

The association has long shed any thoughts of a monolithic view on how students should be oriented to college. NODA works to present information on public and private, two-year and four-year, residential and commuter, and all other types of institutions. The association has a number of formal interest groups called "Networks" in order to better represent the interests of various constituencies and issues. The Networks serve as the conscience of the association for many issues and help to educate our leaders and other members about crucial issues.

NODA believes in its responsibility to keep the higher education community informed regarding issues and research on new student programs. The publications of the association continue to reflect this effort, and the reinstatement of *The Journal of College Orientation and Transition* represents a strong commitment toward that goal. A series of other publications keep members actively informed about trends in higher education in addition to providing current data with which colleges and universities may seek to modify campus orientation efforts.

NODA has grown in size, commitment, and responsibility over the last several decades and will undoubtedly continue to be a leader in higher education. The Executive Committee and Board of Directors have made clear, through its ongoing strategic planning efforts, that status quo is simply not enough. An ambitious and continuously reviewed series of goals assure NODA a place in the leadership in advocating change and supporting the development of new and innovative programs.

The new millennium will continue to bring serious challenges to higher education, and college orientation programs will continue to bear responsibility for assisting new students and their families in the transition to college life. The new student experience has proven to be critical in persistence rates at colleges and universities and NODA, like its predecessor of orientation professionals, will remain dedicated to assisting the campuses and the staff members who work on them. NODA will continue to assure that students and their families receive a continually improving programs and services which adjust to meet the changing needs of entering students.

Reference

- Council for the Advancement of Standards for Student Services/Development Programs. (1988). *CAS standards and guidelines for student services/development programs: Student orientation programs self-assessment guide*. Washington, DC: Author.

CAMPUS NOTES

Denise Rode, Associate Editor

A Large Research University's Approach To a One-Day Summer Orientation Program

Lori Bumgarner, Charles Mathies, and Scott Ranges

The University of South Carolina (USC) is located in the heart of South Carolina, easily a two hour drive for most in-state students, who compose nearly 80% of the student body (USC Orientation Data Bank, 1996). Therefore, it is expedient for USC to offer a one-day orientation program and to work with other campus divisions to extend the new student experience beyond orientation by supporting fall activities.

According to the USC summer orientation evaluation results (1996), fewer than 20% of the students, and just over 10% of the parents, said they would have preferred an orientation program that was more than one day, and 96.5% of students and 97.7% of parents were satisfied with the overall quality of the program. In addition, 95.2% of students said they felt better prepared and more comfortable with USC after attending orientation, while 97.3% of parents were satisfied with the overall quality of the program. In addition, 95.2% of students said they felt better prepared and more comfortable with USC after attending orientation, while 97.3% of parents felt more comfortable about their students enrolling in USC. Ninety-seven percent of summer orientation participants enrolled in classes for the fall semester.

The primary objective of USC's orientation program is academic advising and class registration, while providing a wealth of logistical information necessary for the transition to campus. There is a de-emphasis on social activities during the summer program.

The summer orientation day begins with an opening session and information sessions on dining, housing, and career services. In small groups, students are taught skills needed for phone registration, while parents meet with academic advisors for their students' colleges. At lunch, parents and students have the opportunity to confer with one another and with various campus offices and student organizations.

Following lunch, the students meet with academic advisors, register for classes, and have identification cards made. Parents meet with student affairs staff and address concerns ranging from finances to coping with their students leaving home. A panel of current USC students answers parents' questions on topics from campus safety to transportation to computer needs. The day concludes with optional visits to the financial aid office, career center, library, health center, and/or a residence hall.

The one-day orientation program can be offered because it is complemented by other campus programs that offer social opportunities when students arrive in the fall.

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For example, *Carolina Welcome Week* is a series of events held the week prior to classes and includes the president's convocation, campus ministry programs, sorority rush, the first-year reading experience, discussion of diversity issues, residence hall programs, a merchant's fair, a street dance, and a picnic. The week is followed by other programs which include components often found in longer summer orientation programs.

In addition to *Carolina Welcome Week*, USC has the well-respected University 101 freshman seminar course available to all first-year students. This credit course is designed to help students succeed in college by teaching them study skills, introducing them to campus resources, discussing personal and social issues such as alcohol awareness and sexually transmitted diseases, building a sense of community between a small group of students, and encouraging involvement in campus life. Research has shown that student involvement in campus life greatly improves retention and student satisfaction on campus (Astin, 1997). During summer orientation, students are encouraged to register for a section of University 101, and in the most recent academic year, approximately 70% of all incoming freshmen enrolled in the course (National Resource Center for the Freshman Year Experience and Students in Transition, 1997).

Although a small percentage of students and parents have stated that they would prefer a more socially-based orientation, statistics from 1990 to 1996 have shown that those who have attended USC's orientation believe the academic emphasis is superior (USC Orientation Data Bank, 1996). Focusing on academics during the orientation program allows USC to meet the needs of both students and parents within one day. Student and parent comments from evaluations agree that the orientation program is successful both in meeting the needs of the students and parents, as well as helping set the tone for a positive academic experience.

References

- Astin, A. W. (1997). Student involvement: A developmental theory for higher education. In E. J. Whitt (Ed.), *College Student Affairs Administration* (pp. 199-211). Needham Heights, MA: Simon & Schuster Education Group.
- National Resource Center for The Freshman Year Experience. (1997). *1996 National Survey*. Columbia, South Carolina: National Resource Center for the Freshman Year Experience.
- University of South Carolina. (1996). *Summer Orientation Evaluations*. Unpublished raw data.
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INFORMATION

Guidelines for Manuscript Authors

The Journal of College Orientation and Transition focuses on the trends, practices, research, and development of programs, policies, and activities related to the matriculation, orientation, transition, and retention of college students. Also encouraged are literature reviews, "how-to" articles, innovative initiatives, successful practices, and new ideas.

Publication Schedule

Spring and fall editions.

Circulation

Approximately 1,500.

Style Guide

Publication Manual of the American Psychological Association, Fourth Edition.

Recommended Length

Should not exceed 3,000 words (approximately 12 pages of double-spaced, type-written copy with one-inch margins and including abstract, tables and figures, and references).

"Campus Notes" Submission

Briefs on campus programs, "how-to" articles, successful innovations, and pragmatic issues relevant to the orientation and transition of students are encouraged. They should not exceed 1,000 words and should be submitted directly to the "Campus Notes" Associate Editor.

Book Reviews

Book reviews of current appropriate professional publications are encouraged. Submissions should not exceed 1,500 words and should be submitted directly to the "Book Reviews" Associate Editor.

Abstract

Include an abstract on a separate page following the title page (except for "Campus Notes" manuscripts). The abstract should be 50 words or less.

Accepted Manuscripts

Once the manuscript has been accepted for publication, a revised copy should be submitted on a 3 1/2" disk (Macintosh™ preferred; MS-DOS acceptable) with word processing software specified.

Figures and Graphs

Supply camera-ready art.