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Sharing Resources of Our Profession

Our spring edition once again demonstrates the breadth of our profession and the issues that concern us. Our Wisconsin colleagues share their experience with developing a multicampus transfer system. Since an increasing number of students are attending more than one institution before completing a degree, the extent to which we can automate transfer evaluation will result in an easier and more efficient process for the student. Our University of Calgary colleagues target another process for automation, the medical school admission procedure. Their SAM program achieves a virtually paperless process that is both more efficient and more flexible than previous techniques. AACRAO’s Associate Executive Director Roger Swanson provides us with a helpful guide for achieving the maximum benefit from a professional meeting—just in time for our spring and summer travel. And finally, in our feature article, Emil Hanson profiles the Benchmark Institution, something we can all aspire to on our continuing quest for an improved quality of service.

GEORGEANNE B. PORTER
Editor
The Student Admission to Medicine (SAM) Program: First Steps Toward the Paperless Processing of Medical School Admissions

By P.H. Harasym, A.F. Mah, H. Mandin, and K. Premkumar

University of Calgary

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Abstract

The processing of applications for medical school is often time-consuming and costly, given the large number of applicants and the relative scarcity of positions. Modern computer technology can be used to alleviate the laborious task of processing applications. At the University of Calgary (UofC), the admissions process has been streamlined through the use of the Student Admission to Medicine (SAM) program. The current application procedure is largely paperless, using a computer data entry program that is mailed out to applicants for input of required information. The diskettes are downloaded on a database that converts grades to UofC standards. The database is then used to assist with the administrative details, statistical analysis, and reporting of results. SAM has made admissions processing more efficient and flexible. This paper describes SAM and its successful implementation in the University of Calgary Admissions Office.

INTRODUCTION

Admissions officers are well aware of the large volume of materials that they must process when selecting medical students for their programs. The task of selecting the best possible candidates, when the number of applications often dramatically exceeds the number of positions available, requires a great deal of human effort. For example, in 1991 the University of Toronto received 2,074 applications, from which 251 candidates were chosen (Bennett et al. 1992). The University of Calgary (UofC) must select 69 students from a yearly application base of about 900 individuals. Most Canadian medical schools hire two to three full-time staff who must dedicate the majority of their time to processing applications. In addition, temporary help is hired for entering data, typing reports, and computing grade scale conversions.

Given the rapid advances in terms of speed, memory, and availability of microcomputers, it is possible to
streamline and automate many admissions procedures. This process would alleviate the intense demands on the admissions office.

In 1991 the UofC introduced a new system into its Medical School's admissions office called the Student Admission to Medicine (SAM) microcomputer program, created by the programming staff of this office at the UofC. In some ways, SAM contains elements that resemble standard admissions software—it has a database of personnel files from which letters, mailing lists, demographic statistics, and individual status information can be generated. It can also generate reports for candidate screening and ranking. However, in its all-around approach of computerizing all phases of the admissions process, SAM is both unique and innovative.

One distinctive feature is the use of a computerized preliminary application form. Instead of traditional paper forms, disks containing a customized data entry program are mailed out to applicants. Using personal computers, applicants enter their demographics (MCAT score and educational data) directly onto the disks, which are then returned to the admissions office for processing. Other time saving features include: 1) a grade conversion program to convert applicant grades to UofC standards, 2) customized optical score sheets to input candidate rating scores, and 3) customized databases that can generate a variety of reports, handle administrative details, and perform statistical analysis. Combined, these features allow SAM to almost fully automate the input, processing, and output of admissions data.

SAM has dramatically reduced the workload placed upon the admissions office at the UofC Medical School. Routine, time-consuming, and error-prone tasks such as data entry and manual conversion of university grades have been eliminated. Furthermore, the power and flexibility of SAM's input and report features have greatly enhanced both the speed at which admissions processing occurs and the depth of information available. The purpose of this paper is to describe SAM—its structure, design, and usage.

BACKGROUND: THE ADMISSIONS PROCESS

The medical school admissions process has four distinct steps. First, preliminary applications are accepted from all interested candidates. These applications are then screened on the basis of certain fundamental criteria (usually a minimum amount of post-secondary coursework, completion of specific required courses, a minimum G.P.A., and completion of the MCAT). Those who pass the first screening are invited to submit formal applications that include a personal essay and reference letters. These formal applications are reviewed by the Admissions Committee to select those candidates who will be given interviews. The interview is designed to assess maturity, flexibility, problem solving ability, integrity, people skills and overall suitability. After the interview process, each applicant is individually rated by six members of the Admissions Committee based on all information available in the candidate's file. The average of the six scores is used to rank the candidates and to determine whether or not a candidate will be admitted.

There are only two absolute requirements for admission into the three-year program of the Faculty of Medicine:
> 1) by the time of admission, all applicants must have completed at least two years of university
study, carrying no less than four courses per semester;
> 2) the Medical College Admissions Test (MCAT) must be written by the fall of the year the candidate is applying. In addition, there is a set of nine postsecondary courses that the Admissions Committee recommends be taken prior to admission into medical school. The preliminary applications are screened by SAM to ensure each candidate has met the minimum requirements. In past years, the UofC Medical School has averaged 925 preliminary applications, 425 formal applications, 200 interviews, and 69 acceptances (with 50 students on the waiting list).

**METHOD**

SAM is a software package consisting of two basic parts: 1) the applicant data entry program and 2) the database system. The SAM applicant data entry program (SAM-adep) was designed to replace and improve upon the traditional preliminary application form. Instead of typing onto paper forms, applicants enter their own data directly onto a disk mailed to them. The program contained in this disk runs on IBM PC (MS-DOS) compatible computers. Guided by several user-friendly screens, the applicants can enter demographic, transcript, and MCAT information. This data is automatically saved on the disk whenever the applicant leaves the program. When all of the data is entered, the student returns the disk to the admissions office for processing.

The program was written in Microsoft C, and its design consists of a series of screens that request specific types of information. Each screen contains data entry fields that prompt for the desired information. In the first screen, demographic data is entered (Figure 1). Information on high school, MCAT and university transcript results are entered in subsequent screens.

Computer experience is not a prerequisite for use of this program. Apart from on-screen instructions, a short instruction pamphlet explaining how the program works and the types of information needed is mailed with the disk. Whenever possible, the program is designed to validate information type and range, e.g., the entry of alphabetic characters in the phone number input box would be automatically rejected. This minimizes the potential for accidental input errors on the part of the applicant. Furthermore, for each input box, a set of instructions appears at the bottom of the screen that informs the applicant how to access any special codes required, what pages of the manual to refer to, and what entries are valid for that box. Prompts, titles, functions, and input are color-coded to maximize on-screen clarity of information.

Movement from box to box and screen to screen is accomplished using the arrow and tab keys, or the function keys. Valid function key descriptions appear at the bottom of every screen. Function keys allow the user to end a session from any point within the program. The applicant can enter all of his or her information at one sitting, or over several sessions; the program automatically saves the data entered when the applicant is finished with the program. Furthermore, data already entered can be edited at any time.

In some cases, the data requested is in the form of number codes. This is a desirable feature because codes take up less space on the database, and are easier to manipulate statistically than text. In addition, they eliminate potential ambiguities caused by spelling mis-
takes or the entry of a response not anticipated by the database programming. The process is simplified by pop-up screens that display all possible entries for that input box. A scrolling selection bar permits direct selection and entry of a code into the input box. When the applicant has entered all the data required, the diskette is returned in the protective mailer provided. The data on the disk has been saved as a series of text files that are loaded directly onto the SAM database.

The SAM database system is similar to other personnel database systems in that it is a construction of fields, records, and files that can be sorted, ordered, and displayed. However, in its conception and design, special efforts were made to match SAM’s functions to the particular needs of the admissions office. This resulted in the creation of unique features such as a G.P.A. conversion module, and the development of a flexible and powerful report generation module. It is written in Clipper, an object-oriented language designed for database construction and on-screen management, and constructed based on a modular structure of four databases and data manipulation modules. This modular structure allows for easy modification, debugging, and expansion of the system. The four databases of SAM are: 1) Demographic Data, 2) Education and MCAT Data, 3) Administrative Rating Data, and 4) Grade Conversion Data.

The demographic and education/MCAT data are found in text files on the returned SAM-adep applicant disks. As disks are received, the text files are downloaded into large temporary files by a file transfer program. The
files are then transferred into the SAM database system. SAM automatically reads and stores the data into the proper fields, records and databases.

The administrative rating database contains information concerning applicant status, such as whether necessary documents have been received (e.g., transcripts), interview dates, interviewer names, formal application ratings, interview assessment scores, the applicant's overall status (i.e., terminated or active), and the applicant's final selection rank. Customized optical sheets created using Canvas (a Macintosh drawing and design software package) are used for entering ratings of the Admissions Committee. This further reduces the amount of data entry required by the admissions office. Thus this database can be used to keep track of the status of an applicant, documents received, results of formal application ratings, qualification for interview, dates of interview and person interviewing, among other information. Furthermore, this database uses the assessment ratings produced by the Admissions Committee to calculate a final ranking in terms of entrance eligibility for the applicant.

The grade conversion database contains output from the grade conversion module. A common problem for admissions offices is the task of converting grades from other institutions into the medical school's own grading standards. In the past at the UofC, grades were converted manually using the transcripts and a conversion table. However, with SAM, the transcript grades and institution codes have already been entered onto disk by the applicant, and conversion scales between the UofC and other postsecondary institutions are built into the database. For a given applicant, the conversion scale corresponding to his or her institution is selected and the applicant's grades are automatically converted into UofC standards.

Information extraction from SAM is facilitated by the report generation module. Many kinds of reports can be generated for a variety of purposes. These reports have been designed to clearly represent information relevant to a particular decision-making stage or information assessment objective. One of the most important reports extracts a listing of the minimum requirements for entrance (minimum G.P.A., completion of MCAT, and two years' postsecondary education) and is used for the preliminary screening process. Other reports can be created to assess the applicant at later stages of the admissions process, to provide nonconfidential information to governing medical bodies, to convert research and statistical analysis into specific aspects of the admission process, and to allow the Admissions Committee to assess the results of its methodology and criteria.

