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## Eastern Illinois University's Records Office and Position of Assistant, Records

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Eastern Illinois University's Records Office

and

Position of Assistant, Records

(TITLE)

BY

Richard L. Campbell

B. S. in Ed., Eastern Illinois University

M. S. in Ed., Eastern Illinois University

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS

1970

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING

THIS PART OF THE GRADUATE DEGREE CITED ABOVE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
ADVISER

1970

DATE

L. M. Hamand, Dean

DEPARTMENT HEAD

EASTERN ILLINOIS UNIVERSITY'S RECORDS OFFICE  
and  
POSITION OF ASSISTANT, RECORDS

BY

Richard L. Campbell

Field Experience in Administration Report

Submitted in Partial Fulfillment of the Requirements for  
The Degree Specialist in Education  
And Prepared in Course

Education 602

In the Graduate School, Eastern Illinois University,  
Charleston, Illinois

1970

I Hereby Recommend this Paper be Accepted as  
Fulfilling this Part of the Degree, Specialist in Education

8/4/70  
Date

Adviser

8/4/70  
Date

Department Head

314406

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Richard L. Campbell

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## CHAPTER I

### INTRODUCTION

The writer accepted a position as Executive Assistant and Assistant in Records at Eastern Illinois University, Charleston, Illinois, beginning September, 1968. Since this work situation was so completely different from what he had experienced at the junior high and senior high levels of education in teaching and administration and as a trainee in a management program in business, the writer decided to use the process of familiarizing himself with the Records Office functions as his field experience in administration.

#### Purpose

The purpose of this paper is to discuss the functions of the Records Office at Eastern Illinois University and the writer's position as Assistant in the Records Office at Eastern Illinois University. Also the writer's role in having the College-Level Examination Program adopted at Eastern Illinois University and the purpose of this Program will be discussed. The writer will also briefly describe the functions of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). A discussion of the activities at the Forty-Sixth and Forty-Seventh Annual Meetings of the Illinois Association of Collegiate Registrars and Admissions Officers



(IACRAO) which the writer attended will also be given. A review of the writer's association with the Data Systems and Machine Activities Committee of IACRAO, the professional activities committee to which the writer has been assigned, will also be discussed.

Purpose and Functions of  
Eastern Illinois University's Records Office

The purpose of the Records Office at Eastern Illinois University is the systematic control over the preparation, maintenance, retention, and protection and preservation of records for persons who are and who have been enrolled as students at Eastern Illinois University. In carrying out this purpose accuracy and confidentiality of records are of utmost importance.

After a person has been officially accepted as a student at Eastern Illinois University and after his Application for Admission has been forwarded to the Records Office, a permanent record card is prepared for him. Preparation of the permanent record card involves the accurate recording of essential information from the application form. This information includes the student's name, permanent address, high school attended, graduation date and rank, social security number which serves as his student number, parents' name, ACT test scores, matriculation date at Eastern Illinois University, and date and place of birth. If the student is a transfer student, the number of hours which have been accepted in transfer toward graduation is indicated.

It should be emphasized that the permanent record card is used only for recording information relating to the student's academic progress and achievement--grades by quarters in attendance, quarterly and cumulative grade point averages, quarter hours included in the grade point average, quarter hours toward graduation, probation status, admission and re-admission status, graduation date, degree, graduation major(s) and minor(s), and honors at graduation. Information relating to disciplinary action is not recorded on the permanent record card and is not kept on file in the Records Office. This information is maintained in the Office of the Dean of Student Personnel Services. A notation is placed on the back of the permanent record card indicating that information pertaining to disciplinary action is on file in the Student Personnel Services Office. This notation is made for the purpose of aiding the Records Office when and if the student must ever file for readmission since stipulations set forth in the disciplinary action might possibly relate to when it is permissible for him to be readmitted.

Maintaining the permanent record card involves making any necessary changes or corrections to a student's permanent record card so that it is an accurate indicator of his academic progress at Eastern Illinois University. Changes could involve the changing of a grade or the removal of an incomplete grade. Changes of grades and the removal of incomplete grades must go through specific channels of approval and must meet

approved academic policy regulations before they can be made. Corrections must also be made when incorrect information has been fed into the computer resulting in the printing of an incorrect grade label for a student at the end of the quarter or the printing of incorrect lists of information which are sent to the Records Office at various times during the quarter. The acceptance of transfer credits or proficiency credits must also be recorded.

Retention and protection and preservation involves providing an adequate and safe storage place for records. At Eastern Illinois University this is provided in a fire-proof vault that was constructed in Old Main where the Records Office is located. Due to increasing student enrollments, the vault space is becoming inadequate for the size of the University. To compensate for this, records are being transferred to microfilm. Microfilming permits records to be reduced in size so that a greater number of records can be stored in a smaller amount of space. Further security of records is provided through sending duplicate rolls of imaged film to the archives in Springfield, Illinois. Through this procedure the records could be reproduced if the originals or the microfilmed copies being used are destroyed by a major catastrophe. Microfilm processes can also provide for faster information retrieval.

The originals of the earliest student records, 1895 through approximately 1930, have been transferred to microfilm. This microfilming was done by a private corporation.

Since these records were filmed, the equipment which Eastern Illinois University purchased for continuing with its micro-filming program is different from that which this corporation used. Therefore, our present equipment does not lend itself to the best viewing of these records. However due to the age of these records and since present plans do not include transferring them to individual aperture cards, it is not planned to refilm them.

The microfilm program at Eastern Illinois University is still in the infant stage. Many records have been transferred to roll film for security purposes, but the entire microfilm process was not completed. At present the microfilm program is being revised. The new process will insure that all records get properly filmed and transferred to aperture cards as well as providing a security copy.

At present the files have been purged through the year, 1950. The records for these students who have graduated or who have not returned to Eastern Illinois University since that time have been removed from the inactive file to a "micro-film file." In the very near future these records will be filmed. If the student has earned his degree, only his permanent record card will be filmed. If a person has not completed his degree, correspondence and/or other pertinent information pertaining to that degree will also be filmed. After the processed film has been returned, it will be checked to see that all of the records were adequately filmed before the original

records are moved to storage areas that are not fire-proof. If necessary records will be refilmed to get a readable image. For purposes of checking the film, an IBM Micro-Viewer or the IBM Micro-Viewer Printer will be used.

