The Community College as an Academic Bridge
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A new study indicates that students at community colleges invariably express anxiety over their readiness—both academically and socially—to attend a four-year institution. Concerns such as study skills and making new friends after transferring to a four-year school may indicate that community colleges are not adequately preparing students for the academic rigor or the social climate of a four-year college.
The Advisory Committee welcomes manuscripts for publication in College and University, AACRAO's refereed journal. AACRAO members are especially encouraged to submit articles pertaining to their own experiences with emerging issues or innovative practices in the profession. The Committee seeks economical prose written with clarity, grace, and simplicity.

MANUSCRIPT PREPARATION

- Manuscripts (3500-4500 words for Features, 1500-2000 words for Commentary) should be printed, double-spaced on one side of 8 1/2" by 11" white paper. Since the Advisory Committee has a blind review policy, the author's name should not appear on any page of the text. A cover sheet should include the title of the manuscript and author's name, address, and phone number.

Submit one hard-copy original, and, if possible, text on an MS-DOS formatted diskette. Text should be formatted preferably in WordPerfect 4.2, 5.0, or 5.1. Eight (8) Bit ASCII format is also acceptable. Manuscripts and disks not selected for publication will be returned. Clearly indicate word processing program and version number used to enter and edit text.

Authors whose manuscripts are selected for publication will be asked to submit a short biographical statement of 35 words or less, and an abstract of their article of no more than 75 words.

- References should follow guidelines provided in The Chicago Manual of Style, published by the University of Chicago Press. The list of references should appear at the end of the article.

- Essential tables, figures, charts, and diagrams should be on separate pages at the end of the manuscript. They should be numbered consecutively as they appear in the text. If possible, all graphics should be camera-ready.

- Articles are accepted for publication with the understanding that College and University reserves the right to edit for clarity, syntax, and style; to shorten; or to lengthen articles at the discretion of the editor.

- Do not submit articles that are under consideration for publication by another periodical.

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Editor
College and University
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130 Jesse Hall
University of Missouri-Columbia
Columbia, MO 65211.

EDITORIAL PROCEDURE

The editor will acknowledge receipt of manuscripts and will forward them to members of the Advisory Committee for review. The committee will consider the appropriateness of the article for AACRAO's membership, current needs of the profession, the usefulness of the information, the appropriate nature of any research method used, the logical organization of the presentation, and the manuscript's style and clarity. This review may take as much as three months, after which the editor will inform the author of the manuscript's acceptance or rejection.
Summer Reading List

My summer reading list includes topics ranging from TQM, continuous quality improvement, and embracing change to making the work environment fun. Some of the same topics wind through this edition of College and University, although several focus on specific populations. Bauer and Bauer explore the community college preparation and that community's attitudes regarding their community college preparation. Ricci and Cornell both deal with women students but from different perspectives. Ricci specifically address the marketing messages of women's colleges, while Cornell offers a follow-up on a special population of very young female students in a special early college entry program.

Two of our summer authors focus on change. Young explores the new SAT and its implications, and Kaiser and Kaiser suggest a methodology for successfully initiating and communicating change across a campus.

Finally, Kramer, Friday, Childs, and Peterson share with us the changes and improvements in Brigham Young University's system to provide academic planning information to students. We owe Mr. Kramer and our other colleagues from Brigham Young a special thanks for frequent contributions to C&U on state-of-the-art development in technology to serve our students.

GEORGEANNE B. PORTER
Editor
The Community College as an Academic Bridge:

Academic and Personal Concerns of Community College Students Before and After Transferring to a Four-Year Institution

By Paul F. Bauer
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Cecil Community College

Karen W. Bauer
Senior Research Analyst
The University of Delaware

Paul F. Bauer has taught philosophy at Cecil Community College for twenty years. He has published articles in College and University and Community College Review.

Karen W. Bauer is senior research analyst and assistant professor at the University of Delaware. She has published on college retention, the relationship between self-concept and educational achievement, and gender differences in the classroom.

Abstract

On locally developed surveys, community college respondents indicated academic and personal concerns prior to and after transferring to a four-year college and compared their two-year and four-year colleges in six academic skill areas. Respondents reported that the level of overall instruction and the use of the library were about the same at both types of institutions. While the level of abstract thinking and the amount of reading required were greater at four-year institutions, more written work was required at the community colleges. Finally, respondents received more personal attention from community college faculty than from faculty at four-year colleges.

Introduction and Literature Review

Because of the increase in tuition costs at four-year schools, students are enrolling in greater numbers at local community colleges. Although potential transfer students comprise 30%-40% of community college enrollment (Dougherty 1987, Cohen 1989, Pincus and Archer 1989), they often must fend for themselves before and after transferring to a four-year institution.

For community college transfer students to be successful at both types of institutions, their perceptions of academic and personal concerns need to be recognized. Vaala (1989) and Levitz (1992) reported that inconsistency in student perceptions about an institution may be a major reason for attrition. If, before entering an institution, students have certain assumptions about the college environment that eventually prove inconsistent with their impressions after matriculation, they may be candidates for attrition. Vaala (1989) reported that community colleges seldom help transfer students define expectations of their four-year experience. She states that after transferring, students "... found the university to be substantially different than what they had anticipated" (p. 36).

This study attempts to identify the academic and personal concerns of two-year college students prior to
transferring and to compare those concerns with those reported by the same respondents once they were on a four-year campus. The researchers asked three questions: 1) what skills do students believe they acquired at the community college, 2) which academic and personal concerns did they anticipate before matriculation at a four-year college, and 3) which academic and personal concerns did they actually perceive after transfer.

METHODOLOGY

Prior to this study, the authors (1991) surveyed 130 respondents enrolled in two Maryland community colleges between fall, 1988 and spring, 1990. Respondents were asked to 1) compare their senior year of high school and their community college on selected academic variables and 2) report self-perceived achievements on selected academic and personal skills while enrolled at the community college. One of the major findings of this study, consistent with expectations, was that the overall level of academic instruction received at the community college was rated significantly higher than that received during their senior year in high school.

In this current study, 92 of the 130 initial respondents (a 71% return rate) who transferred to a four-year college completed follow-up surveys in which they evaluated their two-year and four-year college experiences to provide a comparison of the success of each institution in meeting students’ academic and personal concerns. The mean age was 23 years with 68% female and 68% fulltime students. The respondents transferred a mean of 41 credit hours and had completed a mean of 43 credit hours at their four-year college when they completed this survey.

RESULTS

Table 1 shows descriptive statistics comparing selected academic variables experienced at the community college and those experienced at the four-year institution. As shown, respondents rated their two-year and four-year institutions “about the same” for overall instruction (65.2%) and required use of the library (53.3%). Respondents reported that their four-year institutions required more abstract thinking (42.4%) and reading (55.5%), but that their community college required more written work (41.3%). The greatest difference between two- and four-year schools centered on personal attention from faculty. Respondents rated the faculty of two-year institutions as giving them more personal attention (59.7%) than faculty at four-year institutions (4.4%).

Prior to transferring, respondents listed four major academic skills that had not been developed to their satisfaction at the community college: mathematics, critical thinking, oral presentation, and reading. Those four skills, plus study skills, were reported by respondents as major concerns after they had transferred (see Table 2). It should be noted that because students were concerned about an area did not mean that they were inadequately prepared in that area. This study measures the perceptions of students, not their actual skill level.

Also prior to transferring, respondents listed three major personal concerns needing development which had not been developed as they had hoped at the community college: speaking during class discussion, giving a speech before a group, and meeting new friends. Those three concerns, plus general self-confidence, were listed as major concerns after transferring (see Table 3). Table 4 shows the percentage of students who reported academic and personal difficulties after transfer.
Although potential transfer students comprise 30%-40% of community college enrollment, they often must fend for themselves after transferring to a four-year school. Study skills and making new friends were the most frequently reported concerns.

**DISCUSSION**

**Academic Variables**

When respondents were asked to rate their institutions on selected academic variables, two-year and four-year institutions were rated “about the same” on two of the six comparative items. Thus, at least in the perception of these respondents, the level of overall instruction, as well as their use of the library, were nearly equivalent at both types of institutions.

While the authors anticipated community colleges would be the clear choice of respondents for overall instruction, they anticipated four-year institutions would require more abstract thinking, reading, and use of the library. Yet, the majority of respondents rated the two types of institutions “about the same” on these items as well.

More than 50% of the respondents said that their four-year institutions required more reading; an additional 38% said that the level of required reading was “about the same” for both institutions. While this finding may provide some useful insights into quantity, it does not address the quality of reading. Future studies may wish to measure not only quantity, but also quality.

In two areas, written work and personal attention from faculty, respondents said they were required to do more written work and received more personal attention at their community colleges. This finding may be due to community college students' deficiencies in reading and writing skills. Students enrolled in both remedial and...
TABLE 2.
PERCENTAGE OF RESPONDENTS REPORTING ANTICIPATED AND ACTUAL DIFFICULTIES WITH ACADEMIC SKILLS AFTER ENTERING A TWO-YEAR INSTITUTION AND AFTER TRANSFERRING TO A FOUR-YEAR COLLEGE

<table>
<thead>
<tr>
<th>Skill</th>
<th>Anticipated (%)</th>
<th>Actual (%)</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Skills</td>
<td>37.0</td>
<td>66.2</td>
<td>29.2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>29.3</td>
<td>42.3</td>
<td>13.0</td>
</tr>
<tr>
<td>Reading</td>
<td>26.3</td>
<td>27.7</td>
<td>1.6</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>22.8</td>
<td>47.7</td>
<td>24.9</td>
</tr>
<tr>
<td>Scientific</td>
<td>19.6</td>
<td>14.6</td>
<td>-5</td>
</tr>
<tr>
<td>Oral Expression</td>
<td>19.6</td>
<td>30.8</td>
<td>11.2</td>
</tr>
<tr>
<td>Written</td>
<td>18.5</td>
<td>44.6</td>
<td>26.1</td>
</tr>
<tr>
<td>Career/Vocational</td>
<td>17.4</td>
<td>18.5</td>
<td>1.1</td>
</tr>
<tr>
<td>Artistic/Creative</td>
<td>5.4</td>
<td>12.3</td>
<td>6.9</td>
</tr>
<tr>
<td>Physical/Athletic</td>
<td>4.3</td>
<td>15.4</td>
<td>11.1</td>
</tr>
</tbody>
</table>

Nearly 60% of the respondents rated the personal attention received from the community college faculty as better than the attention given by the four-year faculty.

introductory English courses at two-year colleges may be required to write a great deal to improve their skills. Also, because class size often is smaller at two-year than at four-year institutions, community college faculty may...
Study skills emerged as the major academic concern for all students.

require more essay writing in introductory courses. However, after transferring, students may be required to write essays and term papers in their academic discipline that demonstrate a greater intellectual depth than was required in introductory courses at the community college.

Nearly 60% of the respondents rated the personal attention received from the community college faculty as better than the attention given by the four-year faculty. Only 4.4% indicated that four-year faculty gave them more attention. Because class size typically is smaller in community colleges and because faculty are expected, often required, to be more accessible to students than faculty at four-year colleges, this finding is not surprising.

When comparing personal attention from faculty in a community college against attention students received in the senior year in high school, the authors (1991) found that 46% rated the community college faculty as giving more attention than the high school faculty; 27% rated the two faculties "about the same." Future studies might investigate the level of faculty contact based upon the students' level of academic or emotional maturity. It may be that first-term students, regardless of whether they are at two or four-year institutions, hesitate to initiate contact with instructors. Upper level or nontraditional students with more self-confidence may not hesitate to contact faculty for additional help.

The major academic skills—critical thinking, mathematics, reading, and oral presentation—and personal concerns listed by respondents as needing development while enrolled at the community college also were listed by respondents as concerns after they had transferred. Study skills emerged as the major academic concern again at the four-year college as it did when students were enrolled at the community college (Table 2). Of the respondents, 60% reported that they had improved their study skills and 65% their critical thinking skills while they were enrolled at a community college (Bauer, Mitchell, and Bauer 1991). Yet, these concerns were reported as still existing when students were enrolled at four-year institutions. Although students reported progress in obtaining these four academic skills at their two-year colleges, they did not reach a level
of skills sufficient to alleviate their perceived concerns after transfer.

Thus, it appears that these respondents exited their community colleges believing that their study skills were adequate, only to discover after transferring that such skills were still their major academic concern. The reader might conclude that the community college experience gave these respondents the false impression that their study skills were adequate for the four-year college.

Yet, when studying these respondents from their initial enrollment in a community college to their matriculation at a four-year college, we note some improvement does occur in academic skills. For example, while 37% of the respondents reported experiencing difficulty with study skills at a four-year institution, 66% had reported study skills as their major concern when they initially enrolled at a community college (Bauer, Mitchell, and Bauer 1991). Thus, it would appear that nearly 30% of the respondents perceived an improvement in their study skills while enrolled at a community college.