Admissions data are validated only for the candidates who are formally offered a position in the medical school. Since many students apply to more than one medical school, there is a need to validate approximately 120 official records of candidates to just one medical school.

**VIRUSES AND SAM**

An important concern for a program like SAM, with its dissemination and collection of disks into and out of the public domain, is the problem of viruses. Careful virus protection protocols have been implemented at all levels of the SAM system. The SAM applicant data entry program is loaded onto blank, preformatted 3M disks received directly from the manufacturer. This occurs on a separate computer not associated with the database. The applicants are sent these disks and in-
structured not to load the program onto their hard drives until they run a virus scan on their computer. When the disks are returned, they are loaded onto a second computer dedicated to scanning the applicant disks for viruses using constantly updated McAfee virus detection software. If virus-free, the files on the disk are loaded into large temporary files that are then transferred to a third computer using a serial interface. Only text information is transferred any binary code is rejected to further minimize the possibility of a virus infecting the database. The third computer contains the actual SAM database system and at this point the text files are loaded into the database proper.

Backups of the database are made daily and stored in a nearby location. Weekly backups are also made and are stored in a remote location.

Disks containing viruses are automatically rejected. If a virus is found, the scanning and loading computer's hard drive is scanned. If infected, it is cleaned. The applicant whose disk is infected is sent another one with a note explaining the problem. It is up to the applicant to ensure that the next disk is virus-free.

The virus protection protocols instituted by the admissions programming staff proved to be highly effective. Of the 912 disks received in 1992, 16 contained viruses. All of these were detected at the initial downloading stage and the computer's hard drive and the SAM database were not infected.

RESULTS

Over the last five years only a few minor errors have been observed in the admission data entered by students. These errors in no way would have increased or decreased a candidate's chances for admission.

Table 1 demonstrates the decrease in staffing requirements for admissions processing at the University of Calgary as SAM has been implemented. From two full-time and a few part-time staff before 1989, with the introduction of SAM, the requirement has been reduced to one full-time staff member.

Table 2 compares current staffing requirements for admissions processing in relation to the average yearly number of applicants for several Canadian medical schools. It should be noted that these comparisons are of necessity inexact. Admissions officers often carry out concurrent student affairs and other administrative duties, and consequently the exact amount of time spent on processing applicants is uncertain. Furthermore, different schools have different admissions criteria and screening procedures. Therefore, the amount of data processed can vary between schools. Differences in staffing requirements may reflect the different depth of information used for screening, rather than variations in processing efficiency. Finally, admissions offices often hire part-time help whose hours vary from year to year; thus staff requirement figures are only approximate. Keeping these limitations in mind, it is clear that the UofC has one of the highest applicant/staff ratios for medical schools in Canada. Only medical schools that process very large numbers of applicants like the University of Ottawa and the University of Montreal have comparable ratios, and they have the advantage of economics of scale.

Table 3 shows the student feedback ratings on various aspects of the SAM-adap program. This data was obtained from questions posed at the end of the program on the disks mailed to students. It is evident that the applicants' response to the program was very positive. Most applicants found it easy to

Indeed, the admissions officer at the UofC claims that SAM is one of the best men in her life.
Table 1. Staffing requirements for the University of Calgary admissions processing

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>2 full-time</td>
<td>1 full-time and 516 hourly, part-time staff</td>
<td>1 full-time and 120 hourly, part-time staff</td>
<td>1 full-time</td>
</tr>
</tbody>
</table>

Table 2. A comparison of staffing requirements for admissions processing at some major Canadian medical schools

<table>
<thead>
<tr>
<th>Medical School</th>
<th>Staff required for admissions processing</th>
<th>Average number of applicants per year</th>
<th>Applicant/staff ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Calgary</td>
<td>1.00</td>
<td>900</td>
<td>900</td>
</tr>
<tr>
<td>University of British Columbia</td>
<td>2.25</td>
<td>550</td>
<td>244</td>
</tr>
<tr>
<td>University of Alberta</td>
<td>2.50</td>
<td>850</td>
<td>340</td>
</tr>
<tr>
<td>University of Saskatchewan</td>
<td>1.00</td>
<td>450</td>
<td>450</td>
</tr>
<tr>
<td>University of Toronto</td>
<td>3.25</td>
<td>2,000</td>
<td>615</td>
</tr>
</tbody>
</table>

Table 3. Student feedback ratings on various aspects of the SAM-adep program

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program was easy to use.</td>
<td>37.7%</td>
<td>50.1%</td>
<td>3.1%</td>
<td>1.0%</td>
<td>0.4%</td>
</tr>
<tr>
<td>It was easy to get access to a computer to run the program.</td>
<td>56.9%</td>
<td>37.2%</td>
<td>3.7%</td>
<td>0.4%</td>
<td>0.1%</td>
</tr>
<tr>
<td>The user's manual was well written.</td>
<td>29.7%</td>
<td>53.3%</td>
<td>11.1%</td>
<td>5.1%</td>
<td>0.8%</td>
</tr>
<tr>
<td>The program provided good prompts for assisting the user.</td>
<td>25.2%</td>
<td>42.1%</td>
<td>17.8%</td>
<td>11.9%</td>
<td>3.0%</td>
</tr>
<tr>
<td>The data entry procedures were flexible enough to allow for special circumstances.</td>
<td>56.8%</td>
<td>31.3%</td>
<td>5.7%</td>
<td>5.2%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>
get access to an IBM-compatible personal computer and to use the program. More than 80% found the user's manual well written and the data entry procedure flexible. The least agreement was found for the statements that the program provided good prompts and was useful and enjoyable (70-75% agreed).

One positive comment regarding the program is that prior knowledge of computers is not required, as it is easy to operate and very user-friendly. It is a clear, concise, time-saving, efficient and environmentally friendly program, which also saves time for admissions personnel and gives the applicant an insight into the admissions process. It is foreseen that all medical schools will eventually use this type of admissions program.

Some of the improvements suggested were to be more specific with the course descriptions and increase the choices for completed courses. Some found the process expensive and time-consuming and parts of the manual confusing. The more cautious applicants wanted a printout for their own record and worried that the disk would be damaged in transit. A few wanted a Macintosh version of the program.

DISCUSSION

The SAM program was created to streamline admissions processing at the UofC medical school. It accomplishes this using some key features: a mailed-out data-entry program for preliminary application; an automated grade conversion program; optical scoring of applicant assessment; and custom-designed databases with customizable reporting abilities. The result is a bold, unified architecture of data processing and presentation that has taken admissions processing automation to a new level.

SAM has dramatically reduced the workload on the UofC admissions office. This increased efficiency is seen in the reduction of staff required to process the large numbers of applications. Furthermore, comments by the admissions office have indicated that SAM has allowed the staff to concentrate on higher level functions, such as liaison work and applicant assessment. Indeed, the admissions officer at the UofC claims that SAM is one of the best men in her life.

Because of the depth of information available in this format, it is possible to analyze the data in innumerable ways. Custom reports have been created for specific purposes, such as preliminary screening and assessment of interviewed candidates. Demographic and committee rating reports have been created that allow the Admissions Committee to assess the methods and results of its selection process, to identify any potential biases, and to conduct research into the nature of processes like the interview. Apart from the benefit to the admissions office, SAM is useful and enjoyable to the students as well. Based on the feedback, on-screen code pages have been introduced and confusing parts rewritten.

Because SAM is an in-house, custom-designed program, enhancements to the program can be made according to new developments and ideas. For instance, it is planned to have the formal application, consisting of essay, employment, and extracurricular activity and other personal data, entered by the applicant directly onto a disk in a way patterned after the successful SAM-adep program. This will give the applicant the benefits of word processing features in their application, while greatly speeding up the processing of formal application data and allowing new ways of handling this data. It is also likely that with this addition, candidate...
paper files will be eliminated and admissions committee members will review information presented via an interactive computer screen.

CONCLUSIONS

The objectives of SAM have been fulfilled to the extent that the admissions process has been streamlined and automated. Routine, mundane tasks such as data entry and grade conversions have been eliminated, while reporting and customization features have been enhanced. While not replacing the role of an admissions staff, SAM has eliminated costly and repetitive procedures and opened up powerful possibilities in terms of how profile data can be used in the selection process. This allows the admissions office to concentrate on its most important job: the selection of the best, most suitable men and women to be trained as medical doctors.

REFERENCES


The authors wish to acknowledge the excellent programming work of Al McCreary, Alain Chan, and Son Nguyen. Special thanks also go to Adele Myers, admissions officer, for her support, feedback, and input into this project.

The SAM program was created to streamline admissions processing at the UofC medical school. It accomplishes this using some key features: a mailed-out data-entry program for preliminary application; an automated grade conversion program; optical scoring of applicant assessment; and custom-designed databases with customizable reporting abilities.
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GIVE THEM THE WORKS
In Search of the Benchmark Institution

By Emil O. Hanson, Ph.D.
Dean of Student Administrative Services
Weber State University

Emil O. Hanson, Dean of Student Administrative Services at Weber State University, earned a Ph.D. in Education Administration—Higher Education in 1973. He spent seven years as a high school counselor before going to Weber State University in 1966 to begin a career in administration.

Abstract

Benchmarking is a term primarily associated with the quality management philosophy being courted by institutions of higher education. The term is related to processes that have been evaluated as the best—the standard for others to attempt to emulate. A benchmark student administrative services area represents a system that brings together all of the very best related processes into one institution. A benchmark institution is briefly described from the author’s point of view. The bottom line is that quality service is a by-product of benchmark processes.

INTRODUCTION

Those of us in the service of students usually struggle with inadequate staff and inadequate budgets to recruit, admit, aid financially, register, and record the achievement of students. We attend conferences hoping to discover ways to ease the burden on our staff and improve services to students. Instead of finding quick and inexpensive fixes, we often come away discouraged after seeing a display of new software or equipment implemented by an institution that obviously has more resources than ours, knowing in our hearts that we will probably never have such a system.

