students participating in Learning Communities with understanding their new environment and the responsibilities that will become a part of their college experience.

- Assist returning veterans with their transition to the university and the support services at UConn to help them.

6. To acclimate participants to facilities, services, resources and members of the UConn community.

To achieve this goal, the following learning objectives will be addressed. Orientation programs will:

- Provide time for students and their parents/guardians to become acquainted with the campus/local environment and meet/ask questions with members of the community.

- Inform new student and parents/guardians about services, resources, and programs.
7. **To provide participants with the ability to function safely in the UConn environment.**

To achieve this goal, the following learning objectives will be addressed. Orientation programs will:

- Inform new students and parents/guardians about wellness and public safety programs, resources and services.
- Provide time for students and parents/guardians to become familiar with the campus and local environment.

8. **To provide participants with information regarding UConn history, traditions and culture.**

To achieve this goal, the following learning objectives will be addressed. Orientation programs will:

- Highlight UConn history; presidents, mascot etc.
- Introduce UConn traditions: HuskyWOW, Homecoming, Family Weekend, Winter Weekend, Husky Fight Song, UConn Chant, Midnight Breakfast, Rubbing the Husky Dog’s Nose, etc.
- Discuss UConn culture, by covering “in house” terms (UConn-isms) that may not be understood by everyone.

9. **To gather information that provides the University with a better understanding of its student population (Smith & Brackin, 1993).**

To achieve this goal, the following learning objectives will be addressed. Orientation programs will:

- Provide evaluations and surveys for orientation programs to allow participants to provide feedback, which in turn will help the University to better understand the needs of the students and families it is serving.

10. **To complete the recruitment process by acting as the bridge, the linchpin, between the last stages of recruitment and the first stages of retention (Shupp, 2006).**

[Adapted from California Polytechnic State University, 2010]
LEARNING OUTCOMES

First-Year Students

By participating in our orientation program, first-year students will:

Gain insight, familiarity and appreciate
- That they are important members of the University community
- Campus resources and services available to them
- Campus organizations and how to become involved
- Skills and competencies necessary to be successful academically including listening skills in a large lecture hall
- The residence hall experience

Begin to understand
- The purpose of higher education and being able to identify how it relates to their education goals
- The university mission and values and recognize how it correlates with their education
- The terminology and language used at UConn
- Their academic requirements and expectations
- How to use the Student Administration System, HuskyCT, and the University’s student e-mail system
- Community expectations, requirements and responsibilities.
- Some of the issues they may face as developing adults in a college environment
- The rights and responsibilities associated with being a part of UConn’s campus community
- The various resources that can assist in overcoming a social issue that may be prevalent in a college student’s life

Successfully complete
- The class registration process and have a full course load (12-15 credits)
- The necessary steps to obtain their Husky One Cards (UConn ID)
- Any administrative paperwork pertaining to their matriculation at UConn, as well as have the opportunity to ask any questions regarding their paperwork to the appropriate offices

Develop a connection to the UConn community through interactions with fellow incoming students, Orientation Leaders, faculty and staff

Identify Orientation Leaders as a support system within the University

Be exposed to some of the transition issues they may encounter (roommates, diversity, choices, time management, relationships, etc.) and develop some strategies to manage these transitions
“Learning is a complex, holistic, multi-centric activity that occurs throughout and across the college experience.”

(Keeling, 2004)

Begin to feel comfortable on campus and know where certain resources and services are located

Have fun, feel comfortable and be excited about their decision to attend UConn

Transfers
By participating in our orientation program, transfer students will:

Gain insight, familiarity and appreciate
• That they are important members of the University community
• Campus resources and services available to them
• Campus organizations and how to become involved
• The rights and responsibilities associated with being a part of UConn’s campus community

Begin to understand
• The university mission and values and recognize how it correlates with their education
• The terminology and language used at UConn
• Their academic requirements and expectations
• How to use the Student Administration System, HuskyCT, and the University’s student email system
• Community expectations, requirements and responsibilities of UConn students
• The need and importance for UConn to have all college transcripts from past institutions
• The nature and importance of their UConn credit evaluation