Concern about writing skills was indicated by 44% of the respondents while they attended a community college and as an actual concern by 18.5% once enrolled at a four-year college, a reduction of 26%. Concern over critical thinking decreased from 47.7% to 22.8%, nearly a 25% reduction. Scientific skills were the only academic area which did not show a decline. Once at a four-year college, 5% more students (19.6%) indicated a concern in this area in comparison to 14.6% who had indicated a concern when they were enrolled at a community college.

The reader should not assume that enrollment in a community college was the sole reason for improvement in these academic skills. This study followed students over a period of several years during which time, maturation, and general life experiences may have been responsible, in part, for the improvement regardless of whether students were enrolled in a community college. Also, this study measured only the perceptions of respondents about their academic and social skills, not whether these skills actually improved. It is possible, for example, that respondents perceived their study

<table>
<thead>
<tr>
<th>TABLE 4.</th>
<th>PERCENTAGE OF RESPONDENTS REPORTING DIFFICULTY WITH ACADEMIC AND PERSONAL SKILLS AFTER TRANSFERRING TO A FOUR-YEAR INSTITUTION</th>
</tr>
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<tr>
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<td>4.2</td>
</tr>
<tr>
<td><strong>Personal</strong></td>
<td></td>
</tr>
<tr>
<td>Making New Friends</td>
<td>32.6</td>
</tr>
<tr>
<td>Meeting New People</td>
<td>31.5</td>
</tr>
<tr>
<td>General Self Confidence</td>
<td>29.3</td>
</tr>
<tr>
<td>Giving Speech Before Group</td>
<td>28.3</td>
</tr>
<tr>
<td>Speaking During Class</td>
<td>27.2</td>
</tr>
<tr>
<td>Sharing Myself With Others</td>
<td>22.8</td>
</tr>
<tr>
<td>Talking With Authority Figures</td>
<td>12.0</td>
</tr>
</tbody>
</table>
The continued presence of the same major academic and social concerns may indicate that community colleges are not adequately preparing transfer students for the academic rigor or for the social climate of four-year institutions.

Skills had improved when, in reality, they had not. Of course, the converse also may be true; that is, students perceived little growth in a skill area when, in fact, improvement had occurred.

Personal Variables

As with academic skills, personal difficulties respondents identified after transferring to four-year institutions also mirrored the concerns they experienced at the community college. Speaking during class discussion, giving a speech, and meeting new friends were identified as personal concerns after transfer. Making new friends (32.6%) was the major personal concern at a four-year college. Thus, the social skills and the social opportunities respondents felt were adequate while they were enrolled at the community college were not perceived as adequate after enrollment in a four-year school occurred.

However, a comparison of respondents from their initial enrollment in a community college to their enrollment in a four-year institution revealed some improvement in social skills (Table 3). The number of respondents indicating general self-confidence as a concern while at a community college (53.8%) was reduced to 29.3% after transferring, a 24.3% decrease. Similarly, 15% improved in giving a speech before a group and in speaking during class. One cannot know, however, how much of the improvement in these social skills was because of the community college environment or because of maturation.

Finally, concern about making new friends and about sharing oneself with friends increased on a four-year campus. The fact that many community college transfer students continued to live at home and commute to the four-year campus may, in part, account for this finding.

The continued presence of the same major academic and social concerns, particularly study skills and making new friends at the four-year level, may indicate that community colleges are not adequately preparing transfer students for the academic rigor or for the social climate of four-year institutions.

REFERENCES


No more line ups. No more sign ups. Just a simple call up on a touch tone phone. That's all it takes for your students to select and confirm all of their scheduled courses on registration day. And what does it take to offer this time saving convenience? TeleRegistrar. The touch-tone registration system that's working to improve student services and save money on campuses across the country. And as enrollment increases, the system can be easily expanded to include grade reporting, admissions status, tuition payments and more. Give Periphonics a call today. It's a sure way to save your faculty and students from registration frustration.
Persuasive Messages to Support Planned Change

By JAMES R. KAISER
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*The University of North Carolina at Greensboro*

PAULA R. KAISER
Joseph M. Bryan School of Business and Economics
*The University of North Carolina at Greensboro*

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Paula Kaiser teaches business communications in the Joseph M. Bryan School of Business and Economics at UNCG. She has held administrative positions at Indiana University, University of Cincinnati, Xavier University, and UNCG.

Abstract

Technology offers opportunities to introduce administrative changes for increased productivity, improved service, and cost maintenance. Individuals often resist the innovations which would benefit the organization. This article suggests communication and education to reduce resistance to positive change.

INTRODUCTION

Today's higher education institutions require total quality management. University offices must provide students a higher level of service at a lower cost. New technologies and innovative management lead to changes that improve productivity and service. While management changes are necessary and desirable in today's dynamic environment, change is often resisted by individuals who must give up old habits, learn new skills, and accept new technologies.

Resistance to change can be reduced by communicating with members of the organization to help them see the logic of a specific change. This article describes how a registrar's office on a medium-sized campus uses pictures and graphics to promote cooperation and acceptance of technological change.

The slide presentations the registrar's office at the University of North Carolina at Greensboro (UNCG) uses to deliver persuasive messages allow its audiences to visualize a successful implementation of the proposed changes. The prepared slides offer ease in making presentations to multiple audiences. Additionally, they are inexpensive to prepare.

BACKGROUND

In the dynamic environment of today's university administration, new technology offers opportunities for management changes that will improve service, maintain costs, and offer opportunities for staff development. Often, such changes are resisted by the
very people who could benefit most from the change. Individuals resist change that forces them to break old habits, that threatens their personal and economic security, and that presents them with uncertainty. They may question their own ability to develop the skills necessary to maintain their jobs in an ever-changing technological environment (Robbins 1991).

In addition to individual resistance, organizations themselves actively resist change. The organization's selection, training and socialization processes ensure that the people who are hired in an organization are chosen for fit and then shaped and directed to behave in certain ways. This built-in structural inertia serves a useful role in maintaining stability for the organization, but it can also hinder needed change in surviving and progressing in a dynamic environment. Even if individuals want to change their behavior, group norms may act as a constraint (Hall 1987).

Education and communication are well-known strategies for reducing resistance to change. A tactic which uses education and communication assumes that if employees receive all the information and get any misunderstandings cleared up, their resistance will lessen. Robbins (1991) suggests that this tactic will work provided the source of resistance is inadequate communication and management-employee relations are characterized by mutual trust and credibility.

In the past decade, change has been a way of life for registrars' and admissions' offices as our traditional functions have been updated, automated, enlarged, and replaced. The Registrar's Office at The University of North Carolina at Greensboro has experienced dramatic changes in technology, procedures, personnel, organization, and management styles over the past six years. Changes have included the move from mainframe to distributed computing; the installation of Macintosh work stations on every staff member's desk; and the automation of several major registrar's systems including registration, transcripts, and student record maintenance. Even more radical changes have included the merger of undergraduate admissions and financial aid processing with the registrar's area. Staff in the registrar's area have regularly been called on to assume new responsibilities, take on additional jobs while still performing the old ones, or accomplish old jobs with new equipment and more efficient procedures.

COMMUNICATION STRATEGIES

Broad communication strategies have been used to communicate these planned changes to the internal staff and to the external audiences—university administration, related staff outside of the registrar's office, univer-
Changes are resisted by the very people who could benefit most from the change.

Frustration was high when students lined up for several hours only to find their desired courses filled.

University faculty and students. Communication with the internal staff is necessary to solicit the most cooperation in making the systems work. Communication with external audiences is necessary to gain support from those who will use, be served by, and benefit from the new systems.

For those important changes that affect the entire campus, the registrar's office uses a variety of communication channels that include newsletters, flyers, one-on-one meetings with selected individuals, and internal and external staff meetings. One of the most successful communication channels has been the use of slide presentations incorporating photographs, graphics, and data to communicate the need for change, the details of the proposal itself, and the benefits of the proposed change. These slide presentations offer several advantages:

- Photographs convey a sense of authenticity; individuals feel more confident about the feasibility of a new procedure when they can see it working.
- Data is presented in a simple format.
- Technical information is understandable.
- Humor is sprinkled throughout presentations to maintain audience interest.
- The description is easily adapted to fit the needs of diverse audiences.
- Several staff members can be trained to present proposals when multiple presentations are needed for wide acceptance.

A SAMPLE SLIDE PRESENTATION

An example of a slide presentation that was widely used by the registrar's office is the presentation developed to introduce a new interactive registration system (IRS). The necessity of obtaining support for the system from administration, faculty, and students made it imperative that the registrar's staff communicate information to broad audiences with diverse needs. The same basic set of slides permitted the staff to assemble a professional presentation quickly for various audiences—faculty groups, administrative groups, student groups, and the Board of Trustees. For each presentation, staff members were able to individualize the presentation by emphasizing different aspects of the system to meet the needs of the particular audience.

Some of the individuals whose approval was crucial to the new registration system had never been directly involved in the current registration system. The presentation, therefore, included photographs of the "old" registration system to illustrate the need
A picture of a mock demonstration of the proposed system illustrated the personal service the new registration system would offer.

With the new system, students would leave with a copy of their new class schedule.

for change. Students were shown spending hours in lines that stretched out the door of the administration buildings and down the sidewalks. Students who had actually been through the process readily identified with these pictures of students involved in a frustrating registration process.

The presentation included precise data for members of the audience who required quantitative justification; it cited statistics regarding the number of students who were able to accomplish
Commercial companies are readily available to produce professional slides, but our office has found that we can produce almost the same quality slide for a fraction of the cost.

Diagrams offer ease in training for staff members prior to implementation of a new system.

a workable schedule and the number of students who participated in drop-and-add and late registration in order to get needed classes.

Finally, the presentation showed an actual demonstration of the new process in action, with members of the staff playing the part of students walking through a mock “new” registration. Both the “actors” and the audiences were able to visualize a successful implementation of the new procedures.

While many of our slide presentations are persuasive in nature, we also produce slide presentations as training tools to instruct staff members to use the new system. Many of our slide collections are formal visual aids complete in the carousel when we approach the presentation. In some cases, however, we show the presentations directly from the computer, projecting the image on the screen using an overhead projector and an LCD display unit connected to a Macintosh. This type of interactive presentation allows the audience to participate with the presenter and the participants to learn from each other in a high audience-involvement style.
MAKING THE SLIDE PRESENTATIONS

Commercial companies are readily available to produce professional slides, but our office has found that we can produce almost the same quality slide for a fraction of the cost. We have armed one staff member with a 35mm camera and film for making color slides. The staff member has become skilled in capturing the "critical incidents" in our office: the important events that will become pictorial documentation.

The steps we have identified to develop a simple and effective presentation are

► Make an outline of your main points.

► Using presentation software, develop bullet point formats that will become the header slides. We use Microsoft PowerPoint or Aldus Persuasion for our Macintosh machines, but similar software such as Harvard Graphics is available for IBM compatible machines.

► Use graphics liberally to break up the text or to add humor.

► In a fully darkened room, use a 35mm camera with 100 ASA film to photograph the screen displaying the desired slide. You will need a tripod or stand to keep the camera completely still during a long exposure.

► Add the action photographs you have taken of your current activities or pictures showing successful implementation of your proposal. For pictures you cannot capture yourself, scan photographs or illustrations using a color scanner and merge them into your presentation.

A few final touches can enhance the effectiveness of your presentation. A hard copy handout made from some of the slides is important for some groups. We also find that an infrared control unit enables the presenter to advance the slides without a cord while walking around the room. A laser pen used as a pointer also gives a professional touch to the presentation while it allows the presenter complete freedom to be in any part of the room.

CONCLUSION

With these simple steps, you are ready to schedule the meetings and make a winning presentation. If the computers and software are already available, the cost of your presentation is simply the cost of purchasing and developing the film, plus your time and creativity. We think the rewards are well worth the investment!

REFERENCES


Recruiting Strategies for Women's Colleges

By RONALD J. RICCI
Rutland House, Ltd.

Ronald J. Ricci, Sr. is a graduate of the M.S.A. program in business administration from St. Michael's College, and currently is a graduate student at Antioch University in Keene, NH. He also serves on the business faculty at the Community College of Vermont. Both of his daughters attend women's colleges.

Abstract

This paper suggests and examines methods for women's colleges to combat the trend of declining numbers of applicants. The research indicates that the strategies of using single-gender market niche as a means of differentiation, and parental influence as a means of promotion are effective methods for reaching and persuading prospective students. A review of strategies currently in use by a number of women's colleges indicates these important marketing methods are being underused and, in some cases, intentionally eschewed.