After the filming and checking of a group of records is completed, these will be transferred to Diazo Micro-Processing Cards or aperture cards. The aperture card is an IBM sized card that contains an opening that fits the size of a frame or two half-frames of film. By transferring the image of a student's record from the roll of film it will be possible to maintain a continuing alphabetical file of active and inactive students instead of having to go to individual rolls of film which contain students' records over a period of years. An example of an aperture card is shown in Figure 1, page 7. The Diazo cards will be prepared on an IBM Micro-Copier. After the Diazo cards have been prepared, the cards will be filed in alphabetical order in a file cabinet located in the vault; and the security roll of film will be sent to the archives. This small card or more than one card, if necessary, will be the student's permanent record card. It replaces the usual space consuming file folder sized card and accompanying correspondence. It should be pointed out that information can be key-punched into the Diazo cards. This permits speedier retrieval of cards when a specific large group would be needed. However since long-range plans in data processing include records control and storage, this will not be done. Instead

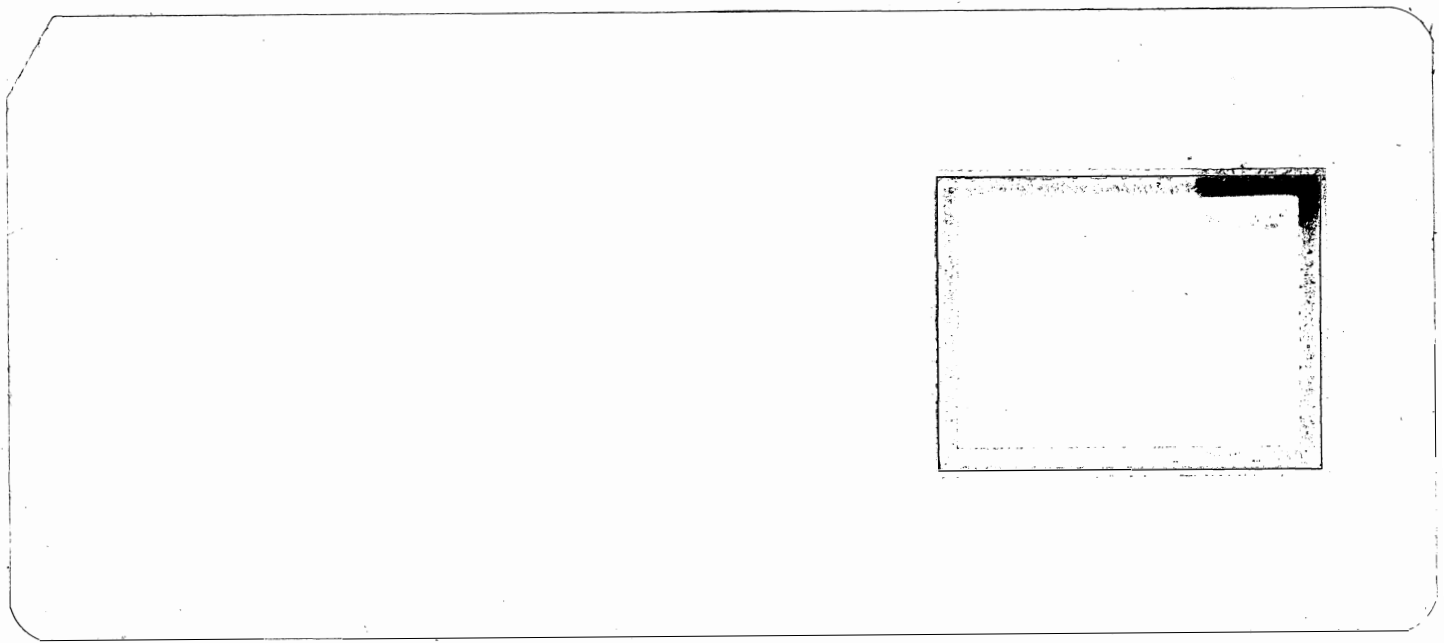


Fig. 1--IBM Diazo Micro-Processing Card

pertinent information will be typed directly on the blank space on the Diazo card. A transcript when requested by the student will be prepared directly from the Diazo card on the IBM Micro-Viewer Printer.

Other Records Office activities include the providing of selective service information when requested and the preparing and sending of transcripts. Readmission to the University is handled in the Records Office. This involves notifying the Deans of those students within their school or college who have applied for graduation, providing the Deans with the information necessary for graduation certification, and recording graduation. It should be pointed out that certification for graduation is the responsibility of the Dean of Student Academic Services, who in turn has designated this responsibility to the Records Office, and who in turn has made this a function of the Deans of the various schools and colleges. However by posting graduation to the permanent record card, it is the Records Office that verifies graduation to those who need this information. Related to graduation is the preparation of class rank. Many forms which require academic certification are also processed through the Records Office. Transfer evaluations, reevaluations, correspondence, and meeting with students also occupy a great amount of time. It should be emphasized that no matter how routine some situations may seem, there are always exceptions which require an administrator's decision.

Job Description  
Executive Assistant and Assistant, Records

Basic Function

In the position of Executive Assistant and Assistant in Records, the writer's primary function is the fulfilling of responsibilities as designated by James E. Martin, Assistant Dean, Records, and serving as the individual directly responsible for the operation of the Records Office in his absence.

Responsibilities

1. The Assistant in Records is responsible for the evaluation of transcripts received primarily from junior college transfers. The Assistant in Records is also responsible for re-evaluations which are requested. In carrying out the responsibilities of this area, the Assistant in Records must communicate with Dr. Maurice W. Manbeck, Associate Dean, Junior College Relations, and who serves as the liason person between junior colleges and Eastern Illinois University; with the Heads of the various Departments; with faculty and advisers; and with students. Communication with Registrars and Directors of Records at various junior colleges is also required at times.
2. The Assistant in Records is responsible for certifying the eligibility of students to participate in athletic events. In fulfilling the responsibilities of this area, the Assistant in Records must communicate with Dr. William H. Zeigel, Vice President for Administration and Faculty Representative; with Dr. Dempsey Reid, Western Illinois University, National Collegiate Athletic Association Representative; and with Dr. Tom Katsimpalis, Director of Athletics. The Assistant in Records is accountable to Mr. James E. Martin, Assistant Dean, Records, and to Dr. Zeigel in fulfilling obligations in this area since they are the institutional representatives who must sign the required forms. The administrative function of interpreting policy is involved in satisfying the assigned responsibilities in athletic eligibility.
3. The Assistant in Records is responsible for certifying persons from all baccalaureate degree programs who are following pre-1961 curriculums. Responsibilities include:



- a. Preparing graduation plans which assure academically meaningful programs for these individuals, and if for teacher preparation, that fulfill requirements for certification as specified by the Teacher Certification Board;
- b. Providing advisers with the materials to properly advise these students of their remaining academic requirements;
- c. Meeting with these students and assisting them with problems such as locating and approving courses from junior colleges, colleges, and/or universities which will satisfy requirements in their degree program;
- d. Certifying these individuals as having fulfilled the requirements of their degree program.