In the past several years the Total Quality philosophy has been introduced to higher education and some institutions have subscribed wholly or in part to its precepts. One of the important points in this philosophy is the concept of identifying or developing benchmark models. Benchmark procedures are those recognized by the “experts” as the best—the standard by which others should measure their own procedures. Benchmark procedures can also be developed by systematically evaluating a series of different approaches to the same problem until it can be statistically proven that one method is truly the best in fulfilling the procedure’s purpose or objectives.
THE IDEAL

After 27 years in student administration services and on the conference trail, I decided to take advantage of an administrative sabbatical program to go on a three-month benchmarking odyssey. The plan was to visit 16 universities to observe how they do things on-site, instead of in the somewhat artificial setting of a conference session. Some of the 16 institutions were selected because of the leadership they had contributed to AACRAO and/or PACRAO over the years, and some because they were similar in size and/or type to my home institution. The odyssey began in Utah, continued through the Southwest, and ended in the Northwest.

After explaining to the counterpart hosts the purpose of my visit, I asked them to describe their best student administrative services processes—those that provide the best service and greatest satisfaction to students, and are the least problematic and most efficient for the staff who serve them.

The standard answer was, "Well, we do some things fairly well, but I can't think of anything that would be considered to be benchmark quality." The modesty was sincere, but continuing discussion revealed many ideas and processes that were of outstanding, maybe even benchmark, quality.

Whether any one institution could ever be considered as having an ideal student accounting system and an ideal set of policies and procedures to serve its student customers is questionable, but one can bring together all of the very best procedures and ideas from a lot of institutions and design in theory the institution with the best student administrative services system—the "benchmark" institution. The benchmark, or ideal, student administrative service division would be something like this:

» Administration—The top level administration is supportive and recognizes that student administrative services are central to the success of the academic mission. Essential financial resources are made available to provide quality service to all of the customers of Student Administrative Services.

» Student Accounting System—The student accounting system has been developed in-house as a customized, fully integrated system that meets all the current area needs, yet is flexible enough to be modified as the university's policies and procedures expand. The system was developed using a fourth generation language and relational data management system, to avoid the redundancy common to flat file, third generation language systems and to ensure ease of modification.

» Recruiting—The recruiting system is a fully automated tracking

Quality service is a by-product of benchmark processes.
We attend conferences hoping to discover ways to ease the burden on our staffs and improve services to students. Instead of finding quick fixes, we often come away discouraged.

The primary system data input methods include ACT/SAT tapes and scannable data forms completed and collected during high school/junior college visits. Very little keystroke data entry is required. The system generates periodic letters or notes to each potential student in the pool, and each mailout is tracked in terms of what has been sent and when.

The system is self-cleansing in that, at given reviews of potential applicants, those who have been tracked for a reasonable period of time with no positive feedback are systematically purged from the pool.

Admissions—The admissions tracking system has an adjustable admissions criteria table for each type of applicant, so that if admissions criteria are changed, the tracking table is easily updated. For example, a new freshman applicant may have to submit an application, hard copy or electronic (either is acceptable); an application fee; a high school transcript; and an admissions test score. The test score and the high school G.P.A. must be at a certain level for the student to be admissible. As each of the criteria are met and are input to the system, a “complete” code appears until all of the criteria are complete, at which time the system generates an acceptance or denial letter based on how the student’s qualifications match up with the eligibility criteria.

For applicants with incomplete criteria, the system generates deficiency letters at given intervals until all deficiencies are met or a given number of attempts have been made. The data entry again is primarily electronic. If the applicant is from the recruiting pool, all the essential data come up on the admissions screen from the recruiting file. When a student from the pool has applied, a data field on the recruiting screen indicates that fact, and recruiting activities are modified to reflect the applicant status. The high school transcript comes in via Express, and ACT/SAT scores come in via tape, etc. There is very little keystroking required in the benchmark system.

All hard copy documents that come in to support an application are kept only long enough to enter essential data elements to the system and are then shredded. The admissions office has no paper document files. Student queries are answered using the system tracking screen.

Course Scheduling—Course scheduling is developed based on student demand, either by using a pre-registration system or by allowing students to plan courses with their advisors a year in advance. Those plans are then scanned into the system, and reports are generated for departments and college deans to determine course offerings based on that demand. Each department enters its own course schedules into a system screen via the key fields of course name and number;
all other data, such as credit hours, related fees, etc., will then be supplied from the system course master to assure accuracy of course data and prevent unapproved changes.

When all the courses have been entered, an algorithmic classroom scheduler is used to base all room assignments on priority criteria, such as need for equipment, distance from faculty offices, seating capacity, etc.

Registration—Student registration is done via a touchtone system or on a walk-in basis, according to appointment based on class seniority. Tuition/fee statements are mailed out with the schedule of classes, and students are encouraged to mail in payments by check or credit card. Every registration process can be accomplished in the comfort of the students' homes. Financial-aided student awards are electronically moved to their system accounts. The tuition/fee statements incorporate that data and reflect it in the balance. Residual checks are mailed out according to the approved time schedule.

Pre-requisite and co-requisite testing is an essential part of the registration process. The system checks for pre-requisites by reviewing the student's transcript file for the pre-requisite courses and appropriate grade level for completion before the course registration is allowed.

Financial Aid—All Electronic Data Exchange (EDE) stages are functional, and students may apply by completing a free paper application and mailing it to the processor, or they may come into one of several campus computer labs and apply electronically, using the new application screen.

All continuing students are scheduled to reapply in computer labs on campus via the renewal process, and, when they call up the screens and input their ID number, all the data elements from the previous year come up, with the most-likely-to-change elements highlighted. The students update those few elements and then key "return" to transmit their aid renewal to the processor for the next year. Financial aid technicians verify data documents, monitor the labs, and assist students when necessary.

All aid awards are generated by the system, as are promissory notes for students with loans. When notes are accepted and signed by the students, monies are transferred to the students' system accounts. The financial aid tracking screens are used to respond to phone and in-person status queries. The tracking screens show applicant deficiencies and applicant status at any given time.

The financial aid office professionals are a key factor in the recruiting effort, and sponsor parent/student nights at local high schools and junior colleges, where they sit down with students and their parents, using portable PCs to estimate eligibility and award amounts.

Eligibility—The eligibility office is responsible for determining continuing eligibility for athletes, financially-aided students, and student activity program participants, as well as academic standards and satisfactory progress for all regulated programs and scholarship recipients. The system has an eligibility
Courses completed each term are matched systematically to see if any have been repeated for a better grade.

Satisfactory Progress—The Satisfactory Progress system evaluates each course completed during a term to determine whether or not it satisfies a student’s program requirement. Students in regulated programs (including financial aid, athletics, and veterans’ programs) are expected to complete a percentage of their program requirements each term. The system compares the term registration of courses against the program requirements, using the degree audit system to make a progress determination. Students are funded or eligible for only a limited period of time, and Satisfactory Progress helps assure program completion at the end of their eligibility period. The comprehensive Satisfactory Progress program evaluates for grades (qualitative), as well as for total hours completed (quantitative) and total hours (courses) that satisfy program requirements.

Academic Records—The academic records office is paperless, with only those documents required by state or federal law scanned into the permanent optical disk storage system. Scanned hard copy and all nonessential documents are shredded. The electronic system is by institutional policy the primary and legal data file of the institution, with the optical disk and microfilm files being the secondary data file.

Transcripts are online, and a transcript fee collected with the tuition/fees each term allows each student to obtain, on request, transcripts for transfers, applications to graduate school, or employer interviews. The system tracks each request, the address to which the transcript is sent, and the date of transmission or mailing. The transfer transcripts are transmitted to other institutions via EDI (Electronic Data Interchange) SPEEDE whenever possible.

As transfer transcripts come in from other institutions via SPEEDE, their arrival is electronically recorded in a data field on the admissions tracking screen, which now shows a “complete” status or other data showing that admissions criterion is no longer deficient. The transfer courses are electronically matched against that transfer institution’s course master equivalency table in the system, and a transfer evaluation is printed out and mailed to the student.

Using historical course equivalency tables at the time the grades are scanned in, courses completed each term are matched systematically to see if any have been repeated for a better grade. The report of grades each term reflects the repeated courses based on institutional policy, and recalculates the G.P.A. and total hours.
Enrollment Verification—All student enrollments are verified via electronic transmission to the state's authorization agency. Individual requests are completed systematically by inputting the student ID number and the terms or periods to be verified. The system then prints out an enrollment verification certificate that is signed, sealed, and handed to the student, or mailed to the address requested. The system logs each request and the date of the request.

Graduation—The graduation office operates as a paperless office. Students complete an application used to initiate a graduation tracking process in the system. The graduation fee includes cap and gown and all other related costs.

When the following information is entered into the system—student ID number and program of study, including degree desired; major; minor; and catalog year—a degree audit form is printed, showing how all completed courses have satisfied the requirements of the program, along with total hours and G.P.A. Remaining deficiencies are listed and tracked term by term until complete.

All departmental waivers and/or substitutions, as well as final clearance approval, are entered onto a screen by the academic department staff. These then show up on the next degree audit printed. No memos or hard copy forms are exchanged between the graduation office and the academic departments. Graduation staff reference the graduation tracking screen as status inquiries come in by phone or in person.

Each term, as candidates complete graduation requirements and their final terms are verified for grades and course completions, diplomas are produced in-house and mailed to the graduates. Commencement is held only once a year, and all candidates who have completed degrees during the year are invited to participate in the presence of their families.

Academic Advisement—The campus-wide academic advisement program is enhanced, as all departments have access to the system files providing accurate and timely advisement data, including transcript display, degree audit print, advisement tracking screens, student registration schedules, and course enrollment screens.