INTRODUCTION

Recent demographic trends have revealed a reduced pool of traditional college-age students, and the numbers are expected to decline another 9% by 1996 (The Frantic Rush ... 1990, 108). This trend is particularly troublesome for women's colleges, whose target market is approximately one-half of this diminishing pool of applicants. The number of women's colleges has dwindled from 298 in 1960, to 93 in 1990 with more considering closing or converting to coeducation in order to survive (Tifft 1990, 85).

Preference for coeducation is evident in the example of a conversion school, Goucher College in Maryland. The decision to admit men in 1986 resulted in a 66% increase in applications, only 12% of them from men (Robinson 1990, 28). And Connecticut educational consultant, Howard Greene, found seniors often turn down a first-rate, single-sex education in favor of a mediocre coed school (Salhoz 1987, 77).

A 1986 survey of high school women delineates the struggle that women's colleges face. It found that only 2% actually want to attend a single-sex institution and only 10% would even consider including one in their college search choices (Robinson 1990, 27).

FACTS WORTH BROADCASTING

Contrasting these popular perceptions are a variety of studies indicating...
unparalleled strengths of women-only institutions. The Women's College Coalition, a Washington, DC-based organization founded in 1972, finds that while women's colleges only educate approximately 2% of all female college students (Rice, et al. 1988, 222), alumnae of women's colleges comprise:

- 30% of the fifty women named by *Business Week* as rising stars in corporate America,
- 33% of the female board members of *Fortune* 1000 companies,
- 42% of the female members of Congress, and are more than twice as likely to receive doctoral degrees than graduates of coeducational institutions ("The Benefits of a Women's College").

These are examples of the wealth of positive information women's colleges can use to develop their message to prospective students. The question remains, however, as to how these colleges might effectively disseminate this information to their target markets to overcome negative perceptions and increase student interest in their institutions. Where should admissions offices of women's colleges best use their limited resources to reach and persuade an audience said to be dwindling in numbers?

**INFLUENCES ON THE COLLEGE SELECTION PROCESS**

Colleges and universities need to know how and when students decide to enroll in their programs; who and what influences them in those decisions; and what sources of information were most important in making those decisions. Without this information, marketing theorists assert, postsecondary educational institutions will be unable to shape their recruiting efforts to effectively reach the students they hope to attract and ultimately enroll (Gilmour, et al. 1981).

A study for Potsdam College asked respondents to rate the influence various people and publications had on their decision-making process. Overall the family was cited as most influential (Marshall and Delman 1984, 329).

Another 1984-85 survey conducted by John Carroll University (JCU) to analyze the reasons for matriculation or nonmatriculation of students accepted to JCU, using a multivariate logic analysis of the data, showed parental preference to be "the most important influence of the 27 characteristics measured" (Welki and Navratil 1987, 154-55).

A similar nationwide survey of 1000 seniors and their parents was conducted by the Carnegie Foundation for the Advancement of Teaching. In this survey, parents were cited by 51% of the seniors as offering the most influence in selecting a college (Carnegie Foundation for the Advancement of Teaching 1986, 31-32).

The 1987 National Association of College Admission Counselors (NACAC) National Conference opened with a convocation address by Ernest L. Boyer, who reported that his research revealed parents to be the most influential source of college information for prospective students, yet parents often felt unprepared for this role.

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Schools must choose their messages and their audiences carefully and be sure what they intend to say is what is actually being perceived.

Using the Market Niche

An increasing number of college administrators are recognizing the need to establish a niche in the college market by focusing on a segment of the total educational market and specializing in serving that segment. Jan Krukowski, head of a college consulting firm in New York, agrees: "An institution is strong only if it appeals strongly to some segment of the market, not because it appeals mildly to a wide market" (Saleh 1987, 77). These strategies should speak loudly to the women's colleges, which represent only 2% of the total college market (Rice, et al. 1988, 222). A single-sex profile distinguishes women's colleges from the other 98% of institutions of higher learning. Emphasizing that difference would firmly establish their special position.

Associate Director of the Women's College Coalition Nicole Reindorf speaks to the idea of protecting this special position when she discusses the popular strategy of women's schools admitting men to increase their enrollment. She states, "To go coed makes you one more small, nonname brand liberal arts college. Theoretically, you get twice as many students, but you trade off your market niche" (Bowen 1987, 75-6). Given these findings, it would seem that women's colleges should emphasize this single-sex characteristic, citing the facts and studies which support the advantages of single-sex education for women. Because the admissions publications sent by colleges may be the first and only knowledge readers get about an institution, schools must choose their messages and their audiences carefully and be sure what they intend to say is what is actually being perceived.

A review of the material, however, shows that in the majority of cases the single-sex profile is presented subtly if at all.

What Some Women's Colleges Are Doing Now

Mount Holyoke's 1990-91 viewbook would require almost no revision were the college to decide to convert to coeducation. Throughout the text, undergraduates are referred to as "students" until page 16 of the 45-page catalog, where the term women is used twice to describe graduates of the College. Page 19 has a two-inch by six-inch column entitled "The Women's College Advantage," which lists a few facts presumably provided by The Women's College Coalition, of which Mount Holyoke is a member (Mount Holyoke College).

Wellesley takes a conservative approach towards displaying its status as a single-sex institution, relying instead on its reputation and facilities. A 48-page viewbook, published by Wellesley's Office of Public Affairs, prefers the term "students" to "women." The issue of educating women, Wellesley's mission since its beginning, does not appear until page 31 (Wellesley).

Bryn Mawr College in Pennsylvania, another of the "seven sister" schools with a reputation for academic excellence and rigor, focuses its catalogs towards its close relationship with its brother school, Haverford College. The students at both schools can cross register for classes, and the catalog speaks of "the opportunity to work, associate, and be friends with men, both in the classroom and outside of it" (Bryn Mawr: An Application and Student Prospectus). Telephone inter-
views with admissions officers at these schools revealed mixed attitudes toward the parents' role in college choice. One school explained its strategy of not targeting parents with informational mailings: "We feel that when a student comes to our school, she is an adult, and we treat her like an adult. We do not send any of the information to the parents for that reason." In spite of this stance, the invoicing of expenses at this school is directed to the student's parents. Two other schools do not contact the parents until the student has applied and been accepted for admission.

Virginia-based Randolph-Macon Woman's College (R-MWC) does emphasize its status as a women's college both in its name and throughout its literature (Randolph-Macon Woman's College: Patterns). Yet even with this strong posture, no information regarding the college or the benefits of a women-only institution is directed to the parents. Parents do get information about R-MWC's strong financial aid program after a student expresses interest in the college.

The Admissions Office of Simmons College in Boston, which recently developed a five-year plan to strengthen its position as a women's college, reports that Simmons has recently revamped its literature to highlight the benefits of a women's college. Its newsletter, "For Women Only," which is sent to prospective students, was test marketed with high school students in the Boston area. It has also developed a pamphlet entitled "The Benefits of a Women's College," which lists 11 statistics on women's college graduates' achievements and cites five research perspectives pointing to the drawbacks for women of a coeducational learning environment. It reports, however, that this pamphlet is sent only to those students who have already expressed an interest in Simmons, and at no point is it directed to the students' parents.

Other women's colleges which were considered in this review were Barnard, Mills, Chatham, Emmanuel, Douglass, Columbia (of South Carolina), Mount Saint Mary's, Spelman, Bennett, Sweet Briar and Hollins. While their approaches towards positioning themselves as women's colleges vary to some degree, neither their literature nor interviews with their admissions staff revealed any evidence of a parent-targeting strategy in the important, early phases of the college selection process.

CONCLUSIONS

The focus of this paper has been to explore a means of increasing the number of high school women who might consider a single-sex college among their college options.

Philip Kotler recommends developing a market niche, a clear purpose which will create its own synergy. Women's colleges have such a niche, a specialized profile which sets them apart. Research also suggests the importance of parents in the early stages of a student's decision-making process. These two factors suggest a possible communication strategy. However, a review of admissions literature shows that many women's colleges are hesitant to herald their single-sex status, and that those who do are certain of pre-existing interest on the part of their readers. Further, neither the admissions literature nor practices of these schools reveal a parent-targeting strategy.

Women's colleges must recognize their special position in the world of academics. As members of the Women's College Coalition, the
Educating parents early in the college search process about the benefits, achievements, and strengths of women's colleges could be an effective means of dispelling any misconceptions about single-sex campuses.

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Young Women Who Entered College Early: A Follow-Up Report

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Abstract

Many studies have documented the academic success of early college entrants, but concerns persist that acceleration could be an emotionally stressful experience in some college environments. This article describes a follow-up survey of 16 young women who entered a residential early college entrance program at ages 13 to 17. Although almost all of the young women reported that early college entrance was a valuable and stimulating academic experience, they also described considerable emotional distress during their college years.

INTRODUCTION

Many studies document the academic success of early college entrants (Brody and Stanley 1991; Brody, Lupkowski, and Stanley 1988; Eisenberg and George 1979; Janos and Robinson 1985; Stanley and Benbow 1983; Stanley 1985). Highly capable young adolescents who choose to accelerate their college entrance typically attain excellent grades, win academic honors, graduate early, and often go on to pursue advanced graduate studies (Brody and Stanley 1991, Stanley and McGill 1986).

Although the academic benefits of early college entrance are well established, the effects on social and emotional adjustment are less clear (Shore, Cornell, Robinson, and Ward 1991). Many of the studies which reported no evidence of problems among early college entrants used inadequate measures of psychological adjustment or failed to include program dropouts (Cornell, Callahan, Bassin, and Ramsay 1991). Two more recent, prospective studies examining changes of early college entrants during their first year of study found somewhat conflicting results. Cornell, Callahan, and Loyd (1991b) found that accelerants underwent positive changes indicative of personality growth during their first year in college, but Lupkowski, Whitmee, and Ramsay (1992) found that their group of accelerants showed a slight decline in self-esteem. Several studies have recognized the variability
of student adjustment to early college entrance (Janos, Sanfilippo, and Robinson 1986; Lupkowski, Whitmore, and Ramsay 1992) and pointed out the importance of transition programs in facilitating early entrant adjustment to the college environment (Janos et al. 1988).

A research team at the University of Virginia has studied the adjustment of a group of female early college entrants since 1987 (Cornell, Callahan, and Loyd 1991a, 1991b). These students entered a program which is unique because it is a residential program in a small liberal arts college for women. (The college wishes the identity of the program to remain confidential.) Cornell, Callahan, and Loyd (1991a) reported a wide range of psychological adjustment within their group of female early college entrants. During a one-year period, approximately 25% of the sample of 44 students were referred for mental health treatment, approximately 30% dropped out of the program for stress-related reasons, and more than one-half of the students were described by program staff as experiencing some degree of depression. In subsequent years the program attempted to improve admission policies and modify its procedures for supervising and counseling its young entrants.

PROGRAM DESCRIPTION

This early college entrance program has been described in previous reports (Cornell, Callahan, and Loyd 1991a, 1991b). In brief, it is a residential program offered in a small liberal arts college for female students. In past years, students typically were 13 to 16 years old at the time of admission, although in recent years most students have been at least 15 years old. Students are selected for the program based on a review of an application including school transcripts, SAT scores, letters of recommendation, and essays written by parents and students. Students and parents are interviewed by the program staff. The program does not use specific SAT cut-off scores or grade point averages to select students; each student is evaluated on a case-by-case basis. The average combined SAT score for entering classes has ranged from 950 to 1060.

Students selected for the program typically score above the 90th percentile on standardized achievement tests and have records of high grades in gifted classes. Particular emphasis is given to students with high motivation and a sense of purpose. Often these students expressed considerable frustration in their previous school programs and a strong desire to accelerate their education.

During the first year in the program students complete any remaining high school coursework at an accelerated pace and then begin taking college-level courses. The program was originally designed to be completed in five years, but over time has become a four-year program. Early college entrants reside together in a building exclusively for program students during their first two years on campus, move into the supervised wing of a regular college residence hall for their third year, and then spend their fourth year in a traditional residence hall.

THE FOLLOW-UP SURVEY

The researchers surveyed early college entrants after the students left the college, because of either graduation or a decision to leave the program. In addition, the students were assured that their identities would remain confidential and would not be disclosed to the program staff. Under these circumstances, the students provided much

Although the academic benefits of early college entrance are well established, the effects on social and emotional adjustment are less clear.
The students wrote detailed, often impassioned responses to the open-ended question on the survey. Their comments conveyed the quality of their experiences in a manner that would have been lost in a purely quantitative analysis.