The Assistant in Records is accountable to the Dean of Student Academic Services. The Assistant in Records has the obligation to assist students following pre-1961 curriculums to the best of his ability.

4. The Assistant in Records is responsible for seeing that the class rank for graduates at the close of the academic year is prepared. In fulfilling this obligation the Assistant in Records supervises the individuals in the Records Office who are assembling this data. The Assistant in Records serves as the liason person with the Data Processing Center in getting this material prepared for distribution.
5. The Assistant in Records is responsible for answering correspondence which is addressed directly to him and which is assigned to him. The Assistant in Records must be aware of policy regulations and changes in regulations to properly and adequately perform this function.
6. The Assistant in Records is responsible for keeping himself aware of academic policies at Eastern Illinois University so that he is prepared to answer questions which are directed to him by students, faculty, and other administrators. The Assistant in Records must maintain good lines of communication with other offices in answering some questions which are addressed to him.
7. The Assistant in Records is responsible for keeping abreast of policy statements as set forth by the professional associations affiliated with his duties and of which Eastern

Illinois University is an institutional member--American Association of Collegiate Registrars and Admissions Officers and Illinois Association of Collegiate Registrars and Admissions Officers. The Assistant in Records should participate in the professional activities of these groups and should serve on their professional committees.

8. The Assistant in Records is responsible for assisting in administrative decisions and in formulating policy which he deems necessary and which is requested for the betterment of the University and the Records Office.
9. The Assistant in Records is responsible to continually strive to better the service unit with which he is affiliated.

## CHAPTER II

### COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

One of the writer's first assignments was to complete a definitive proposal to be presented to the Council on Academic Affairs concerning the awarding of college credit based on scores received on the College-Level Examination Program (CLEP). A brief over-view of CLEP had been presented to the Council by Dr. Maurice W. Manbeck, former Assistant Dean, Records, during August, 1967. However, the Council did not take any action concerning this program at that time since they had just approved a policy to grant college credit and offer advanced placement to students who had achieved certain percentile scores on the College Entrance Examination Board Examinations (CEEB). It was felt that this older, more established program should be instituted first. Working with Dr. Manbeck in the preliminary stages of preparing a proposal for CLEP was Mr. Calvin Campbell, former Assistant, Records Office. Their preliminary work included gathering materials which explained CLEP and corresponding with other colleges and universities to see if they were using CLEP and how successful it had been at their respective institutions.

The purpose of the College Board's College-Level Examination Program (CLEP) which began in 1965 is to develop a national

system of placement and credit by examination primarily directed to higher education. The five major objectives of the Program are:

1. To provide a national program of examinations that can be used to evaluate nontraditional college-level education, specifically including independent study and correspondence work;
2. To stimulate colleges and universities to become more aware of the need for and the possibilities and problems of credit by examination;
3. To enable colleges and universities to develop appropriate procedures for the placement, accreditation, and admission of transfer students;
4. To provide colleges and universities with a means by which to evaluate their programs and their students' achievement;
5. To assist adults who wish to continue their education in order to meet licensing requirements or qualify for higher positions.<sup>1</sup>

Many colleges and universities are effectively using the College-Level Examinations in many different ways for the purposes of evaluating and placing of both their unaffiliated and affiliated students. Through these varying ways these institutions are attempting to answer such questions as: "How do our second-year students compare with those at other institutions in terms of their liberal arts backgrounds?" "What evaluation can we make of individuals who took courses while

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<sup>1</sup>College-Level Examination Program, Description and Uses, 1968 (Princeton: College Entrance Examination Board, 1968), 3.

in the military service?" "To what extent are students majoring in secondary education adequately prepared in the liberal arts?"<sup>2</sup> Different ways that the examinations are currently being applied are:

1. To provide alternate channels for meeting general education requirements.
2. To assist transfer and all continuing students in the transition to upper-class study.
3. To help in the assessment of all transfer applicants.
4. To allow a junior college to compare its graduating sophomores with the national norms and to provide a counseling tool for working with the graduates.
5. To provide alternate means of satisfying specific course requirements.
6. To provide information for use in the admission and placement of adults in a special beginning college program.
7. To provide an alternate means by which persons without a degree may qualify for admission to graduate programs.
8. To provide information for the educational counseling of enrolled students.
9. To recognize the continued growth and development of individuals in the military service.
10. To recognize superior preparation and accomplishment of high school students at the point of college entrance.
11. To insure basic levels of achievement in liberal arts areas of students in secondary education programs who seek to enroll for student teaching.

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<sup>2</sup>Ibid., 14.

12. To assist in the evaluation and placement of foreign students.
13. To provide measures of college equivalency for use by organizations and agencies other than colleges and universities.<sup>3</sup>

CLEP is also used by many colleges and universities to recognize and reward the educational achievements which have been attained by older students outside of the formal classroom situation. The intent here is to specifically evaluate knowledge which has been gained through nontraditional techniques. These could include independent study, correspondence courses, radio and/or television courses, on-the-job training, and private tutoring.<sup>4</sup>

When college credit is awarded through the College-Level Examination Program's Subject Examinations, those taking the examinations do not have the same preparatory background, nor has there been a particular pattern of preparation such as might be gained in a college course assumed by the developers of the examinations. Instead, each Committee of Examiners has developed their examinations to include material which they believe to be common to most college courses in a particular subject area. The Committee anticipates that the individuals will be prepared for the College-Level Examinations through experiences such as those mentioned in the preceding

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<sup>3</sup>Ibid., 14-15.

<sup>4</sup>Ibid., 35-36.

paragraph. "The important question, therefore, should not be how the individual got his education but whether he can demonstrate that he has attained college-level education in a certain subject."<sup>5</sup> This differs from awarding college credit in the Advanced Placement Program (CEEB) where the examinations have been developed according to a specific course description and where most of the students taking the examination have completed the suggested preparation course.<sup>6</sup>

Thus, the Program could be used to recognize the continued growth and development of individuals in the military service. It is believed that this is the area where Eastern Illinois University will receive its main requests to waive courses or electives. This will become more evident as more servicemen return to college.

There are two types of examinations offered by CLEP, General and Subject. At this time it is being proposed that Eastern Illinois University grant credit based on scores received on only the General Examinations. This battery of examinations consists of tests in (1.) English Composition, (2.) Social Sciences--History, (3.) Natural Sciences, (4.) Humanities, and (5.) Mathematics.

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<sup>5</sup>Ibid., 37.

<sup>6</sup>Ibid., 36.