One of the results of the benchmark odyssey was evidence that an electronic system is less expensive than staff-dependent or manual processes. Those institutions that had the greatest number of the desired electronic system processes had the highest student to staff ratio; and those with the fewest electronic system processes had the lowest student to staff ratio, indicating that it takes fewer staff to serve student needs in a technologically advanced institution.

Institutions that can get through the initial resource drain to develop a system, even one process at a time, will in the long run become more efficient. Electronic processes are generally faster and more accurate than manual ones, and staff members, with the support and efficiency provided by good technology, can offer better and more congenial service. Quality Service is a by-product of benchmark processes.
Developing a Computerized Multicampus Transfer Information System

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Increasing numbers of colleges and universities throughout the country are recognizing the importance of transfer students and the need to improve the transfer process. In December 1986, the University of Wisconsin System Board of Regents published a report entitled “Planning the Future: Report on the Future of The University of Wisconsin System.” Several resolutions in the report focused on the process of improving transfer into and between University of Wisconsin System institutions. One resolution called for the establishment of a computerized credit transfer system that would become the official course equivalency and degree requirement table for the University of Wisconsin System (UWS). The Wisconsin state legislature approved funding for this project with the stipulation that the Wisconsin Technical College System (WTCS) be incorporated into the system. This paper describes what the system is, how it works, and the process that was used to develop, design, and implement it.

BACKGROUND

The University of Wisconsin System (UWS) is a public multicampus educational enterprise consisting of 13 four-year institutions, 13 two-year centers, and a statewide extension program with a system-wide enrollment of approximately 157,000 students. Each four-year institution has its own course catalog and numbering scheme. The two-year centers use a common catalog with common course numbers. Last year more than 13,000 students transferred into or within the system. Intrasytem transfers accounted for about one-half of this total. Although the two-year centers accounted for approximately one-third of the intra-system transfers, there were more transfers between the four-year institutions than from the two-year centers into the four-year institutions.

The Wisconsin Technical College System (WTCS) is a public multicampus enterprise consisting of 16 techni-
cal colleges enrolling more than 121,000 students in associate degree and vocational diploma programs. The main mission of the WTCS System is to prepare people for the workplace. Three of these institutions have statutory authority to offer college parallel courses in addition to their technical curriculum. Last year slightly more than 1,550 WTCS System students transferred into the UWS, primarily from the college parallel institutions.

**FUNDING**

The transfer information project included funding for three full-time professional staff at the UWS central office. The positions consisted of 1) a project administrator primarily responsible for project development and planning, transfer policy coordination, and budgetary supervision; 2) a project coordinator primarily responsible for coordinating and maintaining the data and for developing and conducting training programs; and 3) a technical coordinator primarily responsible for developing the system design and program software and for coordinating the hardware purchases and installation. Additional part-time programming staff was also used.

Funding also included provision for computer hardware and software. These funds will be used to provide the UWS central office with a processor to store and process the central database and UWS institutions with workstations to access and maintain the system. Funding did not include provision for increased staff support at the institutions.

**CURRENT TRANSFER POLICY**

In December 1989 the Board of Regents approved a revision of the UWS Undergraduate Transfer Policy in an effort to improve the transfer process within the system. The new policy called for a “spirit of accommodation” for transfer students such that maximum recognition would be given to courses satisfactorily completed in applying toward requirements at the receiving institution. Transfer students were to be treated similarly to non-transfer students in determining degree requirements, registration priority, and admission to majors and programs.

In addition, the new transfer policy required that transfer information be made readily available to students and that UWS institutions publicize changes in admission and degree requirements well before implementation. The computerized transfer system was envisioned as a key resource for communicating transfer information and changes in admission and degree requirements to students and staff.

Credit transfer policies between the UWS and WTCS System have also changed significantly in the past few years. The most recent agreement permits transfer of up to fifteen credits of WTCS noncollege parallel, general education courses unto UWS institutions. The policy also encourages the development of program-to-program articulation agreements that may include transfer of additional noncollege parallel courses. As a result of these changes, the number of transfers from the WTCS System has increased steadily over the last few years.

**PROJECT DESCRIPTION**

The Transfer Information System (TIS) provides students and staff with accurate, current, and accessible information to assist students with decisions that will enable them to transfer.
The project was divided into phases to be implemented progressively, beginning with pilot sites and expanding to the other institutions.

Phase 1. Courses and Transfer Equivalencies
A. A course equivalency matrix matching UW Centers and WTCS System college parallel courses with the equivalent courses at UWS institutions.
B. An expansion of the course equivalency matrix to include the matching of lower level (freshman/sophomore) courses at all UWS institutions and other transferrable courses at the WTCS System institutions.
C. An enhancement of the equivalency matrix to include descriptions, credits, prerequisites, and breadth and level designations for all courses, as well as equivalencies for selected upper level courses.

Phase 2. Institutional Information
A. A reference menu containing information about all UWS and WTCS System institutions, including institutional descriptions, admission requirements, transfer procedures, financial aid, and campus housing.
B. A catalog of majors, minors, pre-professional/professional, and degree programs at each UWS institution and associate degree programs at WTCS System institutions.

Phase 3. Academic Program Requirements
A. A comprehensive listing of general education, major, minor, pre-professional/professional, and other degree requirements at each UWS institution and requirements from selected associate degree programs at the WTCS System institutions.
B. A summary of recommended courses that will best prepare a student for transfer into selected academic programs at a given UWS institution.

Phase 4. Transfer Progress Reviews
A personalized evaluation indicating how an individual student's academic record and/or proposed list of courses applies toward completion of any degree program at any UWS institution.

TECHNICAL BACKGROUND

The computing center for the UWS central office provides a wide range of services that include applications for areas such as facilities, risk management, payroll and staff benefits, accounting, student financial aid, and curricular and student data. The center is supported by an IBM 4381 mainframe computer running DOS/VSE under VM. Systems are predominantly written in COBOL and Natural in an ADABAS database environment.

Each four-year institution in the UWS has its own computing center with applications including individual student record systems. The technical environment at the institutions varies greatly with mainframes, minicomputers, and local area networks (LANs).
from vendors such as IBM, UNISYS, DEC, and others. Similarly, the WtCS System institutions have diverse technical environments and applications. The two-year centers have LANs that are linked by a wide area network called CentersNet.

In 1990 the National Science Foundation awarded a grant to a consortium of UWS institutions and Wisconsin private colleges to develop WiscNet, a statewide telecommunications network to be used primarily for academic applications. It is anticipated that the network will be expanded to include WtCS System institutions.

**TECHNICAL DESIGN**

When development of TIS began in 1988, no system-wide or statewide data network existed that could provide inexpensive communications among the UWS and WtCS System institutions. Without such a network to link the institutions, it was decided that the first phase of TIS would be developed as a microbased system on stand-alone microcomputers or on microcomputers linked in a LAN. This design provided a consistent hardware configuration for the institutions, which could be installed in a relatively short time. It also permitted the use of software that was ideal for developing user-friendly prototypes. Data was gathered centrally and distributed for storage and processing on the microcomputers.

With the arrival of WiscNet, new design options for TIS became possible. A technical working group was formed in 1990 to suggest new design alternatives for TIS. Among its recommendations, the working group suggested that all data and processing for the first three project phases be centralized at one computing location with WiscNet used to access and maintain the information. In the future, institutions could be provided with the option to decentralize portions or phases of TIS, storing and/or processing the data at their campus computing centers. Because most institutions have or will have a degree audit system, the working group further recommended that the final project phase (Transfer Progress Reviews) be totally decentralized with access provided to transfer students through TIS.

As a result of the working group recommendations and technological advances such as WiscNet, an automated maintenance system for course and transfer equivalency data was developed on the centralized mainframe. Based upon the success of the maintenance system, the TIS student system was converted from a microcomputer to a mainframe system.

Gopher software developed at the University of Minnesota has been selected as the means to implement Phase 2 (Institutional Information) and Phase 3 (Academic Program Requirements) of TIS. Gopher is a distributed document delivery system. It allows a user to access documents residing on various Internet host computers by following a series of menus. Information in Phases 2 and 3 of TIS is predominately textual in content and Gopher provides a ready-made delivery system for it. For TIS, each UWS institution will have its own Gopher server, thus distributing the preparation, storage, and delivery of the information to the owners of the information.

**HARDWARE AND SOFTWARE**

The TIS student system was developed on a microcomputer using Para-
The design, development, and implementation of TIS was a collaborative process involving all UWS and WTCS institutions.

dox, a relational database, which runs on IBM-compatible microcomputers under DOS. It operates on stand-alone microcomputers or in a LAN environment and can be installed on Novell and Starlan networks. The system is menu-driven, requires minimal user keying, and includes a highlighting selection procedure. It is written for either a color or monochrome monitor. It is designed so that first-time users can operate the system with little, if any, outside assistance. Users can view requested information on the screen and can print the information on a local printer.

The online course and transfer equivalency maintenance system was developed on an IBM 4381 mainframe computer. It is written in Natural in an ADABAS database environment. Staff at UWS institutions access this system across WiscNet using TCP/IP Telnet software. Recently, both systems were moved from the mainframe to a smaller UNIX computer. This move, also known in the computer industry as "right-sizing," was designed to address issues such as providing better telecommunication capability, improved performance, and reduced computing costs.

DATA COLLECTION AND MAINTENANCE

Course and transfer equivalency data required for TIS Phase I (Courses and Transfer Equivalencies) is currently collected via magnetic tape submissions three times each year. The central course database is updated from the course submissions and reports are sent to each institution indicating the number and nature of the updates. The institutions reevaluate their course equivalencies based upon these updates and send any updated equivalencies to the central office in the subsequent equivalency submission.

An automated online process has been implemented that permits urgent updates to both the course and transfer equivalency databases. This system allows authorized staff at any UWS or WTCS System institution to access the central database via WiscNet. Although they may view all institutional data, they may update only their institution's data. The online system is designed for easy user access. It includes many user-friendly elements associated with personal computer software such as pop-up windows, scrolling lists, an action bar with pull-down menus, cursor-sensitive screen displays, and extensive online help.