The survey was mailed to 37 former students of the early college entrance program. The survey excluded two students who left the program during their first year and two more who had previously declined to participate in research. One former student was not contacted at the request of the program staff. Several students had outdated addresses and could not be contacted. A total of 16 students (43% of those surveyed) returned surveys. Although the program had input into the construction of the survey, it was carried out as an independent assessment of student experiences. To protect subject confidentiality, specific subject information was not reported. In addition, written comments on the survey were edited to omit identifying information. A summary of survey questions and tabulated responses is reported in the appendix.

ACADEMIC SUCCESS OF SURVEY RESPONDENTS

At the time of the survey, the students were approximately four to six years beyond their entrance date into the program (students entered at different times). The former students ranged in age from 17 to 21 years (median and modal age 19) at the time they returned the surveys. Seven of the students graduated from the college with a bachelor’s degree, eight transferred to another college or university, and only one student took a job without continuing her education. Five of the students were in graduate or professional schools, while several others indicated plans to continue their education when they completed their undergraduate degree. The students clearly attained considerable educational advancement beyond the traditional expectations for others their age.

All but two students reported receiving awards, honors, or other special recognition since enrolling in the early entrance program. The average number of awards per student was 4.0. The most frequently mentioned awards were election to Phi Beta Kappa or similar academic honoraries, graduating with honors, receiving scholarships, winning leadership awards, or being elected to office in student clubs or organizations. In addition, five students reported membership on varsity athletic teams.

There were no significant differences between survey respondents and non-respondents in age, IQ, or measures of self-concept obtained from the Self-Perception Profile for Adolescents (Harter 1986), using data which were described in a previous report (Cornell, Callahan, and Loyd 1991a).

FINDINGS OF THE SURVEY

Reasons for Leaving the Program

The nine students who left the program before graduation gave a variety of reasons for their departure, including unmet academic needs (8 students), dissatisfaction with nonacademic aspects of the program (8), financial problems (4), and previous plans to transfer elsewhere (3). All but one indicated that the college did not offer the kind of academic program...
they desired. Survey comments indicated that several girls wanted to pursue scientific or engineering fields, but they felt that the small liberal arts college did not offer adequate training. Four students expressed interest in a more rigorous academic program. Some students commented: “I left for a more technical school,” “I wanted the chance to do research and participate in a more stimulating environment,” and “The college does not have a strong academic reputation.”

The young women also indicated that they were dissatisfied with the nonacademic aspects of their program. Only one student stated specifically that she missed the social activities she had experienced in high school. Most of the students who transferred from the program bluntly criticized the program’s dormitory staff and supervisory policies: “I resented these ‘strange people’ telling me what to do as substitutes for my parents,” “The program was really quite restrictive—generally because one or two misbehaved. I also disliked the pettiness and favoritism shown by the staff and never felt that the residential staff was appropriate,” “I felt that many program requirements were not appropriate and yet we the students had no grounds to protest for fear of disfavor with the directors.” Another student wrote of her repeated conflicts with her adult supervisors: “The overwhelming message I got from the staff was that I was somehow inadequate.” In contrast, one student expressed loneliness about separation from her family: “I missed my family and was very homesick.”

Valuable Aspects of the Experience

Students were asked, “In what ways was your experience in the [early entrance] program valuable?” The most common theme expressed by the students was the opportunity to pursue more challenging or stimulating academic work. Many made statements like “For the first time I was not bored in school and actually enjoyed it” and “I was academically challenged, finally.” Students praised the nontraditional aspects of their studies. One student summarized this view well:

The best thing about my academic experiences was the freedom we had. We did all kinds of crazy, off-the-wall projects and were encouraged to be creative. . . . we learned to take chances and think of things in unconventional ways. We were taught how to think.

Several students remarked on the high quality of their teachers, describing them as mentors and persons who challenged them to think from different perspectives.

Almost all of the students noted the importance of their peer group; as one stated succinctly, “It was important for me to meet other bright girls and learn that it was okay to be smart and that we could be normal.” Another girl commented, “[the program] taught me what friends were, how friendship works, and that I was lovable, worthwhile, and even valued.” Still another emphasized, “The relationships with the other girls in my class were very important . . . I think we were all especially close and there was always an ‘all for one and one for all’ feeling. I also enjoyed helping the younger girls by serving as a big sister.”

In addition to academics and peer relations, the students identified their increased independence and self-confidence as benefits of the program. “I was able to establish independence and do some self-exploration.” “I gained independence from my family.” “The program increased my ability to see new options and my con-
As one student stated, “As much fun as I found [the program], I often found it terribly stressful, too. We used to joke that it was like living in a pressure cooker. Most of us were used to being the best, and suddenly we weren’t.”

Program Stresses

Despite their clear praise for many positive aspects of the early college experience, students also identified many stressful aspects of the program. As one student stated, “As much fun as I found [the program], I often found it terribly stressful, too. We used to joke that it was like living in a pressure cooker. Most of us were used to being the best, and suddenly we weren’t.” Another student explained, “Academically I felt much pressure to compete with my classmates. Although I was getting A’s, I did not feel that they were good enough due to criticisms from professors that I wasn’t brilliant.”

However, more students complained of interpersonal difficulties with staff members or peers as sources of stress rather than academic difficulties. Several students made direct references to the dormitory staff, who functioned as surrogate parents. “My greatest problems came with the staff. I felt restricted and stifled at times.” “I didn’t get along with the staff. Some of this was my fault, some theirs. I resented the close supervision, I felt stifled.” The students also criticized the way that staff members dealt with the interpersonal stress and personal problems which arose in the group living situation. One student gave a lengthy, vivid description of her experiences, which can only be summarized here:

I think the root of my stressful experience resulted from the emotional confusion I felt. Although I was perfectly capable of doing college-level work, emotionally most if not all of us were still teenagers. I found dorm life very stressful. We had weekly meetings which were always very long and very emotional. I felt pressured to show deep emotions toward my classmates when I did not necessarily feel close to them. We also had students with many problems. One girl locked herself in her room one night, . . . and threatened to slash her wrists. That was frightening and disturbing to me. Although it was one of our nonnegotiable rules not to harm ourselves, the girl was allowed to stay, even though some upsetting incidents preceded and followed this particular one.

Would They Choose the Program Again?

Students were asked, “Would you choose the program again?” and “Would you recommend it to others?” Among the twelve students who responded to this question (four left it blank), there was a wide range of responses, with most respondents offering equivocal or qualified answers. Students expressed concerns that the program had undergone significant changes which made it hard for them to judge whether they would choose the program again. While some students referred to changes they actually observed in the program, others made their assessment based on accounts from other students still in the program. Even students who indicated they would choose the program again nevertheless expressed reservations about recommending it to others.

One student said simply, “Yes I would (choose the program again) because I grew up a lot. I would never trade that; it’s made me who I am. And I like myself, mostly.” Another student said, “Yes, believe it or not! I would do it again given the opportunity. The people I met and the experiences I had...
were invaluable. However, I don’t know how many people I would recommend it to . . . It definitely is not for everyone, many people stayed there when they really should have been somewhere else.” Another student voiced a equal willingness to choose the program, as well as similar reservations about recommending it to others:

Yes, I would choose the program again, without question. My recommendation to others is very conditional—If you are self-motivated and can handle the academic competition, you may do well there. Also you must be able to stand alone and deal with people 4+ years older than yourself. I have recommended it to several people—I have also recommended that several people not (apply). For those people it is right for, the program is a godsend, but if the program is not appropriate for you, your life there could be a living hell.

Other students expressed concerns about program changes:

I would choose the program again without hesitation, assuming the program was the same as when I entered. I’m not too sure what I would do if I were entering now . . . . Since there have been so many changes, I don’t think that I could recommend the program to other girls and that’s very painful for me to say. A second student stated:

Would I choose the program again? I don’t know. I think it was the right choice [for me] to have made then; I don’t regret going. However, I don’t think I would/could make it through the program as it is now.

The students who expressed reluctance or unwillingness to attend the program again made little reference to the academic demands of early college entrance; instead, they emphasized concerns about the program’s implementation and the psychological stresses they experienced.

The program is a good idea, but in practice it falls very short of its goals. The program seemed to perpetuate and even instigate serious emotional problems. I couldn’t tell you why that is, but maybe you should find out in one of these surveys how many students are or were suicidal, how many are in for counseling. I still think the program is a great idea, but it wasn’t implemented well.

Another student expressed similar concerns:

Would I attend the program again? No. It was too much money, too stressful, and did not achieve my expectations of it. Rather than leaving the program a self-assured, confident young woman, I left the program with little confidence, a nervous stomach, psychiatric problems, and very little knowledge about anything. I do not recommend the current program to others although I might recommend the program once it has matured.

SUMMARY

Overall Program Experience

The students gave generally favorable ratings on five structured questions summarizing their reactions to the program. As detailed in the appendix, all but three students agreed with the statement, “Overall, I was satisfied with my experience in the program.” All but one of the students agreed that she benefitted from the academic pro-

“Rather than leaving the program a self-assured, confident young woman, I left the program with little confidence, a nervous stomach, psychiatric problems, and very little knowledge about anything.”

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Even those students who were pleased with the program and would choose it again acknowledged that it was a stressful experience.

Overall Conclusions

Perhaps the most striking results of this study were the mixed reactions students expressed about the early college entrance program and their identification of some highly stressful aspects of their college experience. Concerns about the program were not confined to one or two discontented students; most students expressed ambivalent feelings about the program. Even those students who were pleased with the program and would choose it again acknowledged that it was a stressful experience.

On the positive side, most students expressed very favorable views of the opportunity to begin college-level work, despite some complaints about academic competition. It seems inevitable that most students will experience the pressure of academic competition, and will face the realization that they are no longer the best and brightest student in their peer group, whether they entered college early or began at the traditional age.

The academic benefits for many students were clear. Approximately half of the study respondents had completed their undergraduate education through the program and were pursuing advanced studies. Others had transferred to different colleges. Nearly all students were satisfied with their current educational status. The students also reported receiving a number of academic awards and other honors. One criticism students expressed was that the small college did not offer the kinds of academic programs they wished to pursue, and therefore they chose to transfer to larger institutions.

Students also expressed very positive feelings about the close friendships they formed in the program and their opportunity to associate with a peer group of capable young women. They felt that they matured considerably, and with a few exceptions, they felt that they gained self-confidence and independence during their years in the program. This seems to be a particularly important benefit of the program experience, since many of these young women felt that, because of their gender, they were discouraged from pursuing their academic aspirations.

The major complaints that students voiced about their early college entrance experience concerned the way the program was implemented, and in particular the supervision and surrogate parenting provided in the residence hall. Some of the difficulties between students and staff members might be attributable to the ordinary developmental conflicts between adolescents and authority figures that emerge as adolescents seek greater independence and autonomy from adult supervision. Perhaps these conflicts were exacerbated because these adolescents had to accept the authority of parent surrogates with whom they had no prior relationship. Nevertheless, some of the adolescents reported quite serious emotional difficulties, and others reported being highly distressed by the difficulties they observed in their peers.

Survey Limitations

The results of this survey must be interpreted with caution. The design
of a nonexperimental and descriptive study does not permit causal conclusions about the link between the early college entrance and the socioemotional difficulties the students described. Like studies of other early college entrance programs, this study does not demonstrate that accelerated college study is the cause of either student successes or difficulties. Such conclusions should be based on accumulated evidence from a series of studies, with larger samples and longitudinal designs that control for the many factors that influence educational and socioemotional outcomes.

It should be noted that the previous literature contains many case studies and follow-up reports citing positive student outcomes and almost no negative outcomes. Positive findings are welcome in the search for effective educational programs, but there are methodological barriers to the detection of negative outcomes which must be acknowledged. Early college entrants with positive experiences may be more willing to serve as case study subjects than students with negative experiences. A more subtle bias may occur when the program staff conduct their own follow-up studies. Even if the program staff are completely objective in their approach, students may be reluctant to express criticisms or report negative reactions when they are contacted. Researchers must be particularly diligent in searching for negative outcomes in early college entrance and such reports should be made available for study and analysis.

In the present study, at least one student declined to participate in the study because of an unwillingness to have any further association with the early college entrance program, even though she was reassured that the project results would be confidential and not shared with the program staff.

Nevertheless, it should be noted that many of the students did not reply to the survey, and conceivably these students could have had much more positive reports about their experiences. However, even assuming that all of the nonrespondents were entirely satisfied with the program, it is clear that some students found it to be a highly stressful experience, and that students expressed varying degrees of reluctance to choose the program again. In light of the relative difficulty in detecting negative reactions to early college entrance, and the preponderance of positive reports in the literature, it was deemed important to present these survey results in order to document that some early college entrants do find the experience stressful.