The General Examinations are

intended to provide a comprehensive measure of undergraduate achievement in the five basic liberal arts areas . . . . They are not designed to measure advanced training in any specific discipline, but rather to assess a student's knowledge of fundamental facts and concepts, his ability to perceive relationships, and his understanding of the basic principles and concepts. The General Examinations are designed to be particularly relevant to the kinds of general education experiences students can be expected to have had by the end of their first two years of college. They are not based on a particular curriculum or course of study, but sample widely the content of the major disciplines with which each is concerned.<sup>7</sup>

A system of test centers has been established throughout the United States, and candidates have received credit and placement on the basis of test scores achieved at these centers. Also the United States Armed Forces Institute (USAFI) distributes, scores, and reports results on General Examinations within the military education programs. USAFI serves more than 600 testing centers at military installations throughout the world, at which servicemen may apply for and be administered a variety of educational tests.

During October, 1968, the writer attended a curriculum committee meeting of the College of Letters and Science. One of the main purposes of this meeting was to decide if Eastern Illinois University should adopt the College-Level Examination

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<sup>7</sup>Cornelius P. Turner (editor), A Guide to the Evaluation of Educational Experiences in the Armed Services (Washington: American Council on Education, 1968), 391-392.



Program and, if so, to decide which courses should be waived and/or what credits should be awarded for acceptable scores on the battery of General Examinations. All subject areas tested with the exception of music which is included in the humanities examination and which are included in the General Examinations are represented by the departments of the College of Letters and Science. Dr. Lawrence A. Ringenberg, Dean, College of Letters and Science, discussed with Dr. Robert Y. Hare, Dean of the School of Music, his recommendations for awarding credit on the humanities examination prior to this meeting. Furthermore, the tests were made available to the department heads prior to this meeting to permit them to have an opportunity to review the content of the examinations. This provided a basis for a discussion concerning the granting of college credit for acceptable test scores.

After discussion it was approved to present a proposal to the Council on Academic Affairs for Eastern Illinois University to award undergraduate credit for achievement in the five basic liberal arts areas as measured by the General Examinations of the College-Level Examination Program. It was further recommended that Eastern Illinois University follow the standards of the American Council on Education and the Commission on Accreditation of Service Experiences. These standards are that

1. The examinee must achieve a score at or above the twenty-fifth percentile on each test.

2. Eight quarter hours would be the maximum allowable equivalent for each test. The maximum total hours allowable for the battery of tests is forty quarter hours.

Another recommendation of the Curriculum Committee was that hours of credit be granted for achievement in each general area instead of waiving specific courses.

On November 14, 1968, the Council on Academic Affairs approved a proposal that Eastern Illinois University recognize and give credit for CLEP. This action approved the following:

Eastern Illinois University recognizes undergraduate achievement in the five basic liberal arts areas as measured by the general examinations of the College-Level Examination Program (CLEP). A student with no college credits who achieves a score at or above the 25th percentile, based on CEEB national norms for students who have completed two years of college work, on one of these tests is granted upon admission to Eastern Illinois University eight quarter hours of credit that counts toward the 198 quarter hours [now 190 quarter hours] required for a bachelor's degree. Maximum total hours for the battery of five tests is 40 quarter hours. Students who enroll at Eastern Illinois University with transfer credits and CLEP scores on general examinations may be given CLEP credit only in those areas not duplicating transfer credit.

Credit based on CLEP general examinations also counts toward satisfying the general distribution requirements as follows:

1. English Composition Test, 8 q. hrs. of elective credit.
2. Social Sciences-History Test, 4 q. hrs. of social studies and 4 q. hrs. of history.
3. Natural Sciences Test, 4 q. hrs. of biological science and 4 q. hrs. of physical science.
4. Humanities Test, 4 q. hrs. of art and music and 4 q. hrs. of literature and philosophy.
5. Mathematics Test, 8 q. hrs. of mathematics.<sup>8</sup>

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<sup>8</sup>Minutes, Council on Academic Affairs (Charleston: Eastern Illinois University, November 14, 1968), 5-6.

Since this action was approved Eastern Illinois University has been awarding credit based on CLEP. As expected the test scores have been received from USAFI for returning servicemen enrolling at the University. An example of test scores as reported for a student by USAFI is shown in Figure 2, page 21. Also shown in Table 1, page 22, is the Percentile Ranks for the General Examinations for College Sophomores from the Score Interpretation Guide for the College-Level Examination Program. Referring to this table and the column headed "Men" under each examination, this student was awarded credit toward graduation at Eastern Illinois University as follows:

<u>Test</u>	<u>Score</u>	<u>Percentile</u>	<u>Credit</u>
English Composition	431	31.4	Eight quarter hours of elective credit in English
Social Sciences- History	492	45.8	Four quarter hours of social studies and four quarter hours of history
Natural Sciences	433	22.9	No credit
Humanities	428	33.0	Four quarter hours of art and music and four quarter hours of literature and philosophy
Mathematics	438	22.5	No credit

It should be noted that the percentile ranks which are indicated on the official report of test scores, Figure 2, page 21, do not agree with the percentile ranks which were used for granting credit at Eastern Illinois University.

**OFFICIAL REPORT OF EDUCATIONAL ACHIEVEMENT  
THROUGH  
THE UNITED STATES ARMED FORCES INSTITUTE**

MADISON, WISCONSIN 53703

NAME

SERVICE NUMBER

SOCIAL SECURITY NUMBER

TEST ONE				TEST TWO				TEST THREE				TEST FOUR				TEST FIVE		
NO. OF TEST	TEST FORM	STD. SCORE	PCT'L RANK	DATE OF TEST	TEST FORM	STD. SCORE	PCT'L RANK	DATE OF TEST	TEST FORM	STD. SCORE	PCT'L RANK	DATE OF TEST	TEST FORM	STD. SCORE	PCT'L RANK	DATE OF TEST	TEST FORM	STD. SCORE

TESTS OF GENERAL EDUCATIONAL DEVELOPMENT, HIGH SCHOOL LEVEL

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TESTS OF GENERAL EDUCATIONAL DEVELOPMENT, COLLEGE LEVEL

English Composition	Social Sciences- History	Natural Sciences	Humanities	Mathematics
------------------------	-----------------------------	---------------------	------------	-------------

GENERAL EXAMINATIONS OF THE COLLEGE - LEVEL EXAMINATION PROGRAM

67	Y	431	29	04	67	Y	492	58	04	67	Y	433	31	04	67	Y	428	32	04	67	Y	438
----	---	-----	----	----	----	---	-----	----	----	----	---	-----	----	----	----	---	-----	----	----	----	---	-----

OTHER TESTS

NO. OF TEST	NUMBER AND TITLE OF COURSE OR TEST	* RATING	TEST NO.