Successfully complete
• The class registration process and have a full course load
• The necessary steps to obtain their Husky One Card (UConn ID)
• Any administrative paperwork pertaining to their matriculation at UConn, as well as have the opportunity to ask any questions regarding their paperwork to the appropriate offices

Develop a connection to the UConn community through interactions with fellow incoming students, Orientation Leaders, faculty and staff

Begin to feel comfortable on campus and know where certain resources and services are located

Have fun, feel comfortable and be excited about their decision to attend UConn

On the right Orientation Leaders taking a break for some fun in the sun.
“Parent and family orientation programs are key, high-profile activities that are critical in meeting the needs of an important and influential campus constituency.”

(Hower, 2014)

LEARNING OUTCOMES
(Continued)

Parents/Guardians and Guests
By participating in our orientation program, parents/guardians and guests will:

Gain insight, familiarity and appreciate
• That they are important members of the University community
• Campus resources and services available to them and their student
• Various campus offices and departments

Begin to understand
• The university mission and values and recognize how it correlates with their student’s education
• The terminology and language used at UConn to better communicate with their child about the student’s experience
• Some of the transitional issues their student may encounter (roommates, diversity, choices, time management, relationships, etc.) and develop some strategies to help their student through these transitions
• Academic requirements and expectations
• The changing dynamic of the parental role related to student privacy
• Community expectations, requirements and responsibilities of UConn students
• Strategies to help their student succeed academically and socially by exploring their shifting role as a parent/guardian
• Alternate ways to cover the financial commitment of an education.

Develop a connection to the UConn community through
• Interacting with fellow parents, Orientation Leaders, faculty and staff
• Beginning to explore the transitions the parenting relationship will experience by having a student in college

Begin to develop new ways of communicating with their student

Feel comfortable as well as confident in their student’s decision to attend UConn
LEARNING OUTCOMES
(Continued)

UConn
By developing and participating in our orientation program, the institution will:

Understand the developmental and demographic needs and concerns of new students

Build connections and relationships with various offices and departments across campus

Reflect on our ability to communicate effectively with students and parents

Evaluate the effectiveness of our program through a formal evaluation process

Continue to create an intentional connection between Orientation and the beginning of each semester

Develop and increase awareness of the importance of Orientation to the campus community

[Adapted from SUNY Cortland: Orientation, 2011]
“The actions of student employees ...
... in the field of orientation,
transition, and new student programs have a significant impact upon their own retention and potential success, as well as that of students whom they serve.”

(Association for Orientation, Transition, and Retention in Higher Education (NODA), 2010)

CAS STANDARDS FOR ORIENTATION PROGRAMS

The Orientation programs at the University of Connecticut were developed in accordance with CAS standards and guidelines.

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent source for promoting standards in student affairs, student services, and student development programs since 1979. These standards respond to real-time student needs, the requirements of sound pedagogy and the effective management of 44 functional areas including Orientation programs consistent with institutional missions (OPM, 2015). Today most orientation programs provide clear introductions to the intellectual, cultural, and social facets of the institution. Orientation is viewed as an important process in student recruitment, acculturation, and retention (Jacobs, 2003).

UConn Office of Orientation Services is a member of the Association for Orientation, Transition and Retention in Higher Education (also known as NODA - National Orientation Directors Association). NODA is the only professional, international, association that focuses exclusively on Orientation, Transition and Retention (OTR) programming. The University’s orientation professionals attend the NODA annual conferences to ensure that the University's Orientation programs keep up-to-date with developments in the OTR field. In addition, UConn's Orientation professionals often present educational sessions at these conferences.
come to Orientation
APPENDIX A:  
Leadership Training Program* 

EDLR 3262 – The First-Year Student
This 3-credit upper division education course consists of student development theory, group leadership training, diversity training, university information and services training, Orientation Program procedures and details, and evening program planning. EDLR 3262 occurs during the spring semester of each year.

Two All-Day Workshops on Campus
These two sessions cover diversity training and vignette development for the orientation program.

Off-Campus Retreat
A two-day leadership and group development experience where Orientation Leaders and staff interact, develop connections, challenge themselves, as well as learn more about the orientation process for new students and parents.

