

## EN 2: Student Orientation

**2 points available**

### A. Credit Rationale

This credit recognizes institutions that include sustainability in orientation activities and programming. Including sustainability in student orientation demonstrates that sustainability is an institutional goal and encourages students to adopt sustainable habits in their new school environments. Orientation sets the tone for the campus experience.

### B. Criteria

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e., social, environmental and economic).

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g., making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

### C. Applicability

This credit applies to all institutions that hold student orientation.

### D. Scoring

Institutions earn the maximum of 2 points available for this credit when sustainability is included prominently in orientation activities and programming made available to all entering (i.e., new) students (including transfers). Incremental points are available based on the percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability. For example, an institution that offers activities and programming that meet the criteria to 50 percent of its entering students would earn 1 point (half of the points available for this credit).

*Points for this credit are calculated automatically in the STARS Reporting Tool as follows:*

Factor		Percentage of entering students provided orientation activities and programming that include sustainability (0-100)		Points earned
0.02	×	_____	=	Up to 2

## E. Reporting Fields

### Required

- ☐ Are the following students provided an opportunity to participate in orientation activities and programming that prominently include sustainability?
    - First-year students
    - Transfer students
    - Entering graduate students (if applicable)
- If yes to any of the above, provide:*
- Percentage of all entering (i.e., new) students (including transfers and graduate students) that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability (0-100)
  - A brief description of how sustainability is included prominently in new student orientation (including how multiple dimensions of sustainability are addressed)

### Optional

- ☐ The website URL where information about the programs or initiatives is available
- ☐ Additional documentation to support the submission (upload)
- ☐ Data source(s) and notes about the submission
- ☐ Contact information for a responsible party (a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public)

## F. Measurement

### Timeframe

Institutions may choose to report activities from the most recent semester (or equivalent), the most recent year, or the three years prior to the anticipated date of submission.

### Sampling and Data Standards

Include all entering (i.e., new) students (including transfers and graduate students).

## G. Standards and Terms

Not applicable

## Credit Example: Student Orientation

This credit is based on including sustainability prominently in student orientation activities. The following examples are provided to illustrate prominent inclusion of sustainability.

### Example 1: Several strategies

The new student orientation at Example College included the following activities, which taken together amount to prominent inclusion of sustainability.

- Students received compact fluorescent light bulbs and tips for saving energy.
- There was a service learning fair highlighting local non-profit organizations and an optional service learning trip to restore wildlife habitat and to learn about the local ecosystem.
- All students were able to take a tour that highlighted the institution's sustainability features.
- The institution screened a film about sustainability.
- A faculty member gave a convocation lecture about her sustainability research and how the institution has integrated sustainability across the curriculum.

### Example 2: A major sustainability event

All new students at Example University participated in faculty-led, small-group discussions about sustainability.

## Scoring Example: Student Orientation

Example College had 400 entering students during the past year. 350 were first-year students and 50 were transfer students. At the beginning of each semester, the college provided orientation activities and programs that prominently included sustainability for all new first-year students. The activities and programs were not made available to transfer students.

- Total number of entering (i.e., new) students = 400
- Number of students provided orientation activities and programming that prominently include sustainability = 350
- The percentage of entering students provided orientation activities and programming that include sustainability = 87.5

Factor		Percentage of entering students provided orientation activities and programming that include sustainability (0-100)		Points earned
0.02	×	<u>87.5</u>	=	1.75