AMERICAN COUNCIL ON EDUCATION RECOMMENDATION	
METHOD OF STUDY	

NO. OF TEST	NUMBER AND TITLE OF COURSE OR TEST	* RATING	TEST NO.

AMERICAN COUNCIL ON EDUCATION RECOMMENDATION	<b>Fig. 2--CLEP Test Scores, Reported by USAFI</b>
METHOD OF STUDY	

RATING CODE: D - WITH DISTINCTION, S - SATISFACTORY, U - UNSATISFACTORY. A NUMERICAL RATING REPRESENTS PERCENTILE RANK ACHIEVED ON A USAFI SUBJECT STANDARDIZED TEST.

AN EXPLANATION OF USAFI TEST REPORTS WILL BE FOUND ON THE REVERSE SIDE OF THIS FORM. FOR FURTHER INFORMATION ON USAFI TESTS, SEE THE USAFI CATALOG OR THE BULLETIN NUMBER 10, ISSUED BY THE AMERICAN COUNCIL ON EDUCATION.

*W. L. Brothers*  
W. L. BROTHERS  
DEPUTY DIRECTOR FOR EDUCATION

GENERAL EXAMINATIONS<sup>9</sup>

Percentile Ranks  
College Sophomores—Spring 1963

Scaled score	ENGLISH			HUMANITIES			MATHEMATICS			NATURAL SCIENCES			SOCIAL SCIENCES-HISTORY			Scaled score
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
800															800	
780															780	
760					99	99	99						99		760	
740		99		99	98	98	98		99	99		98		99	740	
720		98	99	98	96	97	97		98	98		97		98	720	
700	99	97	98	97	95	96	96		98	96		97		96	700	
680	98	96	97	96	93	95	93	99	96	94	99	96	94	99	96	680
660	95	94	95	94	92	93	89	98	93	92	97	94	90	98	94	660
640	93	91	92	93	90	92	85	96	90	88	94	91	85	95	90	640
620	90	86	88	91	85	88	79	95	86	82	93	87	82	93	87	620
600	86	79	83	88	79	84	75	93	83	77	89	83	77	89	83	600
580	82	73	78	85	74	80	68	91	79	70	86	77	72	85	78	580
560	78	66	73	78	67	73	61	87	73	64	82	73	66	80	73	560
540	74	57	66	73	60	67	53	83	67	59	78	68	63	73	68	540
520	67	50	59	69	51	61	46	77	60	49	72	60	56	67	61	520
500	60	43	52	63	43	54	41	72	55	43	66	54	49	59	54	500
480	51	35	44	57	36	47	33	65	47	39	58	47	41	53	47	480
460	43	28	36	48	28	39	28	57	41	32	46	39	34	44	39	460
440	35	22	29	39	24	32	23	48	34	25	38	31	26	34	30	440
420	27	16	22	29	18	24	18	38	27	19	29	24	20	27	24	420
400	21	12	17	20	13	16	14	28	21	15	22	18	15	19	17	400
380	15	9	12	12	9	11	8	15	11	9	13	11	10	14	12	380
360	10	6	8	7	5	6	2	4	3	5	9	7	6	10	8	360
340	6	4	5	4	1	3				3	6	4	3	5	4	340
320	4	3	4	1						1	3	2	1	3	2	320
300	2	2	2								2	1		1	1	300
280	1	1	1													280
Mean	482	516	498	483	518	499	529	461	498	518	474	498	514	481	498	Mean
Standard deviation	98	98	99	97	99	99	102	80	99	102	90	99	104	91	99	Standard deviation
No. of sophomores	1375	1207	2582	361	317	678	360	303	663	343	290	633	310	297	607	No. of sophomores

## Scaled Scores for Selected Percentiles

Percentile	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Percentile
75	545	585	570	549	582	564	600	513	566	595	528	571	594	550	568	75
50	477	520	494	463	516	489	530	444	487	523	465	489	505	473	488	50
25	413	451	428	414	444	422	448	394	413	440	408	424	433	413	423	25

<sup>9</sup>Score Interpretation Guide, College-Level Examination Program (Princeton: College Entrance Examination Board, 1967), 8.

This discrepancy results primarily from the fact that the USAFI percentile ranks are based on data compiled from military service personnel only. The Guide provides percentile ranks based on student populations throughout the United States, including both males and females, at the end of freshman-, sophomore-, and senior-year levels.

## CHAPTER III

### PROFESSIONAL ORGANIZATIONS

Eastern Illinois University holds membership in the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the Illinois Association of Collegiate Registrars and Admissions Officers (IACRAO). Within IACRAO the writer serves on the Data Systems and Machine Activities Committee.

#### American Association of Collegiate Registrars and Admissions Officers (AACRAO)

In 1910 a group of registrars and business officers representing twenty-four colleges and universities held a meeting in Detroit, Michigan, to discuss the problems and responsibilities relating to their positions. The American Association of Collegiate Registrars was organized during this conference. Since that meeting the Association's membership has grown to include over 1,600 institutions with more than 4,500 member representatives. These member representatives include persons in the areas of admissions, registration and records, financial aid, and institutional research. Institutions of higher education from the United States, Mexico, Canada, and other countries are included in the Association. The Association's present title, American Association of

Collegiate Registrars and Admissions Officers (AACRAO), was adopted in 1949 when many colleges and universities started establishing separate offices of admissions and records.<sup>1</sup>

AACRAO is concerned with advancing education, primarily higher education, and enhancing the professional growth of the work and the positions in offices connected with admissions, records, registration, financial aid, and institutional research. This activity is accomplished by:

1. Holding an annual meeting for the professional improvement of its members and to conduct Association business.
2. Maintaining an office to provide continuing service to AACRAO and its members and to other agencies in higher education.
3. Operating a Placement Service to aid colleges and universities in filling vacancies in the areas of records, registration, admissions, institutional research, and financial aid.
4. Publishing professional journals relating to higher education, periodicals (including a newsletter), occasional special bulletins, pamphlets, and reports.
5. Encouraging, conducting, and cooperating in research projects intended to further the purpose of the Association.
6. Promoting regional associations of registrars, admissions directors, and related officers, implementing their close cooperation with AACRAO, and encouraging and assisting in their separate meetings and enterprises.
7. Establishing committees to give attention to current problems and concerns.<sup>2</sup>

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<sup>1</sup>American Association of Collegiate Registrars and Admissions Officers, AACRAO, A Report Prepared by the American Association of Collegiate Registrars and Admissions Officers (Washington: American Association of Collegiate Registrars and Admissions Officers).

<sup>2</sup>Ibid.