It should be noted that the college has taken steps to improve the program’s admission procedures, staff supervision and residence hall policies, and its educational philosophy and goals. In many respects the current program has evolved considerably from its original format, although it continues to be a residential early college entrance program for adolescent females. The present survey might well be administered to subsequent students in the program. The positive effect of subsequent program changes on the experiences of future students in the program might indicate useful ways to improve other early college entrance programs.

As in all studies of individual college entrance programs, including studies of the well established program at the University of Washington (Janos, Robinson, and Lunneborg 1989) and the more recent program at the Texas Academy of Mathematics and Science (Lupkowski, Whitmore, and Ramsay 1992), one must be cautious in generalizing either positive or negative findings to all forms of early college entrance.

One must be cautious in generalizing either positive or negative findings to all forms of early college entrance. Certainly there must be structural differences among programs which influence the quality of student experiences and their socioemotional adjustment.
colleges and, certainly there must
be structural and operational differ­
ces among programs which influ­
ence the quality of student experi­
ces and their socioemotional adjust­
ment. One obvious hypothesis for fu­ture study is that residential programs
are inherently more stressful for young
adolescents. Even if students have the
academic capability to undertake col­
lege entrance, the difficulties posed by
careful separation from family and the
need to adapt to a group living situ­
ation may be considerable, and, in
some cases, insurmountable. It is note­
worthy that students in the University
of Washington program typically live
at home and do not move onto campus
until they have been in college for sev­
eral years (Janos et al. 1988).

Why did this survey result in a more
mixed appraisal of the early college
entrance experience than previous studies? Some methodological factors
should be considered. This survey was
confidential, it was undertaken by re­
searchers independent of the program
staff, and it was administered to stu­
dents after they had already departed
from the program. In addition, stu­
dents who left the program prior to
graduation were included in the sur­
vey. Future studies of other early col­
gee entrance programs might make use of these procedures in order to
clarify whether their students express
similar concerns, and make use of such
feedback for program evaluation and
improvement.

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AUTHOR’S NOTES

I express my gratitude to the students
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laborated on previous reports from this
project. I appreciate the cooperation of the
staff and administrators of the early college
entrance program. I am not a staff mem­
ber of the early college entrance program. I
believe that early college entrance in prin­
ciple is a viable and effective educational
option for appropriately selected and
highly capable youth.

Address correspondence concerning
this article to Dewey G. Cornell, Ph.D., 405
Emmet Street, School of Education, Univer­
sity of Virginia, Charlottesville, Virginia
22903-2495.

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APPENDIX
TEXT AND TABULATION OF FOLLOW-UP SURVEY

All information you provide is confidential and will be used only for research purposes. Your personal responses will not be disclosed to the [name of program] program staff or anyone other than members of the research team.

**When did you leave the program?**

Month ___________________________ Year ___________________________

**How did you leave the program?**

- 1. Graduated from program college
- 2. Transferred to another college or university
- 3. Transferred to high school
- 4. Other

If you left the program before graduating from the program college, what were the reasons you left? Check all reasons that apply to you. Write in any additional reasons we did not list.

- 1. The college did not offer the kind of academic program I wanted.
- 2. I left the program because I planned from the beginning to finish my undergraduate education elsewhere.
- 3. I was not satisfied with non-academic aspects of the program (e.g., social life, residence hall policies or rules)
- 4. I left because I could not afford the program.
- 5. I had difficulty doing the academic work required in the program.
- 6. I left for personal reasons which did not have anything to do with the program or the college.
- 7. Other

Please give a brief explanation of your reasons for leaving. For example, describe what kind of academic program you wanted or what kinds of difficulties you encountered at the program. Attach additional pages if necessary.

**What have you done since leaving the program?** Check all that apply.

- 1. I am attending high school and expect to graduate in Year ___________________________
- 2. I am attending (college/univ.) and majoring in (describe position) Year ___________________________
- 3. I graduated from (college/univ.) with a (describe position) degree and a major in ___________________________
- 4. I am attending (grad./professional school) studying ___________________________
- 5. I have started my career in (describe position) ___________________________
- 6. Other

Are you satisfied with your current education/career status? (Are you doing what you want to be doing?) (13 yes, 1 no, 2 no reply)

Please list any awards, honors, or special recognition you have received, starting with your enrollment in the program. Give approximate dates. (Number of awards listed by each respondent: 0, 1, 2, 2, 2, 2, 2, 2, 3, 4, 4, 4, 4, 5, 6, 7, 7, 7, 11, 17, 19)

**Overall, I was satisfied with my experience at the program.**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>8</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

I benefitted from the program's academic program.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>7</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Overall, the program staff supported and cared about me (3 left item blank).

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>6</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

I became more mature and responsible as a result of attending the program (1 left item blank).

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

I missed out on important social experiences by attending the program.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

Here are some optional questions. Answer them on a separate page. Write as much or as little as you like.

1. In what ways was your experience in the program valuable?
2. In what ways was your experience in the program stressful?
3. Would you choose the program again? Would you recommend it to others? Why or why not?
4. What else should we know about how the program affected you?
The New SAT

By JOHN W. YOUNG
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John W. Young has a B.A. from New York University, and Ed.M. from Harvard, and an M.S. and Ph.D. from Stanford. A psychometrician by training, his research publications focus on the validity of the SAT for different groups of examinees.

Abstract

The College Board has announced revisions to the Scholastic Aptitude Test; the first administration of the new version of the test was in March 1994. This article provides some historical background on the SAT, compares the format of the old and the new versions of the test, and discusses the implications of the new SAT for students and admissions personnel.

INTRODUCTION

In 1990 The College Board and the Educational Testing Service (ETS) announced plans to revise the existing Scholastic Aptitude Test (SAT) and to begin administration of the new version in the spring of 1994. The SAT is the most well known and most widely used standardized admissions test in the world; last year, more than 1.1 million students took the test. As a College Board (1978) publication states, the SAT is intended to “supplement the secondary school record and other relevant information about the student in assessing competence for college work” (p. 48).

This article describes the changes that have been made to the test and the resulting implications for students and admissions officers. Many of these changes reflect recent trends in American education including the redirected focus on higher order cognitive skills, the general dissatisfaction with tests that rely exclusively on multiple choice items, and the need for assessments that are informative not only for selection but also for placement.

The SAT has been revised a number of times since it was first administered in 1926. Its unnamed predecessor was given as early as 1901 and consisted entirely of essays in specific subject areas. In contrast, the first SAT consisted mostly of multiple-choice items and was not aligned with any specific secondary school curriculum. This version of the SAT was a one-section test and yielded a single score for an examinee. Three years later, in 1929, the SAT was divided into its present Verbal and Mathematical sections. The familiar score scale for the
SAT of 200 to 800 was first introduced in 1941. In 1952 the types of items currently used in the Verbal section were established; this section is comprised of analogies, antonyms, reading comprehension questions, and sentence-completion questions. In 1974 the present format for the Mathematical section was developed with the first use of regular mathematics questions and quantitative comparison items. Also in that year, the Test of Standard Written English (TSWE) was added to the SAT and is scored apart from the Verbal and Mathematical sections (College Board 1991).

The Achievement Tests are tests in specific subject areas and were first administered in 1937. These tests evolved from the original exams which eventually became the SAT. Along with the SAT, these tests are known collectively as the College Board's Admissions Testing Program (Angoff 1971).

**FORMAT AND CONTENT OF THE PRESENT TEST**

The current version of the SAT is a three-hour exam divided into six subsections of 30 minutes each: two Verbal subsections, two Mathematical subsections, the TSWE, and one pre-operational (also known as an experimental) subsection. All of the items are either four- or five-option multiple choice questions that are objectively scored by machine. The Verbal section is composed of 85 items broken down into 20 analogies, 25 antonyms, 25 reading comprehension questions (with each reading passage having from three to six related questions), and 15 sentence-completion questions. The Mathematical section consists of 60 items: 20 quantitative comparisons (the only items with four options) and 40 regular mathematics questions. The TSWE contains 50 questions and is scored on a scale from 20 to 60+. The pre-operational section may be either Verbal or Mathematical and is used to test new items for future use.

The Achievement Tests are one-hour exams in specific subject areas; at the present time, there are 18 different tests. Most of the Achievement Tests are available at test centers nationally; the exceptions are the foreign language tests with listening comprehension which can only be taken at participating high schools and require separate registration.

**FORMAT AND CONTENT OF THE NEW SAT**

In 1990 the College Board's Commission on New Possibilities for the Admissions Testing Program recommended that the Board "adapt its tests so that they assess a greater variety of skills and knowledge and thereby serve a wider range of needs" (College Board 1993, p. 1). The goal was to develop a new set of tests that would be useful beyond the original purpose of the SAT as a predictor of academic performance in the first year of college and to provide a broader assessment of a student's abilities that could be used for course placement and program planning. In accordance with this goal, the SAT was renamed the Scholastic Assessment Tests. The Verbal and Mathematical sections are now known as SAT-I: Reasoning Tests, while the Achievement Tests have been replaced by SAT-II: Subject Tests.

The revised version of the SAT was given for the first time in March 1994. The test remains a three-hour exam but the TSWE has been deleted. The Verbal and Mathematical sections each include two subsections of 30 minutes each and one of 15 minutes.
The revised SAT attempts to place greater emphasis on the higher level thinking skills that students will likely need in order to complete college work successfully.

In addition, there is one pre-operational subsection of 30 minutes in duration. Most of the items remain as multiple choice questions; however, one Mathematical subsection that requires student-produced responses has been added. The Verbal section is composed of 78 items divided among 19 analogies, 40 critical reading questions, and 19 sentence-completion questions. The Mathematical section consists of 15 quantitative comparisons, 35 regular mathematics questions, and 10 student-produced responses to questions. The pre-operational subsection will still be used to pretest future Verbal or Mathematical questions.

Major revisions to the Verbal section include the elimination of antonyms as an item type because other methods of measuring vocabulary in context were considered more effective. A new format for assessing reading comprehension using double passages that present two different viewpoints on the same or related topics appears for the first time. In addition, reading passages are longer (of up to 850 words in length) than ones previously used and are prefaced by introductory remarks about the passage. These changes reflect a trend in the field of reading to the use of more naturally occurring passages for measuring critical reading skills. On the Mathematical section, two major changes have been implemented: the use of calculators is permitted (but not required) and the addition of a new item type that requires students to produce and to fill in their own answers on a special grid section on the answer sheet. Both of these changes reflect the increased emphasis on teaching mathematics to applying concepts and interpreting data.

The new SAT-II tests, like the Achievement tests, are each one hour long and are being slowly phased in over a period of several years. The first of these is the Mathematics Level IIC exam which requires a scientific calculator and has been given since June 1991; the former Mathematics Level II test was last administered in January 1994. Several foreign language tests including French, German, Japanese, and Spanish that contain a listening comprehension component are presently available; a new test in Chinese became available in April 1994. The English Composition Tests (both versions) will be replaced in May 1994 with SAT-II comprised of writing that will include multiple-choice items (which are allotted 40 minutes) and a holistically scored writing sample (20 minutes).

Students will have greater flexibility with regard to registering for the subject tests since they can change their minds on the day of the test and select any test offered. In addition, with the new Score Choice option, students can review their results on the subject tests before deciding whether to send them to institutions. In addition, with SAT-II: Writing, students can have copies of their essays sent to high schools or colleges.

THE IMPLICATIONS FOR STUDENTS

The revised SAT attempts to place greater emphasis on the higher level thinking skills that students will likely need in order to complete college work successfully. For example, the use of antonyms as an item type often led students to use the strategy of memorizing lists of vocabulary words; in contrast, the use of longer and more complex reading passages assesses the ability to read critically and in a discriminating fashion. In addition, a larger proportion (approximately 50%) of the
Verbal section is devoted to reading passages. On the Mathematical section, the use of student-produced responses means that, for those questions, eliminating incorrect options and/or guessing will no longer be adequate. Allowing the use of calculators means that the new SAT will place more emphasis on mathematical understanding and less on computation. On both sections of the test, more time per question has been allocated to account for the greater cognitive demands of the test.

The costs to students taking the SAT have been reconfigured: there is a basic registration and reporting fee of $12 for either SAT-I or SAT-II. The test fee for SAT-I is $8; students may take up to three SAT-II subject tests at each administration and pay for the actual number of tests taken (at $4 each). It is anticipated that because of the increased costs associated with the scoring of SAT-II: Writing and the planned revision of several of the other subject tests, fees will rise over the next several years.

**THE IMPLICATIONS FOR ADMISSIONS OFFICERS**

For professionals using SAT scores for selection, the revised version of the test incorporates several positive changes. The content of the test places greater emphasis on the kinds of reasoning skills that are considered important for academic success in college. The use of more challenging reading material and items requiring student-produced responses is more representative of the types of problem solving that students will encounter. In that sense, the test should be a more valid predictor of a student's ability to handle the cognitive demands of college. As for the use of SAT-I and SAT-II for placement into courses and programs, each college or university will have to determine if the new test scores are valid for that purpose.

