2.1 MISSION

The mission of the Office of New Student Orientation is to facilitate the transition of freshmen and transfer students into Loyola University New Orleans by preparing them for Loyola’s educational opportunities and by incorporating new students into the intellectual, cultural and social climate of the Loyola community.

2.2 The Office of New Student Orientation provides information, programs and support services to new students from the time of their acceptance into the university throughout their first year. The office conducts three Preview summer orientation sessions for students and their parents. During this program, students and parents meet with faculty and staff in both formal and informal venues to receive placement, advising and information concerning student success. The program provides critical information regarding academic policies and support services, financial aid, campus life and student services. Trained student leaders conduct small group sessions concerning college adjustment issues.

The department also conducts the Catch the Action orientation program, immediately prior to the start of the fall term. This program brings the entire incoming class together for a formal Convocation ceremony, university-wide social events, community service projects and programs and workshops to develop emotional, intellectual, physical and spiritual growth. A January Catch the Action session is conducted for students newly-admitted for the spring term.

Throughout the academic year, the department continues to offer educational programs to assist students in adjusting to university life. An eight week Freshman Floor program pairs Peer Assistants with Resident Assistants to facilitate personal and community development in the residence halls, bus trips to local attractions, special events and social programs are conducted. Professional staff and student peer assistants are available to meet one-on-one or in small groups to address the on-going concerns of both students and parents.

2.2.1 Full and Part-Time Staff: 2 Full-time administrative staff members

2.2.2 Full and Part-Time Faculty: 0

2.2.3 Full and Part-Time Undergraduate Students: 25 Part-time undergraduates. The number of undergraduate student staff members varies throughout the year. Typically 30 students are employed during the summer orientation months. During the Fall 2006 semester 16 students are employed as peer assistants and 3 students are employed as program assistants. During the spring semester 4-5 students are employed in the office.

2.2.4 Full and Part-Time Graduate Students: One full-time graduate intern is employed during the summer orientation months, June through August.
3. **ASSESSMENT**

3.1 In addition to its own internal assessments, the department incorporates assessment data from on-campus and national assessments to assist in planning and strategic goal planning.

3.2 **2004-2005 Goals**

A. Work jointly with the College of Arts & Sciences to launch and assess a First-Year Experience pilot program. See program outlined above in section 3.4.

B. Continue to provide the financial, staff and programming support necessary to open the Underground open every Saturday night during the academic year as an alcohol-free social environment.

This program was implemented during the 2004-2005 academic year and attracted over 400 students in 18 weeks. The department will put additional resources into marketing the program this year and increase the level of programming in the venue. These increases will be in support of the Division of Student Affairs initiative to develop additional evening and weekend activities due to an increase in enrollment.

C. Support the Division-wide expansion of programming efforts. In addition to the Underground venue, New Student Orientation will continue to sponsor its traditional activities (bus trips, floor programs, Taste of Home, etc.) and sponsor additional social, cultural and educational programs. Some, though not all, of these programs will also serve as a departmental contribution in support of the Living/Learning Pilot Project.

D. Continue to work with other Student Affairs departments in the development of student leadership training programs. A plan to develop an integrated joint training program for student leaders from Residential Life, New Student Orientation, and Student Activities did not move forward as the department representatives were unable to resolve several logistical, timeline and budget issues. However, as the University’s proposed Quality Enhancement Plan (QEP) was being formulated, a plank of the “Thinking Critically, Acting Justly” topic was devoted to student leadership training. The Center for Student Leadership Development, of which this department is a member, will take a leading role in the fulfillment of this plank. CSLD members met in June 2005 to consider a reorganization of their programs and serves, in part, to better serve the QEP.

3.3 **Description of Assessment Activities:** The following assessments were conducted during the 2005-2006 academic year:

A. **2006 Summer Preview Student Evaluation:** Using a Likert scale of 1 (poor) to 5 (excellent), the form asks students to rate each individual session held during the program. This includes opening sessions, academic assemblies, Preview session, fairs, etc. The mean score of ten separate sessions was 4.20

Revised for 2006, the evaluation form asks student eight (8) questions to rate how prepared they feel to begin college after their orientation session. Using a Likert scale of 1 (poor) to 5 (excellent), the mean score of these 8 items equaled 4.20
B. **2006 Summer Preview Parent Evaluation:** Using a Likert scale of 1 (poor) to 5 (excellent), the form asks parents to rate each individual session held during the program. This includes opening sessions, academic assemblies, student affairs panel, financial aid sessions, etc. The mean score of eight separate sessions was 4.20.

Revised for 2006, the evaluation form asks parents six (6) questions to rate their understanding of college life, requirements and policies after their orientation session. Using a Likert scale of 1 (poor) to 5 (excellent), the mean score of these 6 items equaled 4.65.