PROJECT DEVELOPMENT, IMPLEMENTATION, AND EVALUATION

Advisory Groups

From the outset, it was determined that the design, development, and implementation of TIS would be a collaborative process involving all UWS and WTCS institutions. To accomplish this, three advisory groups were established.

The TIS Advisory Committee was created to help the project staff define procedures and guidelines for the project and to recommend solutions to issues that dealt with system or campus policy as they related to TIS. The group is composed of staff, faculty, and students with one representative from each UWS institution and a representative from the WTCS System. For the first two years of the project, the group met about five times a year. Now, the group meets twice a year.
Another group was established to help define how TIS would be implemented in the WTCS System and how WTCS System data would be represented, collected, and maintained. This group is composed of WTCS System representatives from those areas that are or will be involved with TIS (e.g., admissions, student records, academic affairs, computer centers). This group meets with the same frequency as the TIS Advisory Committee.

Each UWS and WTCS System institution was also asked to designate an individual to serve as a liaison to the project to coordinate its implementation at the institution. The TIS liaisons are called upon as needed to develop or review recommendations on such matters as training procedures, equipment installation, data gathering, and maintenance.

Design Strategies

As indicated earlier, the project is being implemented in phases. The design process used by the TIS project staff is essentially a structured analysis. The staff begins the process by developing a model for the phase, including sample screens created in a word processing format and data flow diagrams. The data flow diagrams are developed to identify and define appropriate relationships between required data, data sources, and data delivery. This model is shared and refined with pilot institutions selected for the particular phase. Terms used in the model are defined and debated in an effort to develop commonality and consistency among the institutions. The model is then shared with the TIS advisory groups to insure that all institutions are comfortable with the general direction of the project phase. This model becomes the initial design used by the programmer to develop computer prototypes. The prototypes are shared and refined with the pilot institutions in preparation for the pilot study.

Pilot Studies

Three or four institutions within the UWS and WTCS System are selected as pilot sites for each project phase. Besides assisting with the development of the model, the pilot sites conduct a test of the prototype system at their institution. In the initial Phase 1 pilot, approximately 100 students and 25 staff at each pilot institution were asked to use the system and complete evaluation forms. These evaluations formed the basis of the final report written by each pilot institution, and led to final modifications of the prototype system. After these modifications were made, the system was reviewed by all institutions for final approval prior to implementation.

Implementation

In order to implement and maintain TIS, each institution was asked to establish a campus coordination team. This team, headed by the TIS liaison, administers the project and provides necessary project support. The responsibilities of the team include the following:

- collection and submission of TIS evaluation reports
- coordination of campus staff training
- coordination of data gathering, formatting, and maintenance
- development of a campus TIS implementation plan
- establishment of communication linkages to support TIS
- verification of TIS institutional data
TIS will provide staff with a system to communicate course, major, degree, and other program changes.

- integration of TIS into institutional computing systems
- maintenance of TIS hardware and software
- troubleshooting of TIS hardware and software problems

Coordination team members are drawn from areas that have the most involvement with TIS. These areas include admissions, student records, academic advising, and the computer center. Some campuses have included members of the faculty or academic administration on the team to address issues that may affect institutional policy. The TIS project staff works with the coordination team in implementing the system at the campus. The staff conducts training sessions, assists with hardware and software installation, and provides ongoing support.

Evaluation

User evaluation of TIS has been built into the system. After completing TIS sessions, users are asked to answer a few questions about their experience with the system. The questions attempt to determine whether users found TIS easy to use and operate, and if the information they obtained was helpful. Also built into the system is a means to count the number and type of users (student, faculty/staff) by institution and the functions that they use. This information will be used to determine future directions for TIS.

CURRENT STATUS

The initial phase of TIS is currently operational in the UW two-year centers and Baccalaureate institutions. It is anticipated that WTCS institutions will be operational by Spring 1996. Meanwhile, additional data are being collected to enhance the transfer equivalency database and to support the remaining TIS project phases.

A pilot study, which tested the model for the second project phase using the new Gopher delivery system, was completed in Fall 1994 with implementation scheduled for Fall 1995. It is anticipated that the project, as a whole, will be completed in 1996.

BENEFITS

Transfer students and transfer advising staff should realize significant benefits from TIS. Accurate and accessible information will assist students with course and transfer decisions, enabling them to transfer into and between UWS institutions and to complete their degree programs without unnecessary delay. TIS also will provide staff with an efficient and effective system to communicate course, major, degree, and other program changes within all UWS and WTCS System institutions.

Sample TIS screens and reports may be obtained by contacting Larry Rubin, TIS Project Administrator, 1610 Van Hise, 1220 Linden Drive, Madison, WI 53706; (608) 262-6717.
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How to Do a Conference

By Roger M. Swanson
Associate Executive Director
American Association of Collegiate Registrars and Admissions Officers

Roger M. Swanson serves as Associate Executive Director of the American Association of Collegiate Registrars. His responsibilities for AACRAO include professional development programs, the Annual Meeting, membership services, the SPEEDE/ExPRESS Project, and the Office of International Education Services. He has held university appointments through the dean and vice president level in both academic and student affairs at the California Polytechnic State University, Arizona State University, and the University of Illinois.

Whether you are a first-time attendee or a seasoned veteran, the value of the conference to you and your institution can be increased by following some simple, but important guidelines. If you prepare carefully, focus your time and energy on-site, and strategically apply and share what you learn, any conference can be a success!

INTRODUCTION

Congratulations! As an admissions and records staff member, you have been approved for travel to attend a state or regional AACRAO conference, workshop, or meeting, or the AACRAO Annual Meeting.

This approval means that you have been recognized and rewarded with a great opportunity to enhance your professional development. It also brings with it a responsibility and expectation that you will return to campus with:

- increased knowledge and/or skill levels;
- new information to share with your colleagues;
- an expanded network of professionals across your state, region, or country; and
- a renewed sense of your own direction, value, and future.

To help you gain the most from this experience, AACRAO offers in this article a variety of easy-to-read, tried-and-true tips. Try them! You may find the value of conference attendance will greatly increase for you and for associates who work in your office, building, and perhaps across campus.

Remember that even the best advice must be applied to reach its full value. And that is your choice.

Preparation — Before Leaving

Obtain full information about the conference including any announcements, the preliminary or offi-
cial program, location, hotel and travel options.

Prepare all necessary campus-required travel request forms early, following all policies and procedures carefully.

Present your proposed travel plans to your supervisor for verbal and written approval, including benefits to be derived by you, your office, and your institution; anticipated costs; time away from the office; and how your work will be handled during your absence.

Make early arrangements and reservations, including airline, institutional vehicle and equipment, lodging, rental car, etc. Look for special discounts in the meeting program on airfare, hotel rates, etc., by contacting the “official” meeting carriers. Try to purchase airline tickets that are refundable for a small fee in case of cancellation. Guarantee reservations with a credit card when possible and confirm them the day before departure. Note confirmation numbers and the names of agents for future reference.

Block out your appointment calendar months ahead on the half day before departure time and the half day after your return arrival time to allow some “breathing room” to catch up and reduce stress related to finishing projects, last-minute preparations, piled up desk work, etc.

Complete all paperwork necessary, both for the conference (e.g., registration or hotel forms, fee payment) and for your internal accounting purposes (e.g., travel request, itinerary) including getting approval signatures. Take advantage of “early bird” reduced registration fees by paying within the deadline. Review your institution’s travel policies on all budget allowances and restrictions. Arrange for an advance if you need it.

Review with your colleagues any services or products you are thinking about purchasing or leasing over the next year (including outcomes, compatibility, size, budget or space limitations, etc.) so that you will be able to talk to vendors and exhibitors knowledgeable about the needs of your office.

Begin placing all materials to be taken (e.g., notebooks, tablets, writing instruments, laptop computer, appointment calendar, follow-up reminders, overhead slides) in one location, so that all items can be gathered and packed easily. Bring lots of business cards.

Inform key people well ahead of time of your absence dates so that any business that critically involves you can be transacted ahead of time and surprises can be avoided.

Prepare and leave with your office and your family an itinerary including dates and times of transport, hotel location and phone number, name of conference, side trip destinations, etc., so that you can be reached quickly and easily in the case of a work or home emergency.

Prepare a mental or written list of everything you plan to take, and check off the items as you pack them. Keep critical items in easily accessible but secure areas of your carry-ons (e.g., airplane tickets, reading glasses). Bring with you one set of all material you need if you are making a presentation ... just in case.

Stock up on travel necessities ahead of time, such as prescription medications, toiletry articles, travel alarm...
Hope for a smooth trip, but be flexible in responding to the unexpected.

Clock, etc. Keep an eye out year-round for miniaturized, travel-size containers of shampoo, shaving cream, toothpaste, hair spray, etc., to reduce the weight of your luggage.

Plan clothing appropriate to the culture of the conference (e.g., business attire, casual wear), expected weather conditions at the site, anticipated activities (making a professional presentation, workouts at the hotel exercise room), and personal comfort levels. This may include purchasing some new apparel, locating stored items, laundering or dry cleaning, etc. Review the program for special suggestions on appropriate clothing for the conference in general, as well as specific events (e.g., a '50s theme party, a "school colors" reception, an outdoors picnic).

Pack lightly, but bring all you need, as well as what you enjoy (e.g., CD player/Walkman radio, fleece sweats for room lounging, snacks, teddy bear, etc.). Leave extra space in your luggage and attaché/briefcase as you will nearly always bring back more than you take. Leave valuables at home.

Put a little extra effort into staying healthy and rested as your departure nears, since travel can be physically demanding.

Getting There

Allow ample or even extra time for transit, e.g., to get to the airport and checked in, driving time.

Ask for help in handling heavy or bulky luggage at the airport or hotel (a bad back or pulled muscle can take a lot of fun out of your conference). Tip $50 per bag, or $1 a bag for large, heavy luggage.

Avoid sizable food or alcohol intake en route, driving or flying.

Hope for a smooth trip, but be flexible in responding to the unexpected.