In terms of comparability between the old and revised version of the SAT, a new score scale will be established in the near future, probably within a year, and scores from old versions of the SAT will be translated to scores on the new scale. Normative information based on the performance of students on SAT-I will be used to establish the new scale. SAT-I has been extensively pretested with large numbers of students and it is unlikely that an individual's scores will change significantly due solely to the changes in the test.

SAT-I: Reasoning Test has much in common with its predecessor, but in general, the changes that have been instituted should produce a test that is more valid and useful for admissions at many institutions across the country.

**REFERENCES**


Provisioning Students With Critical Academic Planning Assistance Using Academic Information Management: A Remote Access Program

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Abstract

Achieving a delicate balance between using technology and providing people-oriented services is a constant challenge to student academic support units on campus. Certainly technology relieves clerical burdens and enables people to be more student-centered and better able to satisfy the mission of college student services. Just as important, timing or delivery of academic planning information is critical to students, faculty, and professional advisors. Thus the ideal blend uses machines to provide the timely distribution of information and allows academic support/services personnel to assist students individually beyond the routine. Academic Information Management (AIM), described in this paper, embodies the following three elements: 1) providing students with critical academic planning information when they need it, 2) assessing and providing access to student academic information for the academic community, and 3) freeing people to individualise services. In short, AIM's purpose is to distribute academic planning information effectively to student and faculty colleagues.

AIM's Development and Precursors

For several years at BYU, students (via paper) and faculty/professional advisors (via terminal) have received an Advisement by Computer (ABC) report each semester. Generally, these reports are made available at the beginning of the semester to 1) verify current registration and 2) provide academic planning information for a subsequent semester. The ABC report, implemented in 1979, gives students and advisors access to current curriculum degree requirements.

Advisement by Computer (ABC)

The ABC system gives the user immediate and direct access to curriculum degree requirements and student academic records. The user can generate an individual progress report on request. When the student's name or social security number is entered, the
computer program locates the student's academic record, matches it with the degree requirements for the semester the student officially entered the degree program, and displays the results on the terminal screen in two to three seconds. If a hard-copy record is desired, the request is entered in the computer and the report is printed immediately.

The format and features of the ABC report are divided into the following three sections: 1) university graduation requirements, 2) major requirements, and 3) current enrollment and unofficial transcript. Each of these sections is described below.

University Graduation Requirements
This section contains biographical information (the student's name, address, college, major, and expected graduation date) and university graduation requirements (including general education requirements). In addition to listing the number and hours of required classes and the classes completed, this portion indicates remaining deficiencies and lists current classes that will fill them.

Major Requirements
This section lists the requirements for the student's declared major. It contains biographical information (including the term in which the student declared his or her major) and the requirements of the major (grouped in a logical sequence recommended by the department). The required courses are listed on the left, followed by what classes were used to complete the requirements, the grade received, and the number of credit hours for each class. If the department has authorized waivers, substitutions, or transfer equivalencies, these are also shown. Text information may be added to the course groups or placed at the top of this section. The address and phone number of the college advisement center as well as the name of the assigned faculty advisor are always included as the last entry of this section.

Current Enrollment and Unofficial Transcript
This section is divided into two parts: 1) current enrollment and 2) an unofficial transcript. The current enrollment serves as verification of the student's registration, listing the class title, section number, and credit hours for each class. The unofficial transcript lists all courses the student has completed at BYU or elsewhere. A semester GPA is given for each semester completed at BYU, as well as a summary of credits listing overall GPA and BYU GPA.

Summary of Features
The computer-assisted advisement report:

- States graduation requirements and tracks course completion and deficiencies.
- Categorizes requirements within the major (college, department, major, and emphasis).
- Individually tailors and tracks an approved degree program.
- Tracks major requirements in groups by class, semester hours, and various combinations.
- Shows narrative information as needed.
- Includes all institutional, transfer, and other credit such as AP, CLEP, or military.
- Tracks changes in major requirements as often as every semester.
ADVISEMENT BY COMPUTER

In summary, the advisement-by-computer (ABC) report provides various advantages for the student, advisor, and institution:

The Student Gains

- maintains each student's major requirements based on the date of entry into the major.
- shows substitution courses, waivers, and transfer equivalencies.
- applies current enrollment to graduation requirements.
- indicates courses that have been repeated.
- distinguishes between acceptable and unacceptable grades.

Touchtone Telephone Registration

Another aspect of AIM's development includes BYU's touch-tone telephone (TTT) registration system, implemented in 1984. TTT registration continues to be a very successful program because 1) almost everyone in the country has access to a TTT and 2) TTT gives simple, direct access to the university's registration system. It has proven to be very popular, but is limited to the telephone keypad.

A few years ago, we developed a series of TTT programs like those available in terminal process (TP) form for financial aid, admissions, and advisement. We disbanded our work because it became obvious that the interaction between user and machine was much too cumbersome. We literally developed pages of instructions and TTT dialogue that guided the user through such programs as fulfillment of general education requirements, address/phone change, grades and BYU credit, and major shopping.

Both technologies—ABC reports and TTT registration—have played a critical role in the development of student information management. Their success contributed to the expansion and accessibility of information in a new and combined program known on our campus as Academic Information Management (AIM). It was a natural evolution. Perhaps it would have been possible to develop AIM initially or essentially bypass these earlier developments. However, previous experience and critical work already in place paved the way for a smooth and successful transition to a new dimension of delivering student academic planning information. Clearly, what we know about student information systems in 1993 is very different from what it was in 1978!

College Advisement Centers (CAC)

College Advisement Centers (CAC), like the ABC and TTT, also became an important forerunner to the successful implementation of AIM. Advisors are usually the first and most consistent contact between students and the institution. Within the advisor's office, students and the system often meet face-to-face. Here is where advisement center personnel encourage students to experiment with AIM and finally integrate this new program into the advisement system.

Since CACs play an integral and collaborative role with BYU's current programs in TTT and ABC, it was only natural that they should intertwine with AIM. In developing AIM, advisors uniquely positioned to represent the institution to the student, as well as represent the student to the institution, became a critical sounding board. Because CACs profoundly influence the success of technical programs like AIM, it may be helpful to outline their role in the institution. The personnel who staff these CACs maintain the delicate balance between using technology and providing people-oriented services.

The CAC is an academic information resource for students. The center maintains up-to-date records of all students in the college, provides informa-
tion on its academic programs, and distributes administrative forms for adding and dropping classes or changing a major. Every center maintains computer access to a variety of student information, including new student admissions profiles, ACT data, transfer equivalencies, up-to-date academic records, and degree audit reports. In general, the CAC is a place where a student can receive on-line information from someone who has been trained in advisement data.

University Advising Core

The centralized-coordinated/decentralized-operated organization of academic advisement in the university is administered by the Office of Academic Advisement. It ensures a campus-wide quality program, while it allows colleges to address the unique advising needs of students. Each CAC provides the following standard university advising functions:

- **Academic advising for the college.** CAC personnel, available daily between 8:00 a.m. and 5:00 p.m., provide services either by appointment or on a drop-in basis.
- **Advising file.** Each CAC has access to on-line student data (ABC report, high school data, registration/scheduling screens, transcripts and transfers data).
- **Evaluation of transfer credit.** CACs assist in the evaluation of new and unique transfer credit from institutions.
- **New student orientation.** Each CAC supervisor plans and coordinates the college's new student orientation program in conjunction with the overall university program.
- **Degree profiles.** Each CAC maintains and publishes degree requirement profiles for each major or emphasis within the college.
- **Faculty advising.** CACs coordinate, with department chairs, the assignment of faculty advisors to students.
- **Registration assistance.** CAC personnel provide registration assistance and advice to currently enrolled students within their college and to new incoming students.
- **Graduation clearance.** Working closely with the Office of Graduation Evaluation, CACs review all potential candidates for graduation. CAC personnel work closely with department chairs to clear a student's completion of major requirements.
- **Referrals and appointments.** Those student questions that cannot be addressed by a CAC or by CEC personnel collaborating with other faculty are referred to the appropriate service.
- **Academic assistance seminars.** CACs coordinate a variety of seminars relevant to the interest and academic needs of the students and the college.

In summary, CACs provide personalized advising services by helping students plan an educational program that is consistent with students' interests, abilities, and academic goals.

**THE FIRST-YEAR EXPERIMENT**

After incorporating the features of student academic information of TTT, ABC, and CACs, our aim became twofold: 1) to provide students with better and timely access to their individual record and 2) to refine or make more user-friendly existing TP programs—primarily those used by faculty and staff—for student use. We selected five of eleven college advise-
ment centers to participate in the experiment.

Every week for a semester, our computer programmer and Registrar and Director of Registration met with personnel in the CACs to 1) devise ways and means to study the effects of the AIM program, 2) resolve hardware and software (remote access) matters, 3) discuss security measures, 4) refine current academic information TP screens to make them relevant and useable AIM menu items, 5) decide where AIM terminals should be located, and 6) strategize our communication to students and faculty about the availability of the AIM system in the five experimental stations. These meetings laid the groundwork for the following materials and programs used in the experiment: The Academic Information Management Questionnaire, Users Guide, and AIM Flyer and Poster.

THE SECOND-YEAR EXPERIMENT

Based on the very positive results obtained from advisors and students who used AIM during the second semester of the first-year experiment, several changes were implemented during the second year. First, many of the menu items were either enhanced or rewritten while other items were added (e.g., transfer work and grades). Second, we eliminated the User Directory. With changes and enhancements in programming, we were able to cross reference many of the items in the Directory. In all other cases, we simply included instructions as a "help" screen for each menu item. In other words, we made AIM a navigable program by simplifying, cross-referencing, and integrating most of its features. Third, expanded options and success forced us to add AIM locations. AIM is now available in several on-campus housing areas, all advisement centers, the student union building, and in counseling and development offices.

THE AIM PROGRAM AND CURRENT FEATURES

The overall purpose of AIM is to help students answer minor questions about their academic progress. AIM answers a variety of students' academic progress questions when students need answers. It provides timely and convenient access to important and individual academic information. As discussed above, ABC reports and TTT are good technologies but are not sufficient for a dynamic, multi-option, complex environment that delivers student academic data to the campus community. The trend in technology seems to be to optimize user and machine interface. For example, the TTT cannot effectively allow users to register by need or interest. It simply would take too much time or be extremely cumbersome. Yet by interacting with AIM menu items, a user can enroll in courses identified by the instructor or requirement deficiencies. If a course is full for the upcoming semester, the user can identify when the course will be taught in the academic year or when the desired instructor will teach the needed course again. In fact, by using AIM, the user can register six different ways by using the following menu items: 1) academic progress for major requirements, 2) instructor teaching schedules, 3) the class schedule—locating specific classes by time or searching the current class schedule, 4) major shopping, 5) general education progress, and 6) direct registration screen (similar to TTT).

AIM provides the user with a visual exploration of and dynamic interaction...
with the university's student information system. Once the user enters the social security number and personal identification number, an array of information services becomes available. Users can concentrate on academic records with AIM. Students can call up their current academic record instantly. Menu options include the following:

- address and phone changes,
- the university and personal class schedule by semester or term,
- course availability for the academic year,
- general education and major progress (ABC),
- grades and BYU credit earned,
- instructor schedules,
- options within a major (shopping for a major interactively and dynamically),
- PIN changes and registration,
- transfer and AP credit/grades, and
- individual demographic information.

Simply put, AIM takes the pressure off advisement centers and faculty members who used to have to repeat mundane and routine data for students. Students can access the data themselves and then seek advice from professional staff and faculty members.

**The Future of AIM**

Virtually all technical programs designed to serve the academic community quickly become outdated with emerging technology. The computer environment clearly continues to change the way we think about and do our work. AIM is no exception to the computer revolution. It is a composite as well as a by-product of past efforts. Although AIM is not a finished concept, it is nevertheless an attempt to capitalize on the computer industry's direction in distributing information to others. As hardware and software become more sophisticated, paralleled by significant costs in the industry, institutions in general and AIM specifically will continue to be challenged to incorporate new technological advances.

What is on the horizon for AIM? We see at least three hopes for the future. First, we hope that AIM can be expanded to off-campus users via modem. Like the TTTT of the 1980s, computers with a modem punctuate the homes of the 1990s. We envision soon the opportunity for students via their personal computer (with modem) to gain access to the current services of AIM. Certain obvious security measures create a disadvantage here, since current access to AIM is through a mainframe environment. Much of this concern, however, will be resolved through a distributive or open computer system.