C. **2005 Freshman Floor Programming Report:** This program was never launched due to the cancellation of the semester.

D. **2005-2006 Orientation Programming Report:**
All Fall 2005 orientation activities were cancelled as of the morning of Saturday, August 27th. The last event held was the Convocation for New Students, on Friday, August 26th. Over 700 students filled Holy Name of Jesus church for this event.

Programming resumed in January 2006. A university wide ‘re-orientation’ program was implemented to address the needs of:
- a. New students admitted for January 2006
- b. Fall 2005 first-year students who had only been on campus for one to three days before evacuation.
- c. All returning students who had been displaced for the Fall 2005 semester.

Two weeks of Welcome Back activities took place and included the traditional January Catch the Action program, a daily “Re-Union” in the Danna Center, University Ministry programs and remembrance masses, UPB programming and two weekends of faculty led “Katrina Tours”, bus tours of affected areas of the city and the its impact. Swamp Stomp, cancelled in August, was in January as a reunion and renewal activity. Attendance topped 800.

Two January Mall trips transported 247 students to and from shopping areas. Six Saturday night Underground programs (alcohol free programming) had a total attendance of 150. This number is low, however, given the unique nature of the of the 2005 – 2005 year, the department plans to continue the program for Fall 2006.

3.4 **Assessment of Internal and External Environments:** Since its inception in 1996, the Office of New Student Orientation has continually succeeded in expanding the nature and scope of its programs and services to address a broad range of students’ needs. All divisional budgets were cut once during the fall semester and, again, after the return to campus. As a result the department’s operating budget was reduced $13,000, specifically in funds for student wages. This shortage did not result in a student staff cutback. Instead, student wages were paid directly out of the orientation fee.

Orientation fees, usually deposited in October, have been used to pay the next year’s orientation costs. Hence, fees collected this year will be expended next summer and fall. Assuming the Class
of 2010, who began courses in Fall 2006) will be the smallest class and that subsequent classes will grow larger, any monies accrued in the account will be soon expended and an examination of cutbacks in programs and staff will need to occur.

A Freshman Year Experience pilot program, referred to as the Living/Learning Communities Pilot Project (LLCPP) was to be launched in September 2005. After the cancellation of the fall semester and the return to campus, a decision was made to launch the program for the spring I 2006 semester. This pilot, jointly planned by the College of Arts & Sciences and the Division of Student Affairs, created four cohorts of twenty (20) freshmen, who will shared two linked courses plus a one-credit FYE seminar. In each cohort, one faculty member will also served as advisor to the group throughout their first year. Two FYE sections were taught by Student affairs professionals; one section included two cohorts. The fours cohorts were primarily housed together in Beiver Hall though the rescheduling of semester caused a degree of shifting in the original cohorts. Therefore, a few LLC students were actually commuters. Conversely, plans to house the 80 students separately had to change as the original LLC participants were excluded, beds were needed to house non-LLC students on the designated floors. The department of New Student Orientation will provided two trained Peer Assistants to serve on the floor.

A major goal for 2006 – 2007 will be to establish the collaborative approach to the Common Reading, Living/Learning Communities and the Freshman Year Seminar. To accomplish this, however, all the stakeholders must share in the desire and commitment to truly collaborate.

4. **PLANNING**

4.1 The department begins to conduct logistical planning for orientation programs up to one year in advance. This is necessary to reserve venues and contact with speakers. This makes it difficult incorporate last minute changes or additions to the programs. However the department’s uses information gained from divisional and university-wide assessments and reports in the formation of its long-term planning and goal-setting.

2006-2007 Strategic Goals:

A. Responsibility for the Summer Common Reading was reassigned to the Provost’s Office during the summer of 2006. This office was not included in the selection of the book or the scheduling of activities in support of the book’s themes. During 2006-2007, the department will work to reestablish a collaborative approach to the selection of the work and to contribute to the development of campus wide activities in support of the book’s themes.

B. The department will work in support of the Living/Learning communities. The department will work to revise and expand the scope and role of student affairs and student development in the continued development of the Freshman Year Seminar.

C. Continue to provide the financial, staff and programming support necessary to open the Underground open every Saturday night during the academic year as an alcohol-free social environment.

This program was implemented during the 2004-2005 academic year and attracted over 400 students in 18 weeks. The program was kept alive during the Spring I 2005 semester with
minimal financial resources. In 2006-2007, this department will work to involve many areas of the Division in the planning, programming and marketing of this concept as a division wide commitment to providing weekly, alcohol free programming.

D. The department will review the present content and configuration of its orientation program in the context of national trends and best practices.

4.2 Resources Supporting 2006-2007 Goals:

A. Prior to Fall 2006, the resources devoted to achieving an integrated First-Year Experience program included financial support to the College of Arts & Sciences in bringing a speaker to campus, promotional support in the inclusion of FYE events in all orientation publications and in requiring the Peer Assistants to personally escort residents of those floors to required programs. In addition the Director served on two FYE committees, one under the leadership of the Office of the Provost and one under the leadership of the Dean of the College of Arts & Sciences.

