

Orientation and Academic Advising: Essential Partners in New Student Success

Now more than ever, higher education is faced with fluctuating enrollments and fewer resources to meet student demands. Creativity and collaboration are essential among faculty, staff, and administrators to foster student success; and orientation, transition, and retention programs are at the forefront of that charge. Institutions are called to be innovative in their design and approach to provide students with all the information needed to succeed in one comprehensive package. One of the most critical drivers for these programs is the academic advising and registration process for classes, and it is the focus of this special edition of *The Journal of College Orientation and Transition*.

The seeds for this special edition were planted nearly three years ago through conversations between NODA and the National Academic Advising Association (NACADA). Colleagues discussed the overlap in goals and outcomes for related programs, but lamented that practitioners were isolated in their own campuses while attempting to solve similar problems. Wouldn't it be wonderful if we could reach out to members of each association and share knowledge and best practices? And this fall, the special edition has sprouted!

The editorial board is grateful to our colleagues from NACADA and the First-Year Experience (FYE) Movement for their contributions. The board reached out to various seasoned professionals in the field as well as those who recently presented at national conferences to offer a variety of perspectives. The response was overwhelmingly positive, and we know that NODA members will benefit greatly from the wisdom shared within these pages.

In this edition, we begin with a comprehensive literature review from Joe Cuseo, who is a leading expert in research in the functional area of academic advising. What follow are several innovative models for academic advising, including appreciative advising, intrusive advising, and digital advising. The articles discuss the importance of adopting common campus models in order to communicate consistent expectations and requirements for students, how such models can help improve advising delivery and satisfaction, and ways in which best practices can address some unique needs of diverse student populations. This edition culminates with an interview with Virginia Gordon, a pillar of our profession, who shares her insights of over 25 years in the field of academic advising.

We hope the fruits of this labor will nourish your creative spirit with ideas for designing effective new student programs that successfully integrate academic advising and registration components on your campuses.

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Guest Editor, The *JCOT* Special Edition - Fall 2011