1968 and 1969 Annual Meetings of the  
Illinois Association of Collegiate Registrars  
and Admissions Officers (IACRAO)

The writer has had the opportunity to attend both the 1968 and the 1969 Annual Meetings of the Illinois Association of Collegiate Registrars and Admissions Officers (IACRAO). These meetings have provided the writer with the opportunity to become more familiar with the activities associated with registration, records, financial aid, institutional research, and admissions offices at many Illinois colleges and universities. Also it has allowed him to become acquainted with many persons who are affiliated with these offices at their institutions.

The Forty-sixth Annual Meeting of IACRAO was held from October 23-25, 1968, at the Holiday Inn in Champaign, Illinois. The theme for this meeting was the "Rise or Demise of the Registrar through Data Processing."

The October 23rd session was devoted to informal workshops. The IACRAO members who served as resource persons and the general area of their discussion groups were:

Admissions	Murray Choate Eastern Illinois University
Registration	Curt Denny Illinois State University
Records	Louise Christensen Northwest Illinois State
Graduation Checks	Delores Switzer Western Illinois University

Selective Service            H. W. Wohlwend  
                                 Southern Illinois University  
                                 Otis Stanley  
                                 State Selective Service System

Microfilming                Ruth Jass  
                                 Bradley University

The writer attended the session concerned with micro-filming which was conducted by Ruth Jass, Registrar and Director of Institutional Research at Bradley University, Peoria, Illinois. Mrs. Jass explained the system of micro-filming which is being used at Bradley University. This proved to be very informative to the writer since the micro-filming equipment which they use is the same as that which is used at Eastern Illinois University. Mrs. Jass very effectively emphasized the importance of security of records through micro-filming since the majority of Bradley's official hard-copy records had been destroyed in an earlier fire. The majority of these records were reproduced accurately since they had them stored for security measures on microfilm.

After welcoming comments by John Briscoe, Assistant Chancellor, University of Illinois, to begin the October 24th session, Leo M. Corbaci, Assistant Vice President for Academic Affairs and Registrar at the University of Notre Dame, delivered a speech entitled "Data and Data Processing: Their Uses by the Registrar." The following is a summary of Mr. Corbaci's remarks.

The coming of data processing has brought about many changes in the registrar's role. Before data processing his duties were primarily concerned with recording facts. Now he must be concerned with a standardization in the collection of data.

Two essential steps in establishing the data processing system are gathering together an appropriate staff and developing a philosophy of operations. In setting up the staff someone should be selected to serve as a liaison person between the registrar and data processing operations. The registrar should use such techniques as flow charts to examine the activities connected with his area of operations. Moreover, he should study the area of data processing; and he should use consultants to aid him in establishing functional procedures and to keep him informed of technological changes in data processing. Data processing cannot be economically justified unless the processes have been properly established from beginning to end and unless a good line of communication exists between offices. Development of philosophy should include the limits of data processing operations and the types of services which can be offered. It is important that the faculty be aware of the services which data processing can provide. Furthermore, faculty support is essential in providing the required data at the needed time. Thus, the registrar should serve as a coordinator and a "barrier breaker."

A personal aspect affiliated with philosophy development is how involved does the registrar want to become in the decision making process.

Mr. Corbaci stressed some basic principles concerned with the registrar's position which he considered important. He stated that it is necessary for the registrar to strive for responsibility in the organization. Also he believed the office should be affiliated with academic affairs and should be on the first level below the vice president. Another important consideration is that there should be separate systems for admissions, financial aid, student aid, etc. Notre Dame operates with six independent offices coordinated into one unit. Mr. Corbaci further emphasized that the registrar should hold faculty rank at the assistant professor or associate professor level and should serve on committees concerned with grading procedures, calendar, space planning, and academic affairs. The principle involved is that control must be maintained, and the registrar must have the authority if this is to be his responsibility.

Mr. Corbaci then discussed the relationship of the registrar's office to the data processing operation. The registrar's office must have a priority for administrative operations at established times, regardless of who controls the data processing operation. The registrar is an expert in his field as data processing personnel are in theirs. Therefore, it is not necessary for the registrar to also be an expert in

data processing. The important factor is that these individuals recognize each others needs and work cooperatively together to achieve these. It would be beneficial for someone in the registrar's office who has a data processing background to serve as a liaison person between the two departments.

In conclusion Mr. Corbaci stated four basic opinions:

1. The registrar has the potential of making significant contributions to the decision-making process of the university through data processing.
2. The registrar operates across lines and has the capacity for breaking down barriers between various offices and constituents.
3. A significant amount of management information data is controlled by the registrar.
4. The registrar should participate actively on committees that are important to his role and functions. It is important that the basic service function of the office be maintained, regardless of the size of the school.

Dr. Keith Smith, Associate Director, State of Illinois, Board of Higher Education, served as the key speaker during the afternoon session. Dr. Smith's topic was "Our Mutual Problems in Data Collection." In his presentation, Dr. Smith indicated that the Illinois Board of Higher Education is seeking to accomplish four basic goals. These goals are planning; implementation of the plan; review, evaluation, and modification; and interpretation.

Involved with planning is the collecting of sufficient amounts of information to project how best the higher education system in the State can be modified to meet its predicted needs most efficiently. Implementation of the plan and the

responsibility to implement includes the drawing up and proposing of legislative programs in line with master plan objectives. Studying earlier planning objectives, seeing where they have succeeded or failed, and seeing what new objectives have been raised are the phases of review, evaluation, and modification. The fourth goal, interpretation, has not been accomplished to any extent in Illinois according to Dr. Smith. However, the Board recognizes its need to develop the capability for better interpretation of data received from the increasing number of questionnaires which they are sending to the institutions.

"Illinois Higher Education in the 'Seventies" served as the theme for the Forty-seventh Annual Meeting of IACRAO which was held at the Sheraton-Chicago Hotel, Chicago, Illinois, from October 29-31, 1969. The meetings consisted of workshop sessions based on the Illinois Council on Articulation study and the Board of Higher Education studies that were recently completed. These studies involved student characteristics, admission policies, retention, and transfer student performances. IACRAO members had participated in each of these studies by providing institutional data and by serving on study committees. The workshops at the Annual Meeting provided IACRAO members with the opportunity to learn the results of these studies and to discuss their implications. IACRAO members who registered early for the Annual Meeting were sent copies of these studies in advance. In that manner they were

able to select the workshops of their choice since time at the convention only allowed for attending two sessions. The study topics and their chairmen and presenters were as follows:

1. "Performance of Transfer Students"

Chairman: Donn Stansbury, Director of Admissions,  
William Rainey Harper College, Palatine

Presenters: Robert Darnes, Associate Secretary, Illinois  
Junior College Board, and Chairman of the  
Committee on the Performance of Transfer  
Students (Illinois Council on Articulation),  
presiding

Members of the Committee:

Ernest Anderson, University of Illinois  
Henry Moughamian, Chicago City College  
Irma Halfter, De Paul University

2. "Student Retention and Attrition at Illinois Colleges and Universities"

Chairman: Gus Gruenewald, Dean of Admissions and  
Records, Central YMCA Community College,  
Chicago

Presenter: Charles E. Warwick, Director of Admissions  
and Records, University of Illinois at  
Urbana, and Chairman of the Retention Study  
(Illinois Board of Higher Education)

3. "Freshman Characteristics in Illinois Colleges and Universities"

Chairman: Maurice Manbeck, Associate Dean, Junior  
College Relations, Eastern Illinois Uni-  
versity, Charleston

Presenter: Ruth Jass, Registrar and Director of Insti-  
tutional Research, Bradley University, Peoria,  
and Chairman of the Freshman Characteristics  
Study (Illinois Board of Higher Education)

4. "Admission Policies and Procedures at Illinois Colleges and Universities"

Chairman: William Volkman, Director of Admissions, Rockford College, Rockford

Presenter: Robert McGrath, Registrar and Director of Admissions, Southern Illinois University, Carbondale, and Chairman of the Admission Policies and Procedures Study (Illinois Board of Higher Education).

The writer attended the sessions concerned with the "Freshman Characteristics in Illinois Colleges and Universities" study and the "Performance of Transfer Students" study. The freshman characteristics study analyzed the individual psychological and environmental factors and elements of society which influence educational planning. Two general questions which the study was attempting to answer were:

1. To what extent are appropriate post-secondary educational opportunities, and necessary physical facilities therefore, available to Illinois youth?
2. To what extent are the youth of Illinois seeking and participating in available educational opportunities appropriate to their individual needs and the needs of society?<sup>3</sup>

Ruth Jass, Presenter for this workshop, presented several fundamental premises underlying these questions. Two premises around which the future growth of Illinois higher educational programs and facilities must be planned and developed are:

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<sup>3</sup>Ruth Jass, Presenter, "Freshman Characteristics in Illinois Colleges and Universities," Forty-seventh Annual Meeting, Illinois Association of Collegiate Registrars and Admissions Officers (Chicago, Illinois: October 30, 1969).



1. Preservation of diversity in programming among all types and sizes of institutions in order to provide the broadest possible coverages of societal and individual needs is desirable; conversely, excessive uniformity and conformity in programs is to be discouraged where feasible.
2. Promotion of flexible and adaptable programming in light of changing social needs, changing student population needs and changing fields of knowledge is to be encouraged.<sup>4</sup>

The study centered around three segments of higher education: Characteristics of college age youth, societal needs, and educational programming and facilities needs.<sup>5</sup>

The purpose of the study of "Performance of Transfer Students" was to determine the performance of transfer students in Illinois colleges and universities. An analysis of the problem indicated the following questions to be investigated:

1. What is the magnitude of the transfer population in Illinois educational institutions?
2. What are the mobility patterns of transfer students between institutions?
3. What are the intellectual and academic characteristics of students who transfer to the various types of institutions?
4. How successful are transfer students in the achievement of their stated academic goals after transfer?<sup>6</sup>

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<sup>4</sup>Ibid.

<sup>5</sup>Ibid.

<sup>6</sup>Robert Darnes, Presenter, "Performance of Transfer Students," Forty-seventh Annual Meeting, Illinois Association of Collegiate Registrars and Admissions Officers (Chicago, Illinois: October 30, 1969).

Data Systems and Machine Activities Committee

Shortly after the IACRAO meeting was held in Champaign during October, 1968, the writer was appointed to the Data Systems and Machine Activities Committee as his Professional Activities Committee assignment. Other IACRAO Professional Activities Committees are:

Committee on Selection and Admission of Foreign Students  
 Selective Service Committee  
 Records Control and Maintenance Committee  
 Student Selection and Retention Committee  
 Junior College-Senior College Relations Committee  
 High School-College Articulation Committee.

Other members of the Data Systems and Machine Activities Committee are:

C. B. Collier, Chairman, Assistant Registrar, Southern Illinois University, Edwardsville

John D. Gagin, Registrar, Loop College, Chicago

Margaret E. Guse, Registrar, Central YMCA Community College, Chicago

Lowell Hoisington, Systems Analyst, Illinois Valley Community College, Oglesby

George A. Hostert, Director of Registration and Records, Loyola University, Chicago

Lawrence A. Juhlin, Director of Admissions and Records, Greenville College, Greenville

Jayne M. Rees, Acting Registrar, Northwestern University, Evanston

Marvin A. Schulgen, Registrar, Quincy College, Quincy

Jack Schultz, University of Illinois at Chicago Circle, Chicago

James M. Shasteen, Assistant Registrar, Eureka College, Eureka

Larry L. Snyder, Office of Admissions and Records, University of Illinois at Chicago Circle, Chicago

Reynold Vann, Director of Records, North Park College, Chicago  
Eugenie Walker, Director of Admissions, Northern Illinois University, De Kalb.

The consultant for the Data Systems and Machine Activities Committee is Mr. James Kane, Assistant Director, Institutional Research, Illinois Board of Higher Education, Springfield.

The first meeting which the writer attended was held on Friday, January 17, 1969, at the University of Illinois at Chicago Circle. During the preceding year the Data Systems and Machine Activities Committee had begun to formulate ideas for holding a seminar which would be of interest and benefit to all of the registrars and admissions officers in the State. Chairman C. B. Collier started the discussion at the January 17th meeting by briefly reviewing what had been discussed at the committee meeting which was held on Friday, December 13, 1968, at Southern Illinois University, Edwardsville. At that meeting Ed Wirth, AACRAO Group IV--Data Management and Research--coordinator met with the group to explain two seminars which AACRAO had established. The first seminar was concerned with computers; the second, machine records. Both of these seminars were rejected on the basis that they would not be of interest to all of our members.

The Committee realized that they were trying to set up a seminar which would be of equal interest to representatives from both large and small colleges and universities. After hearing and discussing several ideas, the suggestion was made to have a seminar concerned with general office procedures

and principles. A steering committee was selected to investigate the possibilities of this and to decide upon areas for consideration. Reynold Vann, Director of Records at North Park College, Chicago, was selected as steering committee chairman. Jack Schultz and Larry L. Snyder from the University of Illinois at Chicago Circle were the other members. It was felt that the committee members should be from the same area since it would be easier for them to schedule meeting times. Also each of these men had served on the Data Systems and Machine Activities Committee during the preceding year when the idea for such a seminar was introduced to the Committee.