Second, we anticipate including access to AIM for transfer students from major feeder schools. Ethernet is the key link here. At present, BYU can transmit both admission data and historical records wholesale from these schools. Since this work is going well, we hope soon to provide feeder schools with individual access to AIM.

We expect, third, not only to expand the number of AIM terminals on campus, but also to substantially increase access to other information needs of the campus community. For example, we plan to expand AIM to all campus living units as well as to the library and other key places on campus. Expansion of AIM's menu in the future will most likely include 1) Cooperative Education locations and contacts; 2) Career Planning and Placement services, such as an announcement for registration of campus visits by prospective employers; 3)
We expect not only to expand the number of AIM terminals on campus, but also to substantially increase access to other information needs of the campus community.

CONCLUSION

Dreams are simply goals with deadlines. Who knows our limits? Perhaps it is time to try something new and take a chance. Although most institutional student records management or student information systems are running smoothly, Burt Nanus observed that leadership in any field is really all about fixing things that aren’t broken! So perhaps it’s appropriate to ask “What’s next, and why?” AIM has stimulated our imagination; the possibilities may be nearly endless.
Academic Advising—a Process to Help Students Achieve Goals

Handbook of Academic Advising

Virginia N. Gordon
Westport, CT: Greenwood Press
1992, 201 pages
Hardback, $49.95

Where can one find a reliable current reference on academic advising? The Handbook of Academic Advising is a compendium of research and literature related to academic advising. This resource guide is enriched by shared personal experience and input from advising colleagues and student advisees.

The book begins with a summary history of the academic advising movement. Then, various delivery systems of academic advising are discussed under the following headings:

- The Academic Advising Process
- Career Advising
- Advising Special Populations
- Advising Culturally Diverse Students

The book also contains sections on training, developing, and evaluating the advising staff. It concludes with discussions of advising as a profession and advising for the future. An excellent bibliography supplements the handbook.

Virginia Gordon writes concisely, incorporating extensive research into a valuable and readable outline. Her style reflects clarity of thought. Illustrations and one table enhance the volume. Heavy reliance on references ensures the reader of authenticity of information with ready access, if desired, to original sources. The material is up-to-date at the time of publishing.

The author contributes a meaningful collection of key definitions for the field. Most definitions "stress the importance of understanding individual students and their unique needs. Academic advising is often referred to as a process that involves a close student-adviser relationship. Advising is seen as an important vehicle for helping students achieve educational and personal goals through the use of campus and community resources."

The discussion of advantages and disadvantages of existing delivery systems is objective and informative. The roles of faculty advisers, professional advisers, counselors, peer advisers and paraprofessional advisers and the issues of centralization versus decentralization are presented with respect for tradition, character, and size of institutions.

However, a few questions remain unanswered such as: What impact did the guidance movement have on college academic advising? Did the success of the guidance movement prompt academic advising by colleges because students demanded service similar to their high school experience or did the academic advising movement originate independently? Will future academic professionals gravitate towards the high school counselor model (personal, career, referral, developmental and financial aid) or remain within the limits of only academic advising? Will student services systems evolve to a more comprehensive campus counselor eclipsing or eliminating current academic advisers? How can institutions ease damage to students following institutional austerity programs drastically reducing or eliminating academic advising? Are there longitudinal research studies monitoring academic advising over long periods of time?

Along with the important questions, Gordon addresses advising as a process. As higher education increases in complexity and the demographics of student population changes, the prominence and imperativeness of academic advising will increase. Yet professional expertise of effective advising will continue to hinge on the reality that “the initial contact with a student sets the tone for future considerations . . . . Students give little thought to their responsibilities in the advising exchange unless this issue is discussed early in the relationship.” It is critical that this sensitive initiation of advising utilizes keen and adequately trained advisers.

The expansion of academic advising to include career advising is essential to the process if student needs are to be met: “Career can be defined as the sum of many vocational activities over a lifetime.” How can an academic adviser assist students on decision-making related to academic major or program without adequate briefing on current and future career designs?

Academic advising success depends on strong administrative sup-
port. Unfortunately, Gordon does not deal with this issue; there are no “how to” strategies to obtain this support.

Can a sole author be justified in presenting an overview of such a vast area of research? Or, should several authors, each dealing with a specialty, produce that manual? Would this work be improved if a variety of authors had been included? The title, Handbook of Academic Advising, suggests the production of a major reference work. Authoring by one person is a heavy responsibility and this book represents a significant achievement. It is a useful, compact, overview—a commendable addition to the literature on academic advising.

ORY LYTTLE
Trinity Western University

From Gatekeeper to Advocate: Transforming the Role of the School Counselor

PHYLLIS J. HART and MARYANN JACOBI

New York: College Entrance Examination Board
1992, 74 pages
Paperback, $12.95

There is too a Free Lunch!

Training New Admissions Recruiters:
A Guide for Survival and Success

ROGER M. SWANSON and CHRISTINE KAJIKAWA WILKINSON

Council for Advancement and Support of Education
1993, 72 pages
Paperback, $23.00 ($19 for CASE Members)

There is too a free lunch! And we’ve just been treated to a virtual smorgasbord in Swanson and Wilkinson’s book Training New Admissions Recruiters: A Guide for Survival and Success. The authors provide a structurally sound foundation for a training program for all recruiters new to the profession with plenty of room to expand for institution-specific details.

The first part of the book addresses topical areas every recruiter should know, including college knowledge (specifically the big three—admissions, financial aid, and housing), marketing knowledge (product, place, price and promotion), and professional ethics (top ten rules to live by). This entire section is appropriate training for all members of the admission staff. Effective recruiting requires knowledgeable staff at all levels, so share the wealth of this guide.

Last but not least are the authors’ practical coverage of the fast-paced, technologically changing field of admissions and the need for new professionals to include e-mail in their repertoire of skills.

The second half of the book provides recruiters with helpful hints for surviving road-trip mania. Travel tips, effective high school visits, and follow-up protocol are covered. One section titled “Hard Work” should be moved to the fore! Here the authors discuss both the “physical as well as intellectual labors” of recruiting. Any recruiter with six months on the job knows the labor of love required to set-up and tear-down admission displays and load viewbooks onto carts with a 300 lb load limit warning. The “hard work” section deserves chapter-one coverage!

Anyone interested in sparing new staff the typical “baptism-by-fire” training experience should hand each new staff member a copy of A Guide for Survival and Success. This book will benefit all admission staff members, including the pros who train them.

Cecilia J. Leslie
University of Missouri
nomic factors, but the result of systemic problems in the American education system.

The movement toward establishing national educational standards, performance-based examinations, and rewards for improved performance are moves to improve the country's educational system, but, according to the authors, a gaping hole remains—counseling.

Counselors are seldom incorporated into programs designed to improve high school student outcomes. They underestimate potential and depress academic achievement; in essence, they act as gatekeepers for those who want to go to college. A structural inequality which has translated perceived ability into high school tracks has hurt both students and parents who don't understand the implications of general or vocational tracks in high school. Counselors with insufficient formal training have perpetuated the structural inequality, thereby unwittingly acting as gatekeepers.

The authors point out six major problems in the counseling profession. Counselors lack a basic philosophy and fall into the school attitude—one of complacency and merely getting through the day. They are poorly integrated into the school and don't know the curriculum. Too often, they have too many assigned students and this results in students having insufficient access to their counselors. The guidance they give to students is frequently inadequate. Counselors are not held accountable since schools examine only process in the counseling area, not outcomes. Finally, counselors fail to use other resources such as alumni, local services which include the library and other social services, and the published desired outcomes of the school they are in.

These two paragraphs summarize the strengths of this work. The authors have clearly identified a major systemic weakness and the problems which contribute to it. Many of the articulated problems are not solely the responsibility of guidance counselors. A whole school approach, involving teachers and administrators working with counselors to improve both process and outcomes, can overcome the gatekeeper syndrome and allow guidance professionals to become better student advocates.

Knowing where we are and where we want to be are important. Knowing how to get there is equally pressing. Chapters on the counseling profession, counselors in practice, counselors in training, and improving the counseling profession are generally weak, overly broad, and lack context. They avoid confronting the issue that significant problems confronting counselors can be of their own making. Counselors should know the curricula their schools offer and the requirements for entrance into various colleges (many do). Counselors should hold themselves accountable since they often hold students accountable for their actions. Finally, counselors should learn to tap other resources and abandon guidance based on their own ignorance or inaction. Most readers, especially counselors, will realize these shortcomings. More importantly, however, this book moves on to help administrators, superintendents, school committees, and faculty members see in general terms how to do a better job of integrating guidance counselors into curriculum and assessment activities.

The strengths of this book outweigh the weaknesses. It is difficult to break the patterns of the past and place the responsibility for the state of the counseling profession on a single constituency. The book will make an important contribution if it is read widely in graduate programs across the country so that the next generation of counselors can implement the whole school vision on a local level and become advocates rather than gatekeepers.

P. R. Daughnais
Salem-Tokyo University
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Minutes of the Business Session of the 80th Annual Meeting

The Business Meeting of the 80th Annual Meeting of the American Association of Collegiate Registrars and Admissions Officers was officially called to order after breakfast by President Jeffrey M. Tanner, on Wednesday, April 20, 1994, at 8:31 a.m., in the Essex Ballroom of the Westin Copley Place Hotel in Boston, Massachusetts. Charles W. McKinney, University of California, Santa Barbara, was appointed parliamentary by President Tanner.

President's Address

President Tanner presented the following comments on his year as AACRAO President:

When one takes office there is always the knowledge, in the back of the mind, that a morning like this morning will come, but it does seem far off. Unfortunately, the time passes all too quickly and here we are, looking at another day of transition. It is also a day to reflect on the little things that we have done for one another, day after day, that receive the recognition they richly deserve.

Fortunately for us, we are in a profession in which each day we have the opportunity to reach out and make a difference in the life of others. Whether we are telling someone how to gain admission, how to receive financial aid, how to register or change registration, or what to do to graduate, we are helping to make life a little bit better for someone else. That is a primary reason why we gather in conferences such as this. We are trying to find better ways to accomplish the tasks set before us. We seek no personal glory or honor, just the opportunity to learn to do what we do a little bit better and to enjoy the association of other good people along the way.

As we look back over this past year, we were witness to significant changes that helped us improve our profession and the work we do. The implementation of the National Student Loan Clearinghouse was a great step forward and should bring much needed relief to the financial aid offices and the registrar offices on our campus as the Clearinghouse becomes fully actualized. Our own Gary Gibson represented AACRAO on the Clearinghouse Board of Directors and we thank him for his service. Currently, we have almost 100 institutions participating in this program and we look forward to many more joining in the coming year.

This past year, under the direction of Wayne Becraft, the Board worked toward the completion of a strategic plan for the Association. We also solicited the help of committee chairs and we were pleased to present our work at a roundtable session last evening. We know that there is still work to be done, but we are finally on our way.

Outcome Based Education is another area that is quickly making its appearance on the college scene. We just appointed an AACRAO task force composed of Susie Archer, Shirley Binder, Bill Kolb, Erlend Peterson, and Suzanne Swope to review the issues related to this area and to provide recommendations to the Board about how we can best face the challenges that this system will bring to our admissions and registrar's offices.
We also appointed a task force to review the AACRAO Academic Record and Transcript Guide to ensure that this publication is accurate and up to date. Members of this group include Paul Aucoin, Gerhard Bolli, Elva Bradley, Bill Brown, Greta Mack, Columbus Posey, Michael Robertson, and Tom Stewart. We hope that within the coming year we will have this updated document in your hands.

Our work with Student Right-to-Know continues to be slow but only because that is the way the government chooses to work. We'll keep you updated as soon as we get information.

This year we saw the realization of the AACRAO Electronic Newsletter. We appreciate the support of Michael J. Thompson and the work of Paul Aucoin, Richard Everman, and Kathie Forbes on this useful and valuable resource. We continue to work to get this document to all of you who have given us your e-mail address.

During this past year we also worked to perfect and improve our annual meeting planning. Two local arrangement chairs, representatives from the National Office, and representatives from Conference (our new meeting planners) held open, candid, and cordial discussions as we divided various responsibilities more efficiently amongst the group. Despite significant realignment everyone is confident that we moved in the right direction. Our goal continues to be to offer our members the best conferences possible while keeping costs within reach.

The important work of the SPEEDE/ExPRESS project continues to move forward. More and more colleges are moving to take advantage of the significant work in transmitting electronic student data forged by this committee. As you may have read in the recent SPEEDE Newsletter, three of the “old timers” are leaving the committee, and we express deep appreciation for their efforts. We know that with Mary Neary as chair and Betsy Bainbridge from the National Office the work will continue to move forward.