Final Training
Eight intensive days of final preparation, Orientation Leaders meet with staff, faculty, offices and departments, as well as prepare campus, the residence hall, and vignettes for orientation.

*Orientation Leaders are required to attend all class sessions in order to serve on staff.
APPENDIX B:
Ethical Standards For Student Staff

Student Orientation Staff are accountable to: students (those serving in staff positions and those in transition), the parents of students in transition, and University professionals (faculty/staff members).

Student Orientation Staff with Administrative Responsibility shall:

• Use fair and appropriate processes in the recruitment and selection of student staff
• Strive to recruit a diverse student staff reflective of the institution
• Acknowledge their unique dual relationship, as both students and as paraprofessional staff members of the University, and seek support and guidance when those roles conflict

All Student Orientation Staff shall:

• Model and actively encourage ethical behavior
• Respect confidentiality in relationships with students
• Recognize and maintain appropriate boundaries in relationships.
• Ensure that students receive accurate and adequate information necessary for decision-making
• Ensure that parents receive accurate and adequate information necessary to support students in decision-making,
• Recognize the diversity of experiences of students in transition, and work to meet the various needs of new students
• Recognize their own limits/boundaries in helping relationships with students, and make referrals when necessary
• Represent the institution in an honest and positive manner
• Foster respectful and supportive relationships with staff and faculty
• Strive to understand training, information, and support sufficiently to assist faculty/staff members in meeting expectations

[Adapted from National Orientation Directors Association Statements of Ethical Practice]
# APPENDIX C: Where Goals are Addressed During Orientation

<table>
<thead>
<tr>
<th>1. To provide participants with information and opportunities to explore academic pursuits and strategies.</th>
<th>Welcome*/♦/■/●, Protect Our Pack*/♦/■/●, pre-advising*, advising*/♦/■/●, Vignettes*, Group O-Leader Discussions*/♦/■/●, F-1 Regulations Summary™️, Money Matters*/♦, Becoming a Healthy Husky*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Work with new students and their parents/guardians in understanding the purposes of higher education and the institution.</td>
<td>Protect Our Pack*/♦/■/●, pre-advising*, advising*/♦/■/●, Vignettes*, Group O-Leader Discussions*/♦/■/●, F-1 Regulations Summary™️, Money Matters*/♦, Becoming a Healthy Husky*</td>
</tr>
<tr>
<td>1.2 Articulate the institution's expectation of students: The Student Code (e.g., scholarship, integrity, conduct, ethical use of technology) and provide information that clearly identifies relevant administrative policies, procedures and programs to enable students to make well-reasoned and well-informed choices.</td>
<td>Pre-advising*, advising*/♦/■, Academic Connection*, InfoExpo*/♦, Honors Meeting (Parents &amp; Students)*, Transfer Admissions Drop-In Opportunity♦, Life in the American Classroom■</td>
</tr>
<tr>
<td>1.3 Use qualified faculty members, staff or peer advisors to explain class scheduling, advising, registration process, and academic life.</td>
<td>Pre-advising*, advising*/♦/■, Academic Connection*, InfoExpo*/♦, Honors Meeting (Parents &amp; Students)*, Transfer Admissions Drop-In Opportunity♦, Life in the American Classroom■</td>
</tr>
<tr>
<td>1.4 Assist students in assessing their interests and abilities, examining their education goals, making decisions and developing short-term and long-term plans to meet their objectives.</td>
<td>Pre-advising*, advising*/♦/■, Honors Meeting*, Learning Communities Meeting*</td>
</tr>
<tr>
<td>1.5 Discuss and clarify education, career and life goals.</td>
<td>Pre-advising*, advising*/♦/■, Academic Connection*, Honors Meeting (Parents &amp; Students)<em>, Parent Orientation Program</em>/♦, Class Registration*/♦/■</td>
</tr>
<tr>
<td>1.6 Provide accurate and timely information and interpret general education and major requirements.</td>
<td>Pre-advising*, advising*/♦/■, Academic Connection*, Honors Meeting (Parents &amp; Students)*</td>
</tr>
<tr>
<td>1.7 Make students aware of and refer to educational, institutional, and community resources and services (e.g. internship, study abroad, honors, service-learning, research opportunities).</td>
<td>Protect Our Pack*/♦/■/●, pre-advising*, advising*/♦/■, Vignettes*, Group O-Leader Discussions*/♦/■/●, Walking Tours*/♦/■/●, Honors Meeting*, Student Athletes: Parent Q&amp;A*, Becoming a Healthy Husky*</td>
</tr>
</tbody>
</table>

