Designing Successful Transitions:
A Guide for Orienting Students to College, 2nd Edition

Jeanine A. Ward-Roof and Cathie Hatch, Editors
Columbia, SC: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition, 2003, 211 pages (soft cover)

Reviewed **Roger D. Wessel**
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A review of available literature that specifically addresses orientation programs for matriculating and transfer college students identifies few resources orientation professionals can turn to for reliable data and programming ideas. One resource that was often used was the 1993 *Designing Successful Transitions: A Guide for Orienting Students to College*, edited by Lee Upcraft (with the assistance of Richard Mullendore, Betsy Barefoot, and Dorothy Fidler). A second edition of this valuable resource, edited in 2003 by Jeannine Ward-Roof and Cathie Hatch, has recently provided orientation professionals with current information on orientation and other transitional programs.

Designing Successful Transitions: A Guide for Orienting Students to College (2nd edition) is a joint venture between two organizations that focus on the needs of first-year students (i.e., the National Resource Center for the First-Year Experience and Students in Transition, National Orientation Directors Association). The editors (experienced orientation directors from Clemson University and Bemidji State University, respectively) have garnered the experience of 32 authors who have served in leadership roles in orientation programs.

In the preface of the book the editors hinted that their purpose was to expand and update the orientation literature as it related to student populations and college and university environments. To that end, Ward-Roof and Hatch accomplished their task. As a former director of the orientation program at Ball State University, the reviewer applauds their effort to define, describe, and outline current and future issues for orientation professionals and suggest ways to deal with them.

The book is divided into two broad areas with 15 chapters. Part one focused on how to best design and administer orientation programs. The monograph began with a review of today's students and how their demographic makeup impacts orientation and first-year programs. How student's attitudes and values have changed and the impact of the family and technology were reviewed. These were reinforced by a review of major theories on how college students develop, an overview of major trends and issues in orientation programs (e.g., attendance, cost/fees, orientation courses), and the impact of the World Wide Web on new student orientation.

Chapter five, which focused on how orientation is a catalyst for student success, was also in the first edition and was updated by one of the original authors, Zakely. The author made the case for "well-designed orientation programs" to "help students integrate socially and academically into an unfamiliar college or university environment"

(p. 55). He connected the role of orientation through academic and social integration to facilitating student success. The intended outcome became academic success for students and good retention/graduation rates for colleges and universities.

Part two focused on clients served by orientation. Authors made the case for special programming with some student groups (e.g., students of color, athletes, international students, honors students, students with disabilities, commuting students, nontraditional students). A chapter was devoted to the importance that the family has on student success and a rationale was presented for expanding the orientation audience to include family members.

A client group not mentioned in the monograph was campus constituents. Orientation has dual roles of introducing the campus to the student and introducing the student to the campus. Through participation in orientation programs many faculty and staff become acquainted with the incoming class. Some orientation programs provide data and/or programs that help campus staff prepare for the new group of students. The monograph would have been strengthened by addressing this issue.

One chapter and an appendix are devoted to the importance of evaluating and assessing orientation programs. The authors addressed which aspects of the program should be evaluated, who, how, and when the program should be evaluated, and how the results should be disseminated. The standards for assessing orientation programs, as prepared by the Council for the Advancement of Standards (CAS) in Higher Education, were provided. The inclusion of these standards helps orientation professionals be aware of the 13 major program components that need assessment in orientation programs.

This book provides the foundation for the role of orientation in higher education, an overview of how to provide programming to meet various needs of client groups, and helps orientation professionals learn how to assess the impact of the program. The book will serve as a valuable resource for those individuals charged with helping incoming students make a successful transition to college or university.

Governance in Higher Education:
The University in a State of Flux

By Werner Hirsch and Luc Weber
London, Economica, 204 pp., 2001

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Governance has become a major issue for colleges and universities in the past decade, as state legislatures compete for institutional control with private donors and