B. During the summer of 2005 the Director was asked to convene a group of student affairs professionals having the skills and interest to teach in one of the four First-Year Experience seminars. Four staff members, including the Director of New Student Orientation, volunteered. This group throughout the summer to develop learning outcomes, teaching materials and a common syllabus. The seminars were cancelled for fall but were rescheduled for the January semester. Due to the unanticipated rescheduling of spring LLC two staff members were able to participate as seminar instructors. The Director of New Student Orientation taught a double seminar; students from two LLC cohorts were scheduled to meet at the same time. The Director of the Danna Center was the instructor for one cohort. Teaching responsibilities for each seminar were shared with staff from the Jesuit Center. Some faculty teaching the linked courses were displeased with the seminar’s content, particularly the content of the Jesuit piece. However, some of the faculty were pleased with the seminar’s content. These types of financial and human resources can be coordinated and contributed to the LLC’s.

C. The Director will seek out partners in the design and implementation of programming. Students working in the office will spend additional time in developing innovating programming and marketing. Funding for programs, while limited, will come from the orientation fee.

D. No specific financial resources appear necessary at this time.

4.3 Evaluation criteria

A. Self-reports by the stakeholders in 2006-2007.
B. Self-reports by the stakeholders in 2006-2007.
C. The student staff is conducting an hourly attendance report each night the Underground is open. The overall number of students attending and their attendance pattern will form the basis for the determination as to whether to discontinue, continue or expand the program. Self-report by the Office of New Student Orientation on the development of partnerships.
D. Program evaluations by participants, retention data, program review by stakeholders
5. **BUDGET**

5.1 Budget Totals 2004-2005

- Operating: $46,100
- Salaries: $85,015

5.1.1 Budget support was adequate to staff and operate the department at its current level of staff and programming. The orientation fee assessed to all incoming students was sufficient to cover the staffing and programming expenses of the three summer Preview programs, the Catch the Action fall orientation program, and the January orientation program. As stated previously, if class sizes grow as all very much hope, there will be a ‘crunch’ of paying for this year’s class with revenues from last year’s fees.

5.2 Budget Totals 2005-2006

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6. **RESOURCE REALLOCATION FOR FY07-08 THROUGH FY10-11**

6.1 Current Personnel:

- Director: Karen Shields, M.A.
- Coordinator: June Tureau, B.S.
- Undergraduate Student Staff: 5-30
- Graduate Intern: 1 (three months only)

6.1.1 The department is able to provide its current level of programs and support only through the flexible use of personnel. There is no dedicated support staff for the department. Consequently the Coordinator is required to provide all of the clerical and data management support for the department. In previous years, this has been supplemented by an administrative assistant “on-loan” from another department during the peak summer times. However, that was unavailable for Summer 2006. The department also employs student staff on a program by program basis, subject to supply and demand. Therefore, a given student may be employed by the department from anywhere from 2 weeks to year-round. Priority listing of positions:

6.2 The department’s current facilities, in terms of office space and storage, are strained. Further growth in staff and/or programming will require additional dedicated space.

6.2.1 The successful execution of the department’s programs is dependent on facility usage throughout the campus. In other words, almost all of orientation programming is conducted outside of dedicated office space. The department uses classrooms, auditoriums and meetings rooms throughout the campus. Currently we are unable to meet requests for additional programs/sessions to be included in orientation programs because we are unable to reserve a facility in which to conduct them. We can not schedule any additional large-scale programs due to the low number of larger campus venues and there is no facility on campus large enough to seat the entire incoming class. This, in part, dictates the kinds of programs and sessions that can be presented. It also places a ‘cap’ on the amount of funds dedicated to speakers the department is willing to expend, based on the total capacity of the existing venues. In addition, though the
department is not directly responsible for facilities, they remain of vital concern as the acclimation and satisfaction of students is closely tied to the condition and availability of everything from the number of beds in the residence halls, to classroom space to the number of parking spaces on campus.

6.2.2 Not directly applicable (see above).

6.3 Technology support
6.3.1 As with facilities, though the department has few anticipated direct needs for additional technological support, with the exception of keeping the office equipped with a sufficient and up-to-date computers and equipment, achieving departmental goals and providing continued growth the development and delivery of programs and services is directly tied to availability of technological support throughout the campus.

6.3.2 Not directly applicable (see above).

6.4 Budget Reduction/Reallocation plan
The department has demonstrated creativity and flexibility in the allocation of resources to meet its growing demands since its inception. However, we are currently strained. In the past two years, the department has rejected several opportunities to incorporate new initiatives (e.g. peer mentoring programs) due to the lack of supervisory staff. As previously mentioned, should the Living Learning Communities be successful, the department lacks the financial and human resources to expand the program beyond its current size of eighty (80) students.