## 2. To provide participants with structured time to gain perspective, a sense of purpose and recognize the balance between the demands and opportunities of college life (Strang, 1951).

| 2.2 Provide information in formal/informal sessions to discuss issues and interact with peers. | The First Year at UConn: Beginning the Journey*, Academic Connection*, Vignettes*, Vignette Discussions*, Group O-Leader Discussions*/♦/■, Structured Free Time*/■, Protect Our Pack*/♦/■, Becoming a Healthy Husky*, Parents, Students & UConn Working Together*/♦/■, Q&A Session with the Student Parent Staff®/♦, Life in the American Classroom■, F1 Visa Basics■, First Year Programs■ |
| 2.3 Provide students and parents/guardians with the opportunity to reflect on the transition experience. | Vignette Discussions*, Group O-Leader Discussions*/♦/■/●, “The Scoop” Q&A Session with the Student Parent Staff®/♦, Life in the American Classroom■, F1 Visa Basics■ |
| 2.4 Inform new students, as well as their parents/guardians about the availability of services and programs. | First Year at UConn*, Academic Connection*, Vignettes*, Group O-Leader Discussions*/♦/■/●, InfoExpo®, Walking Tours*/♦/■/●/■, Student Health Services & You®, Computer Technology Session®, It's More Than Your ID & Husky One Card-The Key to Campus*/♦/■, “The Scoop” Q&A Session with the Student Parent Staff®/♦, Parents, Students & UConn Working Together*/♦/■/●, Protect Our Pack*/♦/■, Becoming a Healthy Husky*, Student Health Services-At the Heart of Student's Health*/♦, Registrar Basics: Introduction to FERPA & Academic Life*/♦, Money Matters*/♦, The First Year at UConn: Beginning the Journey*, Thriving in Your Transition to UConn®, Campus Safety*/♦/■, Off Campus Living at UConn®, Student Technology*/♦, Campus Walking Tour*/♦/●, Transfer Resource Fair®, First Year Programs■, F1 Visa Basics■ |
3. **To provide participants with a sense of connectedness within the UConn community.**

| 3.1 Provide time for students and parents/guardians to become familiar with the campus and local environment. | Mini Walking Tours of Campus: Hot Spots Tour & Walk-a-Holics Tour*, Walking Tour of Campus♦, Student Orientation Campus Tours*/♦/●/● |
| 3.2 Make students aware of and refer to educational, institutional and community resources (e.g. internships, service-learning, research opportunities). | Group O-Leader Discussions*/●/Ⅱ/Ⅱ, Vignettes*, Vignette Discussions*, Pre- Advising*, Advising*/●/Ⅱ/Ⅱ, Walking Tours*/●/Ⅱ/Ⅱ, Transfer Resource Fair♦ |
| 3.3 Provide intentional opportunities for new students and their families to interact with fellow new students and their families along with continuing students, faculty and staff members. | Group O-Leader Discussions*/●/Ⅱ/Ⅱ, Academic Connection*, Structured Free Time*/●/Ⅱ, Vignettes*, Vignette Discussions*, F-1 Visa Basics■, It's More Than Your ID & Husky One Card-The Key to Campus*/Ⅱ/●, Q&A Session with the Student Parent Staff*♦/Ⅱ, Parents, Students & UConn Working Together*/Ⅱ, Protect Our Pack*♦/Ⅱ/Ⅱ, Becoming a Healthy Husky*, Student Health Services-At the Heart of Student's Health*/Ⅱ/●, Registrar Basics: Introduction to FERPA*/Ⅱ, Money Matters*/Ⅱ, The First Year at UConn: Beginning the Journey*, Thriving in Your Transition to UConn♦, Campus Safety*/●/Ⅱ/Ⅱ, Dining on Campus*/Ⅱ/●, Off Campus Living at UConn*/●/Ⅱ, Student Technology*/Ⅱ/●, Transfer Resource Fair♦, First Year Programs■, Student Health Services & You■, InfoExpo*, Education Abroad Opportunities*/●, Living on Campus* |