Plan to use travel time (if available) for work, reading, or even pleasure.

Make yourself as comfortable as possible, dressing in soft, perhaps oversized clothes; using a pillow or blanket; maintaining a good air temperature and circulation, etc.

Be aware of your environment to avoid problems or danger, observe new and interesting phenomena, meet new people, etc.

Check in to your hotel, making sure that you are satisfied with the room rate (confirming quoted prices), accommodations, services, etc. Ask for another room if the one you are given is unsatisfactory. Never allow anyone but a trusted friend to see or know your room number.

Complete whatever on-site registration procedures are necessary, such as picking up your packet of information, checking to see that you are signed up for all you paid for and wanted, obtaining an official receipt (for reimbursement later), getting a map of the hotel and area (including restaurants, points of interest, shopping, etc.), name badge, tickets for events or prize drawings, etc.

Ask any questions of the registration or hotel staff, particularly those related to safety issues in and around the hotel, where to eat, special places or events, etc. Also visit with the local arrangements and/or hospitality committee people for recommendations and pick up their materials.

Familiarize yourself with the hotel generally (main meeting sites, session locations, exhibit areas, as well as eating places, pool and exercise facilities, concierge, transportation departure points, etc.).

Find out when and where the opening session is to be held, or the pre-conference events that may be first on your schedule.
Getting the Most out of Sessions

Attend any session for first-time conference attendees or newcomers if you fit these categories. You will receive considerable information about the meeting as well as meet others who share your "tenderfoot" concerns.

Go to the opening session to get a sense of the purpose of the conference and the association, see the officers, hear a top keynote speaker who will set the tone for the conference, and perhaps connect with some people you know and meet others you don't.

Enjoy the opening reception as an opportunity to meet new colleagues. Just walk up to individuals or a group and introduce yourself. You will discover the conversation will flow from there (and you may even find that the admissions and records profession is a surprisingly "small world"). Exchange business cards for future contacts.

Look over the entire program and pre-select program sessions to participate in those that seem to have a particular application to your goals for coming to the conference. Consider attending some on topics you know little about, but think you might find informative or valuable (and include contacts you might meet there as well).

Update and correct your program to reflect changes that are published or announced (e.g., canceled sessions, new room assignments, substitute presenters, etc.).

Arrive at sessions early because some may fill up quickly. If it looks like a great session, sit up front to see and hear well (especially overheads, videos, etc.); if not, sit in back where you can gracefully exit early.

Pick up any hand-outs to reduce your note-taking and guarantee accuracy of the speaker's ideas.

Listen carefully for ideas that you can apply in your work situation. Take fewer notes on the "points" of the presentation and more on how they might be translated to your office or campus.

Be prepared to ask any questions during the session or the "Q&A" portion, or even individually afterwards. If necessary, schedule another time for an individual meeting or consultation with the speaker if you find the material especially worthwhile.

Getting the Most out of Exhibits

Plan to visit the exhibit hall. It's a great place to hang out, meet friends, and munch free goodies; access the hospitality area or message board; or enjoy a series of opportunities to network, learn, and expose yourself to products and services that may enhance your professional life and productivity.

Look over the list of exhibitors in the show program, identify those of special interest to you, and find their locations in the exhibit area.

Ask old or new friends before and during the conference if they have an opinion on or experience with the vendors you plan to contact.

Spend all the time you need discussing each vendor's offerings, even missing a session if you have to.

Ask vendors for applications, demonstrations, or names of institutions and staff where their wares are in use.

Collect (or have sent to your office) information, particularly specifications that others (e.g., technical people in other offices) may want to study.

Inquire about demonstrations on your campus via a vendor visit, teleconference, trial installation or sample (or think about having key people from your campus visit another campus).
Ask vendors for applications, demonstrations, or names of institutions and staff where their wares are in use.

Making the Most of the Rest of the Conference

Locate individuals who may have information or insights on issues important to you that are not covered in sessions or exhibits.

Attend any special interest groups or meetings that are meaningful or interesting to you (e.g., prayer breakfast, women's caucus, 5K run, cultural diversity luncheon, etc.).

Read the Conference News each day for highlights, events, cancellations, etc.

Check the message board (usually near the registration desk or hospitality area) or access e-mail (if available) for important communications.

Find out how to become more involved by serving on a committee, making a presentation at next year's meeting, or contributing to a publication.

Take in some special events or tours as your time and money allow (since these are usually at your personal expense). You'll see many new people and places, and enjoy the activities.

Schedule some extra time to visit (especially if this is your first trip to the area) major attractions or relatives (but only if you like them) or just walk around. Be sure to ask the locals about any safety issues, best transportation and routes, "what's hot," etc.

And Don't Forget Your Personal Concerns

Call home to stay in touch, particularly for any special events you may be missing (birthdays, baptisms) or unique conditions (renovating the kitchen, illnesses).

Call the office as little as you can. Reports of campus problems will distract you and reduce the enhanced perspective that distance offers.

Treat yourself to some special pleasures such as local attractions, shopping, eating, sports events, entertainment, etc.

Bring back some souvenirs to your support staff and family to let them know you were thinking of them; buy a bunch of inexpensive (maybe even tacky) items with local flavor and spread them around.

Attend immediately to any problems, such as an on-coming cold, lost luggage, etc. Don't hesitate to ask the hotel staff for assistance.
As You Prepare to Return

Begin to focus on what you've learned, whom you need to follow up with back on campus or whom you've met at the conference, specific action items to be addressed within the week or two after you return, and how to share the information you have received (good to do on a return flight if there is time).

Complete the conference evaluation form to help planners make next year's program better.

Recognize that people and work will be waiting (in some cases, urgently) for you, but that you must prioritize their importance and respond systematically. A few may be jealous or resentful of your “glamorous” trip when they had to “stay at home” and “toil in the trenches.” Spend some time just socializing to catch up on items of office and personal importance. Show your appreciation especially to any staff who have made your absence possible and done well while you were gone. Reconnect with your family and friends.

Complete all reimbursement forms as quickly as possible while memory and receipts are fresh. Share your experiences and information, and thank your boss again for the opportunity to attend.

Conclusion

A conference is usually what you make it: you get out of it what you put in. The quality of your preparation, your attitude and initiative will determine the value you and your institution derive from the conference. Set high expectations, involve yourself with people and events, seek to learn all you can every minute you are gone, and adopt strategies to apply the lessons when you return.

And mark your calendar for next year’s conference!
From the President

This has been a year of challenge and change—one that has been filled with exciting opportunities and accomplishments. Being in the middle of this year's important issues is exactly where we expect to find AACRAO.

As we look back on 1993-94, we see a time in which we were able to finalize and publish AACRAO's Strategic Plan, a working document that captures the vision we have for the Association's future and the success of its members. We saw the appointment of the task force to review the perplexing issues related to Performance (Outcomes) Based Education and made recommendations to the membership. It was the first full year of operation of the Office of International Education Services (OIES) that helped fill the needs of members who required foreign credential evaluation for placement of students in our colleges and universities. It was also a time that saw us reorganize the Annual Meeting process. We reallocated responsibilities between the Local Arrangements Committee, the National Office, and Conferon, a professional conference planning organization.

AACRAO's involvement in the establishment of the National Student Loan Clearinghouse helped simplify student enrollment status by creating "one-stop shopping" for enrollment reporting and verification. This service continues to provide welcome relief to the registrar and financial aid areas of our campuses, at no cost to the students or to the schools. Finally, we embarked on maintaining the oral history of AACRAO, the recollections of past presidents regarding the significant issues that occurred during the year of their presidency.

This report chronicles the forward thinking and momentum AACRAO has gained through and on behalf of the membership. We acknowledge the contributions that have been made by individual members who are at the foundation of all we do. We look forward to an even more successful year of service in 1994-95.

Jeffery M. Tanner
1993-94 AACRAO President
The American Association of Collegiate Registrars and Admissions Officers is comprised of dedicated professionals working to enhance the effectiveness, expertise, and service to the community of the professions they represent. Growing from a meeting of 15 registrars in the summer of 1910, the Association has been a forerunner in the drive for professional leadership in higher education administration.

The 1993-94 Annual Report reflects a year of growth that witnessed AACRAO's forward movement to meet the challenges of the 21st century. Many of us tackled increasingly complex technology that demanded careful short- and long-range planning, flexibility, unqualified service, and market know-how. And we managed all this as we worked for more uniform standards in admissions and recordkeeping.

Through its programs and publications, AACRAO strives to meet the needs of its members, helps them anticipate changes and trends, and gives them direction to meet these changes successfully.

As with all associations, however, many unforeseen challenges become inevitable. Changing student demographics; the need to conserve resources—human, ecological, and institutional; increased competition; concerns over the quality of education; marketability of acquired skills; rising educational costs; and the need to tap resources and share expertise in an increasingly complex and demanding society all make it necessary for AACRAO to continue moving forward.

We recognize the energetic contributions made by our more than 8,300 individual members, and the energy of the more than 300 members who serve on our committees, board of directors, task forces, and as interassociation representatives.

Professional Programs

In the past year, AACRAO has expanded and created programs to accommodate members' professional needs, including keeping abreast of changes in federal regulations, informing members on how institutional policies and procedures must adapt, and explaining how concerns over the quality of education have led to the tightening of athletic requirements. Presentations on Strategic Enrollment Management also proved to be successful in showing the practical applications of SEM in organizational structure, data management, and program development. In addition:
The 1994 AACRAO Annual Meeting in Boston, attended by 2,706 attendees, was the most successful meeting to date. There was increased quality and variety in the workshops and sessions. Recognizing the important role of higher education administrators, more than 100 vendors filled the exhibit hall with displays of the future in technology and services.

Attendance rose considerably at the third annual Strategic Enrollment Management (SEM) workshop in St. Louis, an increase indicative of the growing importance of SEM to the 150 attendees. Planning is already underway for 1995.

AACRAO held 14 workshops around the country to assist in the implementation of the Family Educational Rights and Privacy Act of 1974 (FERPA). This dissemination of information has proven invaluable to our members in protecting the privacy of their students and the liability of their colleges and universities.