When all is said and done, the members of AACRAO get many things done. This was a productive year, with the accomplishments of all these things and so many more. We also should mention our publication efforts, the work of the Office of International Education Services, the work of the professional activities committees who provide sessions of excellence, and the Boston Local Arrangements Committee who have staged such a great conference. Finally there is the work of our National Office staff who support all these efforts so well. On and on we could go.

In the final analysis, as we unite our efforts in common causes, we can accomplish some pretty marvelous things. We are a people of vision and hope. We know how to work hard and how to have a good time. We build on the strength of our diversity without ever letting our differences pull us apart or sap the energy of the commonality that binds us together. Despite our differences of gender, ethnicity, and the sizes or locations of our schools, we are primarily professionals who come together to learn and build on the experiences of each other in the hope that our efforts will make the positive difference for those we serve.

Thank you for giving me the opportunity to serve as your president this past year. It was a choice experience that will provide me with fond memories for a lifetime.

**EXECUTIVE DIRECTOR’S ADDRESS**

Executive Director Wayne E. Bercraft presented his annual report as follows:

Vince Lombardi once said: “The achievements of an organization are the result of the combined efforts of individuals.”

I believe AACRAO as an organization has made a great deal of forward progress in the past few years. And, that progress is due to the combined efforts of many individuals.

An association is defined as “an organization of people with a common purpose.” But having a common purpose is not good enough. You also must have people who are willing to work for the good of all. We are blessed in AACRAO to have many leaders and willing workers who find it noble to share their ideas, information, and abilities.

I would like to thank you, the members, for your wisdom in choosing excellent leadership for your Association and for your willingness to participate in AACRAO projects and activities and share your knowledge with others. You have built a truly fine organization in AACRAO through your winning ways. Winners are those who

Always have an idea,
Always say, “I’ll do it!”
See an answer for every problem,
Always say, “I can,” and
Look for a way to do it.

AACRAO members are truly winners!

I would like to thank all of the committee and task force members and chairs and interassociation representatives for all you do to provide information, products, and services that benefit other members of the Association.

It is our responsibility to share what we have. To cite an anonymous quote, “We make a living by what we get. We make a life by what we give.” And those who serve AACRAO give much. But in giving, there is also much to gain.

For evidence of just a few of the things that resulted from the efforts of AACRAO committees and task forces, just look at your Annual Meeting Program with over 240 program sessions and workshops; see everywhere the work of the Boston Local Arrangements Committee, visit the AACRAO booth in the SUMMER 1994 163
encourage you to visit the exhibit hall and visit with those vendors who have products that will benefit your institution.

The increase in the quantity and quality of workshops and seminars attests to the creative thinking and hard work of Roger Swanson and Elizabeth Van Brun. If you have ideas for programs that AACRAO should consider or would like to host a workshop or seminar, please share them with Roger or Liz.

Our business operations are very ably administered by Cecilia Balazs, Manuel Vivas, and Leslie Powell. While their efforts are not as visible to you as those of others, you have only to look at our audit and financial reports to know they are doing a fine job in managing AACRAO’s resources.

Betsy Bainbridge, our EDI Coordinator, is our staff champion for the SPEEDE/ExPRESS Project. Betsy and Gloria Rutberg provide support to, and run very fast to stay a few steps ahead of, the hardworking SPEEDE Committee.

Dale Gough heads our AACRAO/AID Project and Office of International Education Services, providing credential evaluation, training, and information services to AACRAO members. Dale is our staff expert on international education and spends a great deal of time helping members in that area.

You have probably met our Membership Services Director John Reaves at the AACRAO Booth in the exhibit hall. John enjoys speaking with AACRAO members and is always exploring new ideas for membership services. If you have ideas for new products or services that AACRAO can provide, please share them with John.

When you call the National Office, you are very likely to speak with Lorraine Ramento!, our receptionist. Robin Mitchell, Karl Ruffin, and Lorraine do an excellent job in greeting callers and visitors to the National Office and providing support for other staff members. We couldn’t get along without them.

And the National Office computer and telecommunications equipment and services are very ably managed by George Spack. He also manages our Internet connection and the information and services we will soon be making available over the Internet.

We have made a number of organizational and staff changes in the National Office in the past year and the result, I believe, is a staff that works very well together and works very hard to serve you. They make a great team in the National Office. They are, as Bette Midler sings so grandly, “the wind beneath my wings.”

Together—membership, Board, committee and task force chairs and members, interassociation representatives, and National Office staff—we make a great team. Together, we are AACRAO. As we move forward to develop and implement a new Strategic Plan that will lead this Association into the future, let’s continue to work together to make AACRAO the best it can be!

SPECIAL PRESENTATION

President Tanner made presentations, with special appreciation, to Louise Lonabocker, Boston College, 1994 Local Arrangements Committee Chairperson, and Paul Fistori, University of Massachusetts-Dartmouth, 1994 Local Arrangements Co-Chairperson.

MINUTES AND BUDGET

Secretary-Treasurer Paul H. Anderson called for approval of the 1993 Business Meeting minutes as published in College and University, Volume LXVIII, Number 2, Spring/Summer 1993. The motion was made, seconded and approved by voice vote.
The Proposed 1994-95 Budget, with no dues increase, was presented. Each person had received, at the breakfast tables, a reprint of pages 6-10 of the February 1994, AACRAO Data Dispenser, which in great detail explained the proposed budget and the new approach of "Program Budgeting." In addition, with the help of slides, Secretary-Treasurer Anderson summarized the reasons why the Board of Directors would begin to utilize "Program Budgeting." The motion to approve the 1994-95 Budget of $2,032,244 was made, seconded and approved by voice vote, with no dissension.

CONSTITUTIONAL CHANGE

It was moved, seconded, and approved by voice vote that the following revision be made to Article 1, Section 1 of the Constitution:

This shall be a nonprofit professional educational association. Collegiate-level degree-granting institutions of higher education may be considered for regular institutional membership if they are accredited by a regional institutional accrediting association recognized by the AACRAO Board of Directors. Eligibility of other institutions and agencies shall be determined by the Board of Directors of the Association.

BYLAWS

CHANGE

It was moved, seconded, and approved by voice vote that the following revision be made to Article 1, Section 1 (f) of the ByLaws:

Collegiate-level degree-granting institutions of higher education which are granted candidacy for accreditation by a regional institutional accrediting association or a national institutional accrediting association recognized by the AACRAO Board of Directors may become accreditation candidate members of AACRAO while in candidacy status. They will pay fees and be entitled to the same number of individual members as indicated under Section 1. When they become fully accredited or revert to unaccredited status, they will no longer be eligible for membership in this category.

REPORT OF 1993-94 N&E COMMITTEE

President Tanner introduced Nominations and Elections Committee Chairperson, Tom Stewart, Miami-Dade Community College, who presented the Committee report:

The 1993-94 Nominations and Elections Committee held its first meeting last April at the AACRAO Annual Meeting in Orlando. Nominations forms were widely distributed at the annual meeting and the call for nominations was published in the Conference News and later in the AACRAO Data Dispenser.

Forty-eight nominations were submitted for the three open Board of Director's positions: President-Elect; Vice President for International Education; and Vice President for Professional Development, Research and Publications. In addition, 54 nominations were received for the 1994-95 Nominations and Elections Committee. All nominees were notified by Vice Chair of the N&E Committee, Carol Medders, and were requested to submit activity report forms for the committee to review during our deliberations.

Vice Chair Carol Medders circulated copies of the activity forms to the members of the committee for our review prior to the meeting. The committee met in San Antonio, November 20-22, 1993, to review the qualifications of all nominees and to select the leaders for AACRAO for the next three years.

In mid-January, the ballots for the 1994-95 N&E Committee were mailed to the membership. The ballots included lists of AACRAO and regional activities, years of membership in AACRAO and number of AACRAO meetings attended in addition to the photo of each nominee. All valid ballots received by March 7, 1994, were counted. A total of 2,918 valid ballots were counted while an additional 24 were declared invalid because more than seven votes were cast or because we could not identify the voter. We did attempt to identify the ballots received by suit. Using the data provided by the AACRAO office, the states with the highest percentage voting record (over 45%) were Alabama, Kansas, Louisiana, Minnesota, Montana, and South Dakota.

Working with such a dedicated and conscientious committee this past year has been a real joy. From our various telephone and Internet conversations before and after the San Antonio meeting, as well as its after hours special negotiations at Durty Nelly's, your committee was sincere and thorough in its exhaustive deliberations to pick the right people to lead the association during the coming years. It is my pleasure now to recognize those you elected to the 1993-94 committee for their outstanding dedication to the association. Please stand as I call your names:

Carol E. Medders, Vice Chair, University of Alabama at Birmingham
Louise M. Lonabocker, Chair-Elect, Boston College, MA
Susie C. Archer, Vice Chair-Elect, Vanderbilt University, TN
Leanne C. Brewer, Tulsa Junior College, OK
Donald G. Gwinn, Northwestern University, IL
Joseph A. Roof, Seminole Community College, FL
Donald L. Sims, Wayne County Community College, MI
Deanne T. Wong, San Francisco State University, CA

Please give a big hand of appreciation to this outstanding group of professionals. It is now my pleasure to introduce to you the members you elected to the 1994-95 Nominations and Elections Committee. Please remember that the Chair-Elect and Vice Chair-Elect deserve special mention because they received the highest number of votes and will serve two-year terms. Entering their second terms in 1994-95 as Chair and Vice Chair respectively are Louise M. Lonabocker and Susie C. Archer. Those you have just elected to serve with Louise and Susie are:

Vickie Gomez, Chair-Elect, University of Texas of the Permian Basin
Jill H. Algier, Vice Chair-Elect, Western Kentucky University
Sandra L. Coleman, Johns Hopkins University School of Public Health, MD
William K. Dease, Sr., Morehouse College, GA
Joan Elaine Hartwig, Lansing Community College, MI
Jerry D. Smith, Jacksonville State University, AL
S. Mark Strickland, University of New Orleans, LA

First Alternate: William E. Wynne, Wichita State University, KS
Second Alternate: D. Jack Pommereln, University of Denver, CO
Third Alternate: Toni Jean Bink, Avila College, MO

Please join me in congratulating you new committee, whose outstanding work for the association you have honored through your votes.

Now, President Tanner, it is my pleasure to place in nomination the following new members of the Board of Directors:

President-Elect: Stanley E. Henderson, Director of Enrollment Management and Admissions, Western Michigan University
Vice President for International Education: William J. Paver, Associate Director of Admissions and Assistant Dean of Graduate Studies at the University of Texas at Austin
Vice President for Professional Development, Research and Publications: William R. Haist, Registrar and Director of Enrollment Services at the University of Colorado at Boulder

President Tanner, I move acceptance of this report. Each nominee was elected by acclamation.

APPRECIATION FOR OUTGOING BOARD MEMBERS

President Tanner presented Certificates of Appreciation to Gary L. Smith, Past President; Sylvia K. Higashi, Vice President for International Education; and Kathy G. Plante, Vice President for Professional Development, Research, and Publications who served on the Board from 1991 to 1994. President Tanner also presented the President’s Plaque to Gary L. Smith for his service as President of AACRAO for 1992-93.

PRESENTATION OF THE GAVEL

Past President Tanner presented the gavel to the new President of AACRAO, Nancy C. Sprote. President Sprote graciously accepted the challenge and introduced the 1994-95 Board of Directors.

INVITATION TO INDIANAPOLIS

President Sprote introduced Sara McNabb, Indiana University, Publicity Chairperson of the 1995 Local Arrangements Committee. Sara presented comparisons of past sites of annual meetings with Indianapolis. In addition, with the help of Columbus Posey, University of Mississippi, the many positive reasons for coming to Indianapolis were made clear. Sara’s presentation concluded with a unique “One Lap Around the Indy 500 Track” with the help of Mark Grove, Indiana University-Purdue University of Indianapolis, 1995 LAC Chairperson, and Peter Kefchheimer, Indiana University-Northwest Campus, Publicity Committee.

CLOSING REMARKS

President Sprote encouraged greater involvement in AACRAO by the membership. She continued that this involvement improves one’s stature on campus and helps one to learn but also helps fellow professionals. Another benefit of AACRAO participation is getting to know and work with colleagues from the 50 states and foreign countries. By making a professional presentation at the annual meeting or at one of the many professional development programs sponsored by AACRAO one’s campus successes and experiences can be shared. Volunteerism is still the “vital ingredient” that makes AACRAO such a great organization and President Sprote looks forward to an outstanding year!

ADJOURNMENT

There being no further business the 1994 Business Meeting of AACRAO was adjourned at 9:39 a.m. by President Sprote.

Respectfully Submitted,

PAUL H. ANDERSON
Secretary-Treasurer
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*Measured through an independent study.