

peer advisors. Work on the project was scheduled around the necessary elements of placement testing, advising and registration. The creations were displayed outside Sunday afternoon in a heated competition. There was laughter, amazement and once again, a feeling of successful accomplishment.

Evaluation

After each of the orientations, freshmen were asked to complete an evaluation form to assess how closely the goals that had been met. The evaluation focused on both the mechanical processes (like check-in, registration, etc.) and the cognitive/affective aspects. Overwhelmingly, the feedback received regarding the group experiences were positive. The responses usually indicated that students felt that they had been able to make friends quickly.

Comments received included the following:

"gained much confidence, met my best friend and learned

how to be me"

"made it (college) feel like a family situation"

"felt comfortable and at home or like a family situation"

"made me feel comfortable because I made a fool of myself"

In addition, comments made immediately following each orientation were enthusiastic and positive. The student affairs staff also noticed that freshmen began to take **very** active roles in college organizations immediately and to assume leadership positions readily.

Final Comment

It may be that Bradford College can design such innovative orientation programs because its entering classes are approximately 125 students. But larger colleges and universities often do several summer orientation programs, breaking down a large freshmen class into smaller units. This model could be adapted to a summer program schedule. After two successful designs based on an active orientation mode, Bradford College is committed to continuing in this direction. It requires a lot of brainstorming, creativity and willingness to take some risks, but it would appear that this type of orientation is more successful in helping freshmen make the transition to a new stage in their life.

BOOK REVIEW

Making College Pay Off

by M. Lee Upcraft, San Francisco: Jossey-Bass, Inc., Publishers, 1984. 109 pages, \$8.95. (paper)

Orienting Students to College is Number 25 in the Jossey-Bass Higher Education Series: New Directions for Student Services. In the editor's notes Mr. Upcraft writes, "The purpose of this source book is to provide the orientation practitioner with the knowledge and methods to develop comprehensive and effective orientation programs and activities that enhance retention programs and facilitate personal growth and development." I feel that this is an understatement.

Although I recommend that orientation professionals read this volume, this is said with some qualification. This book can be read in one sitting, but my advice is to read one or two chapters at a time. While the book contains more "must" statements than I cared to read, once finished, this edition should be kept close at hand while reviewing and planning your programs as it will serve as an excellent reference and resource.

The first two chapters provide a contextual framework for the remaining chapters. The obligations of colleges and universities to society are overstated, however, the reader is challenged to look at orientation from a more global perspective. Chapter one, for instance, highlights five changes in society which have major implications for higher education. They are:

- the industrial society is changing into an information society;
- society is now dealing with the legacy of the "baby boom";
- sex roles are changing, particularly for women;
- personal issues are of more concern than societal issues; and,
- the rapid rate of social change is overwhelming.

The authors then observe "thus, if we are to understand the students of the 1980's and they are to understand themselves, we must analyze the major changes taking place in our society and their effects on students."

Chapter two presents an overview and definition of orientation and provides a rationale for the existence of orientation programs. A great many words are expended discussing components and methodologies of programs, and emphasis is placed on evaluation and its importance as a critical phase of any successful orientation program.

The succeeding chapters form a series of treatises on special populations. Each chapter is focused on one segment of the incoming class. Populations discussed are: traditional students; minority students; returning adult students; and transfer students.

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Each chapter may be used as a reference by your orientation office while preparing for your programs. These reference sections are thorough, thoughtfully written, and thematic in their approach. The final chapter presents ten myths with corresponding realities which serve as reminders of the lessons of the previous chapters.

The style of writing this book is very direct, and if taken too seriously may leave the reader feeling unsettled about their own program. In closing, let me offer an eleventh Myth/Reality combination:

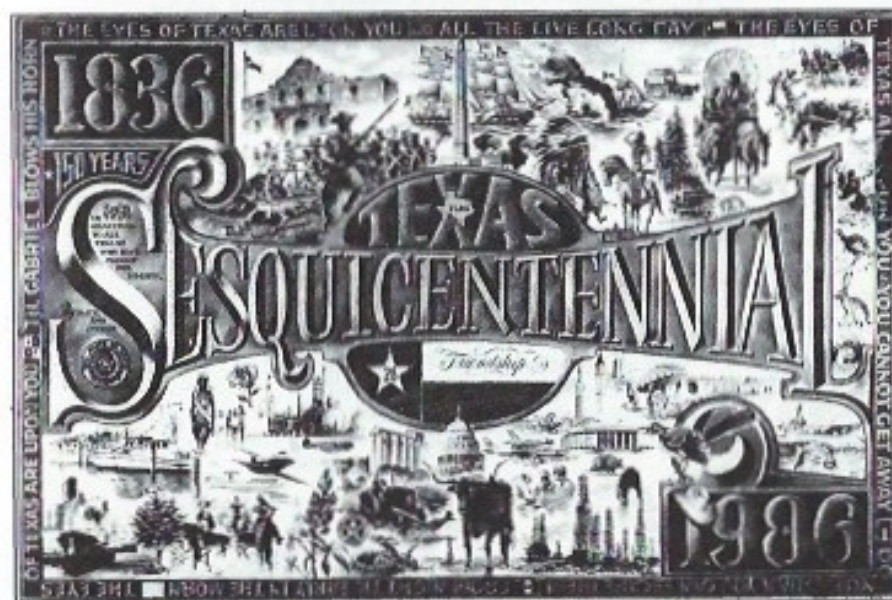
MYTH: This book should be read, reviewed, and its suggestions/directives immediately implemented on your campus.

REALITY: The contents of this book should be reviewed and its applicability to your campus assessed. Then, as your program begins to evolve, a copy of this book should remain within reach.

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