The next meeting of the Data Systems and Machine Activities Committee was held on Friday, April 18, 1969, at the Holiday Inn in Bloomington, Illinois. At this session the steering committee presented suggested topics for the seminar. These topics and their purposes which were discussed were:

1. Forms Control. This session would emphasize fundamentals for sound forms design and control. Discussions on responsibilities, retention, and functions of a complete forms program would be included.
2. Decision Tables. This session would emphasize the benefits and usefulness of decision logic tables. Committee members asked for more clarification on this topic since it was the most unfamiliar. Mr. Snyder explained that a decision logic table is a tabular display of all elements of a problem from

its beginning to solution. The table shows all conditions affecting the situation at hand and the relationships that exist among the various conditions. [Herman McDaniel's book, An Introduction to Decision Logic Tables (John Wiley and Sons, Inc., 1968) was recommended.]

3. Filing Systems and Techniques. Information of practical value to those confronted with the day-to-day planning and supervision of a file room operation would be presented in this area of consideration. File index systems and innovations such as color coding would also be emphasized in addition to presentations on manual and automative filing systems.
4. Microfilm. The purpose of this session would be to discuss the latest applications of microfilming techniques. The session would further stress the applications of microfilm to areas other than security.
5. Manual and Procedures Writing. This session would review and illustrate the use of playscript, cookbook caption, and matrix and decision table styles of documenting.
6. Flow Charting. This session would explain flow charting techniques and stress their importance.
7. On-Line Teleprocessing Systems. The purpose of this session would be to present some of the packaged plans which companies offer for direct access to their computers for your programs via the telephone. Costs for these plans would also be presented for illustration.

No definite decisions concerning the topics to be covered or who would present these topics at the seminar were made at this meeting. Instead it was approved that the steering committee would contact appropriate business firms and bureaus as the beginning phase in establishing a faculty. Other members of the Committee would send recommendations to the steering committee. It was also approved that the Committee chairman would brief the IACRAO Executive Committee on our plans and establish support requirements for such items as budget, mailings, scheduling, etc. The Committee accepted a motion that pending availability of space and personnel, a day and a half conference would be scheduled starting on Tuesday, October 28, 1969. If possible, the meeting would be held at the Chicago-Sheraton Hotel where the Forty-seventh Annual Meeting of IACRAO was scheduled for October 29-31, 1969.

Due to a mix-up in the mail at Eastern Illinois University, the writer did not receive his announcement of the next committee meeting until the day of the meeting--Tuesday, August 26, 1969. Correspondence received after this meeting from Mr. Collier stated that the Committee members in attendance had voted unanimously to accept a workshop entitled, "The Computer versus the User," which would be presented by Honeywell, Incorporated. Mr. Larry Rex, Central Area Education Manager for Honeywell, was a guest at that meeting to present a summary of the day and a half program which his company offered for the IACRAO Management Seminar.

The seminar, "The Computer versus the User," was held in Chicago as scheduled. The writer was not able to attend the seminar. Material presenting the seminar which was distributed to members of IACRAO included the following objectives and purposes of the three sessions which were to be included in the seminar.

The first session was to acquaint the listener with the speed, power, and complexity of the computer and to discuss misconceptions of computers and the necessary ingredients in any type of system. The discussion period would also include the various facets of a computer system and its function. The next session would center on the role of the systems analyst and the programmer. Various programming languages would be summarized in this session in addition to a demonstration on flowcharting as a graphic presentation of a system. The topic of the final session would be centered around the idea of the computer as a management tool. Discussions would cover:

1. Management development
2. Problems that keep management from attaining their objectives
3. What a computer can do for you
4. Why people use computers
5. How to improve your present system
6. Computer system planning and control.<sup>7</sup>

The Committee has not met since the seminar to discuss the results of the seminar or any comments which have been submitted concerning it.

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<sup>7</sup>Correspondence from the Data Systems and Machine Activities Committee, Illinois Association of Collegiate Registrars and Admissions Officers, September 22, 1969.

## CHAPTER IV

### RECOMMENDATIONS

The Field Experience in Administration is probably more beneficial to the individual who has returned to the University for full-time study rather than for the person who already has a full-time administrative position and returns for part-time study. Due to the flexibility of the full-time student's schedule he is available for an internship at the educational level of his choice--elementary through senior college. Depending upon the educational systems within the area, the individual could select a situation that offers him experience in an innovative phase of education; for example, the middle school arrangement or the year-around-school.

The intern should be assigned to one supervisor. The writer believes that the supervisor's position should be similar to the position which the intern will be seeking upon completion of his degree. Even though the Specialist in Education degree provides the training for the position of superintendent, it is not essential that the administrative intern be restricted to a superintendent. However, it is important that the individual be provided with the opportunity to work with administrators in various positions throughout the district. Furthermore, the intern should be required to involve himself in as many types of administrative activities as possible.



For students interested in the junior and senior colleges, a very beneficial field experience would be one that permits the intern to work with administrators who have varying responsibilities. This should include spending sometime with the President and Vice Presidents. The intern should further be encouraged to observe and/or to participate on as many councils as possible. This should provide the experience of working with students, faculty, and administrators both as groups and as individuals.

Many individuals working toward the sixth-year degree at Eastern Illinois University are not able to return to full-time study for an extended period of time to complete their degree requirements. Thus it is not always possible for them to participate in the types of situations that have just been described. This was the writer's situation. Since the writer had recently accepted a new position as Executive Assistant and Assistant in Records at Eastern Illinois University, he felt that the type of field experience that would be beneficial to him would be to do an analysis of his position and the type of activities connected with the area to which he was assigned. The writer profited from his field experience in that he more thoroughly analyzed his assignment from the very beginning rather than examining it over a gradual period of time. During his work the writer has become aware of different projects that could aid others affiliated with Eastern Illinois University's Records Office. One project that the writer hopes to begin in the very near future is the preparation of a Procedures Manual

for the various positions within the office. The manual would list and keep up to date the rules and procedures connected with various office functions such as readmission and graduation certification. The manual could serve as a valuable training aid when an individual is newly employed as well as serving as a valuable guide to all who are associated with the office. This would allow the office to efficiently operate when the individual assigned to a particular area of responsibility is absent.

Whether the Field Experience in Administration is an over-view of a total educational process or whether it focuses on one phase of administration, it is beneficial as long as it provides valuable information and first-hand experience to the intern. Furthermore, the writer believes that the concept of the Field Experience in Administration should be introduced in modified form in the Master's degree program. In this program the field experience would involve visiting with and observing different administrators and administrative positions within one's own school district or selected school districts. The modified field experiences could be associated with a seminar class. During seminar sessions the participants could discuss their observations as well as other topics related to administration. Assignments could include a written analysis of these observations, and/or a job description, and/or a commentary based on information received in an interview.

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