4. **To provide participants with information about diversity on campus including advantages, challenges and the University's community expectations.**

| 4.1 Provide new students with program information and facilitate discussions of topics, which include services, resources and opportunities for self-assessment. | Vignettes*, Vignette Discussions*, Group O-Leader Discussions*/Ⅱ/Ⅱ/Ⅱ, Protect Our Pack*♦/Ⅱ/Ⅱ, Becoming a Healthy Husky* |
| 4.2 Introduce the concept of individual responsibility and community values. | Vignettes*, Vignette Discussions*, Group O-Leader Discussions*/Ⅱ/Ⅱ/Ⅱ, Protect Our Pack*♦/Ⅱ/Ⅱ, Becoming a Healthy Husky* |
| 4.3 Communicate the University's expectations of its students through The UConn Creed and The Student Code. Help new students understand their responsibility in the community, so they can make well-informed personal decisions. | Vignettes*, Vignette Discussions*, Group O-Leader Discussions*/Ⅱ/Ⅱ/Ⅱ, Protect Our Pack*♦/Ⅱ/Ⅱ, Becoming a Healthy Husky* |
| 4.4 Provide intentional opportunities for new students to interact with new and continuing students, faculty and staff. | Vignettes*, Vignette Discussions*, Group O-Leader Discussions*/Ⅱ/Ⅱ/Ⅱ, Structured Free Time*/Ⅱ/Ⅱ, Protect Our Pack*♦/Ⅱ/Ⅱ, Becoming a Healthy Husky*, Student Health Services■, Honors Session Meeting*, Learning Communities Meeting*, Transfer Resource Fair♦, Transfer Admissions Drop-In Opportunity♦, It's More Than Your ID Session*, Money Matters*/Ⅱ/●, |

5. **As the UConn campus continues to become increasingly diverse, our program will identify specific populations and design programming to meet their unique needs (Gutierrez, 2010).**

| 5.1 Assist international undergraduate students with understanding the critical dependent relationship between US immigration procedures and maintaining their full-time student status, as well as facilitate the acculturation process and transition to the University. | F-1 Visa Basics■, Student Health Services■, Advising/Registration■, Group O-Leader Discussions■, Protect Our Pack*/Ⅱ/Ⅱ, Becoming a Healthy Husky*, Culture & Coping Session■, Life in the American Classroom■ |
| 5.2 Assist undergraduates participating in Student Support Services (SSS) – low income and/or first generation college student – with understanding the goals and commitments of their program, which will introduce them to the rigor of university life and develop the discipline and skills required to succeed academically (Center for Academic Programs, 2010). | SSS Pre-advising for ACES*, BUSN* & CLAS Students*, SSS Advising/Registration for ACES, BU, CLAS & NU* |
| 5.3 Assist honors students with understanding their challenging academic program, personalized collegiate environment, community and housing, as well as engagement and leadership beyond the classroom (Honors Program, 2010). | Honors Meeting and Class Registration* |
APPENDIX C: Where Goals are Addressed During Orientation (Continued)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Event/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4 Assist student-athletes with organizing their academic requirements and athletic commitments during academic advising by coordinating with counselors from the Counseling Program for Intercollegiate Athletes (CPIA) to assist them with class registration. (Counseling Program for Intercollegiate Athletes, 2010).</td>
<td>Advising/Registration with SASP Advisors*</td>
</tr>
<tr>
<td>5.5 Assist students participating in Learning Communities with understanding their new environment and the responsibilities that will become a part of their college experience.</td>
<td>Learning Communities Meeting*</td>
</tr>
<tr>
<td>5.6 Assist returning veterans with their transitions to the University and the support services at UConn to help them.</td>
<td>InfoExpo*</td>
</tr>
</tbody>
</table>