AACRAO representatives supported 31 state and regional association meetings this past year—strengthening professional ties between the national office and local associations, and sharing information and techniques. AACRAO also extended its outreach by exhibiting AACRAO publications and services at other national association meetings.

AACRAO published its first professional development calendar, a reflection of outstanding growth in the number and variety of professional development opportunities for members and nonmembers alike.

CASE and AACRAO co-sponsored a workshop in St. Louis on the effective use of volunteers in admissions, helping staff members everywhere who have been able to contribute less time and energy to their professional associations as calls for doing more with less become old news.

Professional Activity awards were given to Texas ACRAO and Kentucky ACRAO for their contributions to the professional activities among the state and regional associations that make up AACRAO. A forum on academic fraud and a booklet on college and university transcript practices proved the growing importance of state and regional activities.

AACRAO instituted a corporate membership sponsorship program, a development partnership that allowed institutional members the chance to gain expert guidance on their selection of products and services from our corporate members, and allowed corporate members the opportunity to share their ideas. The program grew out of discussions of the Corporate Advisory Board.

Technological Innovations

One of the goals of AACRAO's Strategic Plan is to promote the use of existing and new technologies. AACRAO promotes the use of electronic data interchange (EDI) through a project called SPEEDE/EPRRESS (Standardization of Postsecondary Education Electronic Data Exchange/Exchange of Permanent Records Electronically for Students and Schools). Primarily funded by the U.S. Department of Education's National
Center for Education Statistics, AACRAO's SPEEDE Committee develops and maintains EDI standards and offers training and education opportunities to the postsecondary community. Its accomplishments in 1994-94 were many.

- The October 1993 SPEEDE/ExPRESS workshop in Vancouver, BC, Canada, hosted 250 attendees;
- SPEEDE/ExPRESS pioneered efforts to establish an Internet standard for Electronic Data Interchange, and published a second edition of A Guide to the Implementation of the SPEEDE/Express Electronic Transcript;
- By June 30, 1994, 555 organizations and institutions were at various stages of SPEEDE/ExPRESS implementation; and
- SPEEDE/ExPRESS developed and submitted two new transaction sets to the American National Standards Institute Accredited Standards Committee (ANSI ASC): the application for admission and the course inventory.

International Education

AACRAO continues its strong support of international education services in the higher education community. A restructuring process began on International education publications, especially PIER's World Education Series (WES), as changing professional commitments put new players in place. Also to achieve this goal, AACRAO created the Office of International Education Services (OIES). This new office hit the ground running in 1993 with...

- work on the Country Guide Series Reports from the AACRAO-AID Project. The first two of the 34 reports, the Central African Republic and the Republic of Niger, are currently available for sale;
- publication of the fourth edition of Foreign Educational Credentials Required for Consideration of Admission to Universities and Colleges in the United States;
- a continuation of the Learners' Program, providing hands-on training for international credential evaluation; and
- service as a resource center for questions regarding foreign education and international credentials.

Cutting-Edge Publications

The Association continues to meet the constant need for current information and education through its diversity of publications. This year, a brand new publications and services brochure was mailed to the AACRAO membership—sharing resources of books, periodicals, newsletters, and professional guides, in addition to listing AACRAO's other services. A sample of titles includes:

- Training Managers to Train: A Practical Guide to Improve Employee Performance;
- The Guide: A Resource for International Admissions Professionals;
Transfer Credit Practices of Designated Educational Institutions, 1994-96;

Grades and Grading Practices: Results of the 1992 AACRAO Survey; and


Oral History Connects Past With Present

While AACRAO is a leader in the fast-paced age of Electronic Data Interchange, the Association is also a preserver of traditions that serve its members. In July of 1993, AACRAO began planning an Oral History project. This is an anecdotal history of the Association related by past presidents of AACRAO and tied to such educational areas as the development of the admissions and records professions; the establishment of AACRAO as a professional association; the effects of landmark events and legislation such as the GI Bill of Rights, Selective Service, desegregation, and the Civil Rights Movement; the blossoming of community colleges; and athletic eligibility requirements.

The Oral History Project will give AACRAO members a fresh perspective on where we have been as an association, as well as give us an idea of where we are heading.

Year Of Positive Growth

At the conclusion of the 1993-94 Fiscal Year, AACRAO can view its many accomplishments as groundbreaking events in promoting the professional growth of its members in higher education administration. Developing technology that affects the way we conduct business and the way we process the enormous amount of information available to us, combined with economic changes affecting every strata of our society, are factors that have challenged AACRAO members. These challenges have prompted them to look for new answers that have, in turn, afforded many positive changes for AACRAO.

The Association looks forward to a new year of implementing programs, publications, and services that will continue to foster this growth.

*Note: This report covers the period from July 1993 to July 1994.
Independent Auditors' Report

We have audited the accompanying balance sheet of the American Association of Collegiate Registrars and Admissions Officers (the Association) as of June 30, 1994, and the related statements of revenues, expenses, association equity, and cash flows for the year then ended. These financial statements are the responsibility of the Association's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the American Association of Collegiate Registrars and Admissions Officers as of June 30, 1994, and the results of its operations and its cash flows for the year then ended in conformity with generally accepted accounting principles.

Stegman and Company
Columbia, Maryland
October 21, 1994
### Balance Sheet, June 30, 1994

#### ASSETS

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and Cash Equivalents</td>
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</tr>
<tr>
<td>Investments</td>
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<tr>
<td>Accounts Receivable</td>
<td></td>
</tr>
<tr>
<td>U.S. Government</td>
<td>$59,539</td>
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<tr>
<td>Other</td>
<td>$99,956</td>
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<tr>
<td>Accrued Interest Receivable</td>
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<tr>
<td>Other Assets</td>
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<tr>
<td><strong>Total Current Assets</strong></td>
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<tr>
<td>Restricted Cash</td>
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<tr>
<td>Property and Equipment - At Cost</td>
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<tr>
<td>Furniture and Equipment</td>
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<td>Leasehold Improvements</td>
<td>$37,141</td>
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<td><strong>Less Accumulated Depreciation</strong></td>
<td></td>
</tr>
<tr>
<td>Net Property and Equipment</td>
<td>$228,687</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td><strong>1,239,008</strong></td>
</tr>
</tbody>
</table>

#### LIABILITIES AND ASSOCIATION EQUITY

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts Payable and Accrued Expenses</td>
<td>$91,217</td>
</tr>
<tr>
<td>Accrued Vacation</td>
<td>63,335</td>
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<tr>
<td>Deferred Revenue</td>
<td></td>
</tr>
<tr>
<td><strong>Total Current Liabilities</strong></td>
<td><strong>179,419</strong></td>
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<tr>
<td>Association Equity</td>
<td></td>
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<tr>
<td>Designated by Board of Directors</td>
<td>$200,965</td>
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<tr>
<td>Undesignated</td>
<td>858,624</td>
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<tr>
<td><strong>Total Association Equity</strong></td>
<td><strong>1,059,589</strong></td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES AND ASSOCIATION EQUITY</strong></td>
<td><strong>1,239,008</strong></td>
</tr>
</tbody>
</table>

**Notes to Financial Statements**

1. **NATURE OF ORGANIZATION**
   The American Association of Collegiate Registrars and Admissions Officers is a voluntary education association dedicated to promoting higher education and furthering the professional development of its members.

2. **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**
   - **Membership Fees**
     Revenue from membership fees is recognized in the year to which the fees relate.
   - **Contracts and Grants**
     Revenue from contracts and grants is recognized as work performed in amounts equal to reimbursable costs.
   - **Allowance for Doubtful Accounts**
     An allowance for doubtful accounts has not been established as the Association considers accounts receivable to be fully collectible. If amounts become uncollectible, they will be charged to operations when the determination is made.
   - **Property and Equipment**
     Expenditures for maintenance and repairs are charged to expense as incurred. Expenditures for additions, improvements, and replacements are added to the property and equipment accounts. Equipment purchased with federal grant monies and subject to reversion to the federal government is expensed. Depreciation and amortization are determined using the straight-line method over estimated useful lives as follows:
     - **Furniture**: 10 years
     - **Equipment**: 5 - 6 years
     - **Leasehold Improvements - Shorter of lease term or useful life**
     Depreciation expense was $44,777 for the year ended June 30, 1994.

   - **Investments**
     Investments are carried at the lower of aggregate cost or market value. Realized and unrealized gains and losses for current investments are included in the statements of revenues and expenses. Unrealized gains and losses for noncurrent investments are recognized as a direct addition or reduction to the fund balance. Realized gains and losses on sales of investments are reflected in the statement of revenues and expenses. Realized gains and losses for current and noncurrent investments are determined by the specific identification method.