6. To acclimate participants to facilities, services, resources and members of the UConn community

<table>
<thead>
<tr>
<th>Goal</th>
<th>Event/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Provide time for students and their parent/guardians to become acquainted with the campus and local environment and meet/ask questions with members of the UConn community.</td>
<td>First Year at UConn: Beginning the Journey*, Academic Connection*, Vignettes*, Group O-Leader Discussions*</td>
</tr>
<tr>
<td>6.2 Inform new students and parent/guardians about the availability of services, resources and programs.</td>
<td>First Year at UConn*, Academic Connection*, Vignettes*, Group O-Leader Discussions*, InfoExpo*, F-1 Visa Basics, Student Health Services, Student Health Services &amp; You, At the Heart of Student Health*, It’s More Than Your ID &amp; Husky One Card - The Key to Campus*, “The Scoop” Q&amp;A Session with Student Parent Staff*, Parents, Students &amp; UConn Working Together*, Protect Our Pack*, Becoming a Healthy Husky*, Registrar Basics: Introduction to FERPA*, Money Matters*, InfoExpo*, Thriving in Your Transition to UConn*, Campus Safety*, Dining on Campus*, Off Campus Living at UConn*, Student Technology at UConn*, Campus Walking Tour*, Transfer Resource Fair*, First Year Programs*, Honors Meeting*, Student Campus Tours*, Student Athletes: Parent Q&amp;A Session*</td>
</tr>
</tbody>
</table>

7. To provide participants with the ability to function safely in the UConn environment.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Event/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Inform new students and parent/guardians about wellness and public safety programs, resources and services.</td>
<td>InfoExpo*, Group O-Leader Discussions*, Student Health Services, Campus Safety*, Protect Our Pack*, Becoming a Healthy Husky*, Parents, Students &amp; UConn Working Together*, “The Scoop” Q&amp;A Session with Student Parent Staff*, Vignettes*, Vignette Discussions*</td>
</tr>
<tr>
<td>7.2 Provide time for students and parent/guardians to become familiar with the campus and local environment.</td>
<td>Walking Tours*, Mini Tours: Academic Tour, Hot Spots Tour, Walk-a-Holics Tour*</td>
</tr>
</tbody>
</table>

8. To provide participants with information regarding UConn history, traditions and culture.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Event/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Highlight UConn history; presidents, mascot etc.</td>
<td>Group O-Leader Discussions*, Tours*, Vignettes*, Vignette Discussions*</td>
</tr>
<tr>
<td>8.2 Introduce UConn traditions: HuskyWOW, Homecoming, Family Weekend, Winter Weekend, Husky Fight Song, Midnight Breakfast, Rubbing the Husky Dog’s Nose, etc.</td>
<td>Group O-Leader Discussions*, Tours*, Vignettes*, Vignette Discussions*</td>
</tr>
<tr>
<td>8.3 Discuss UConn culture, by covering “in house” terms (UConn-isms) that may not be understood by everyone.</td>
<td>Group O-Leader Discussions*, Tours*, Vignettes*, Vignette Discussions*, Online Technology Tutorial*, Parent Handbook*</td>
</tr>
</tbody>
</table>
### APPENDIX C: Where Goals are Addressed During Orientation (Continued)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. To gather information that provides the University with a better understanding of its student population (Smith &amp; Brackin, 1993).</td>
<td><strong>9.1</strong> Provide evaluations and surveys for orientation programs to allow participants to provide feedback, which in turn will help the University to better understand the needs of the students and parents/guardians it is serving. Evaluations are provided at each orientation program for all participants (First-Year, Transfer, Parent and Storrs Campus Preview students) */♦/■/●</td>
</tr>
<tr>
<td>10. To complete the recruitment process by acting as the bridge, the linchpin, between the last stages of recruitment and the first stages of retention (Shupp, 2006).</td>
<td>All sessions*/*/■/●</td>
</tr>
</tbody>
</table>

Below is the Wilbur Cross Building
The 2018 New Student Orientation Leader Staff
References