   - **Pension Plan**
     The Association has a defined contribution pension plan that covers...
Statement of Revenues, Expenses, and Association Equity for the Year Ended June 30, 1994

**REVENUES**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership Fees</td>
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<tr>
<td>Annual Meeting Fees</td>
<td>490,500</td>
</tr>
<tr>
<td>Publication Fees</td>
<td>178,659</td>
</tr>
<tr>
<td>Contracts and Grants</td>
<td>150,520</td>
</tr>
<tr>
<td>Investment Income</td>
<td>47,402</td>
</tr>
<tr>
<td>Professional Development</td>
<td>140,573</td>
</tr>
<tr>
<td>Advertising</td>
<td>31,759</td>
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<tr>
<td>Label Income</td>
<td>12,242</td>
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<tr>
<td>Special Projects</td>
<td>15,763</td>
</tr>
<tr>
<td>Contributions</td>
<td>2,186</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td><strong>$2,097,938</strong></td>
</tr>
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</table>

**EXPENSES**

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<tbody>
<tr>
<td>Association Office</td>
<td>1,027,880</td>
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<tr>
<td>Annual Meeting</td>
<td>324,822</td>
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<tr>
<td>Contracts and Grants</td>
<td>200,720</td>
</tr>
<tr>
<td>General Administration</td>
<td>82,006</td>
</tr>
<tr>
<td>Professional Development</td>
<td>99,092</td>
</tr>
<tr>
<td>Professional Activities</td>
<td></td>
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<tr>
<td>V.P. for Enrollment Management</td>
<td>5,579</td>
</tr>
<tr>
<td>V.P. for International Education</td>
<td>16,567</td>
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<tr>
<td>V.P. for Professional Development, Publications and Research</td>
<td>22,768</td>
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<tr>
<td>V.P. for Records and Registration</td>
<td>4,006</td>
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<tr>
<td>V.P. for Regional Associations and Institutional Issues</td>
<td>39,557</td>
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<tr>
<td>Publications</td>
<td></td>
</tr>
<tr>
<td>AACRAO Data Dispenser</td>
<td>38,331</td>
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<tr>
<td>College and University</td>
<td>41,711</td>
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<tr>
<td>Other</td>
<td>110,659</td>
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<tr>
<td>Special Projects</td>
<td>81,048</td>
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<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>2,094,546</strong></td>
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**Excess of Revenues Over Expenses Before Net Losses on Securities**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3,392</strong></td>
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**Net Losses on Securities**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(13,813)</strong></td>
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**Deficiency of Revenues Over Expenses**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(10,421)</strong></td>
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</tbody>
</table>

**Association Equity at Beginning of Year**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>$1,070,010</strong></td>
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</tbody>
</table>

**Association Equity at End of Year**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>$1,059,589</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Notes to Financial Statements (continued)**

- All full-time regular employees following two years of continuous employment.
- Employer contributions, which amounted to $40,950 in 1994, are made in amounts equal to 10% of participants' salaries up to the Social Security earnings base and 15% of salary in excess thereof.
- Income Tax Status
- The Association is exempt from federal and state income taxes (except taxes on unrelated business income, if any) under Section 501(c)(3) of the Internal Revenue Code and is classified by the Internal Revenue Service as other than a private foundation.
- Cash and Cash Equivalents
- For purposes of the statement of cash flows, the Association considers cash in operating bank accounts, cash on hand, overnight repurchase agreements and money market trust funds to be cash and cash equivalents.
- **INVESTMENTS**
- Short-Term Investments
- Short-term Investments consist of trust funds invested in bond and equity securities.

CASH FLOWS FROM OPERATING ACTIVITIES

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deficiency of Revenues over Expenses</td>
<td>$ (10,421)</td>
</tr>
<tr>
<td>Adjustments to Reconcile Deficiency of Revenues Over Expenses</td>
<td></td>
</tr>
<tr>
<td>to Net Cash Provided By Operating Activities</td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td>46,777</td>
</tr>
<tr>
<td>Loss of Disposal of Equipment</td>
<td>22,975</td>
</tr>
<tr>
<td>Net Losses on Securities</td>
<td>13,813</td>
</tr>
<tr>
<td>Increase in Restricted Cash</td>
<td>(2,186)</td>
</tr>
<tr>
<td>Increase in Accounts Receivable</td>
<td>(35,645)</td>
</tr>
<tr>
<td>Increase in Other Assets</td>
<td>(39,968)</td>
</tr>
<tr>
<td>Increase in Accounts Payable and Accrued Expenses</td>
<td>39,060</td>
</tr>
<tr>
<td>Decrease in Deferred Vacation</td>
<td>5,032</td>
</tr>
<tr>
<td>Net Cash Used in Operating Activities</td>
<td>(9,111)</td>
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</tbody>
</table>

CASH FLOWS FROM INVESTING ACTIVITIES

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of equipment</td>
<td>(116,003)</td>
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<tr>
<td>Purchase of investments</td>
<td>(65,862)</td>
</tr>
<tr>
<td>Net cash used in Investing activities</td>
<td>(181,865)</td>
</tr>
<tr>
<td>NET DECREASE IN CASH</td>
<td>(190,996)</td>
</tr>
</tbody>
</table>

CASH AND CASH EQUIVALENTS AT BEGINNING OF YEAR                   | 272,038    |

CASH AND CASH EQUIVALENTS AT END OF YEAR                          | $ 81,042   |

Supplemental Disclosure of Cash Flows Information

Cash Paid for Interest                                           | $         |

Notes to Financial Statements (continued)

4. RESTRICTED CASH
   In July 1993, the Executive Committee established the J. Douglas Conner Scholarship Fund (the Fund). Contributions received have been segregated and classified as restricted cash designated for future use to provide scholarships/internships. In July 1993, the Board of Directors voted to discontinue the Fund. Donors will be notified of a suggested alternative use for their contributions. If donors request, their contributions will be refunded.

5. BOARD DESIGNATED FUNDS
   The Board has designated assets for certain purposes. The Board designated balance at June 30, 1994, consisted of:
   - Designation of Scholarship funds (Note 6): $36,225
   - Designation of budgeted project expenditures: 72,740
   - Designation of reserve for questioned costs (Note 6): 109,200
   - Total designations: $200,065

7. COMMITMENTS
   Employment Agreement
   In February 1994, the Association entered into a twenty-four-month agreement effective July 1, 1994 with its Executive Director. Under this contract, the Association is committed to pay a salary of $96,000 for the year ended June 30, 1995.

   Operating Leases
   The Association leases office space under an operating lease expiring on December 31, 1000. Future minimum lease payments are as follows:
   - 1995: $126,825
   - 1996: 126,825
   - 1997: 126,825
   - 1998: 126,825
   - 1999: 126,825
   - Total: $633,650
   Rent expense for office space was $126,825 for the year ended June 30, 1994.

   Hotel Commitments
   The Association reserves hotel accommodations for its annual conventions up to 7 years in advance. The contracts contain contingency clauses whereby the Association is liable for cancellations. The monetary restitution is based on a percentage of the peak room rate, the number of rooms contracted and the date of cancellation.

8. POST EMPLOYMENT BENEFITS
   The Association does not provide a post employment health insurance program.
The Future

As we approach the 21st century we need to think about partnerships. In a new world, higher education collegiate registrars and admissions officers must form dramatically different coalitions in the community, state, country, and international arena, as we try to bring about the changes that are so necessary in our field.

If collegiate registrars and admissions officers are going to be part of the new landscape of the 21st century, we must discover new ways to sit at the bargaining table. We must find ways to reach out to the community and make it clear that the standards of our schools represent a vision that is attainable. We must be able to articulate that vision. But most importantly, we must get people to join with us to buy into that vision and be willing to work for it.

Carolyn Reid-Wallace
Keynote Address
AACRAO's 80th Annual Meeting: Renew the Revolution
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Re-examining Affirmative Action

Affirmative Action and the University: A Philosophical Inquiry

Steven M. Cahn, Editor

Temple University Press, Philadelphia
1993, 310 pages
Hardback, $37.95

Are we sure that we—in our individual consciousness and judgments and in the academy as a whole—have left behind the unfairness of a racist sexist past? So ends Karen Hansen’s “Facing Facts and Responsibilities: The White Man’s Burden and the Burden of Proof,” voicing the central issue in the discussion of affirmative action within the philosophical context of this book.

While affirmative action is nearly universally advocated, the very practices so publicly supported incite a heated backroom debate, the move injurious because it is not public. This book encourages a re-examination of the basis of opinion regarding affirmative action. As editor Steven Cahn states, no consensus was expected, and one certainly does not emerge among the contributors. The backroom debate is brought into the open and offers readers an opportunity to re-evaluate their ideas regarding affirmative action and the mechanism of its implementation.

Cahn offers two venues for his contributors. The first is a collection of essays by three prominent American social philosophers: Leslie P. Francis, Robert L. Simon and Lawrence C. Becker. All hold divergent views and write extended pieces which comprise the first third of the book. Among the topics addressed in this section are justification for affirmative action, forms of affirmative action, and a possible compromise between contending factions. Each contributor in this section offers models that could be implemented in search and tenure decisions.

The remaining two-thirds of the work is a collection of shorter essays contributed by 22 distinguished philosophers and written in reaction to one or more of the three lead essays. Issues in this section range from “Who ‘Counts’ on Campus” (Ann Hartle) and “The Injustice of Strong Affirmative Action” (John Kekes) to “Are Quotas Sometimes Justified?” (James Rachels) and “An Ecological Concept of Diversity” (La Verne Shelton). In nearly every essay, issues of diversity in faculty selection and tenure are specifically addressed according to a variety of models—ecological, societal, and zero sum. Several authors bemoan the fact that “protected” or “targeted” groups are not well represented in academia. Others ask if those in protected groups deserve “protection” or if others are more deserving of affirmative action due to circumstances other than those legally defined. Can we move beyond our racist sexist past and become truly color and gender blind in faculty and tenure decisions?

While much is made of the lack of minority and female faculty in senior and tenured positions and the fact that few are available for entry level positions in several disciplines, little is said regarding access to the road leading to academic life. Getting minorities and women into graduate school is addressed, but references to the admission of students into undergraduate school, high school preparation, and college remedial programs are conspicuously absent. The “University” is more than a collection of professors; in fact, students usually outnumber faculty by at least ten to one. It is the students of today who will become tomorrow’s faculty and they should not be dismissed from the affirmative action equation. Similarly, the contributors ignore the hiring and/or promotion of deans and senior administrators. If there is to be a philosophical inquiry into affirmative action and the university, it should take into account all aspects of the university, not merely the faculty.

In spite of this limitation the book should appeal to a wide audience. Beyond philosophers, it can make a considerable impact on college administrators who are not equal opportunity/affirmative action officers. Enrollment management officers might adapt some of the models offered, and thoughtful reading by prospective search committee members, or at least chairs, might influence how position advertisements are written to gain a better applicant pool. Moreover, different definitions of diversity may influence numerous aspects of university life.

Anyone considering entering, or already a part of academic life, can gain from a thoughtful, open-minded reading of this book. Hopefully, Cahn will achieve his purpose and begin, if not renew, a meaningful and public debate on this important issue.

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