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The Office of the Registrar

Virgil Wesley Bopp

*Western Michigan University*

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THE OFFICE OF THE REGISTRAR

by

Virgil W. Bopp

A Project Report
Submitted to the
Faculty of the School of Graduate Studies in partial fulfillment
of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
December, 1968

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Virgil Wesley Bopp
MASTER'S THESIS

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CHAPTER I

THE PROSPECTUS
(Prepared before the Internship experience.)

In order to more adequately prepare for continued work in the position of Registrar, and in order to fulfill the requirements for the degree of Specialist in Education, this Internship has been arranged. There is no real precedent for such a program so this is somewhat a pilot program.

Introduction

The Internship will be done at Western Michigan University under the direction of Mr. Sanford Morgan, Director of Records. An office will be provided for the entire Fall Semester, 1968.

Since the Intern is presently employed as Registrar and Director of Admissions at the Grand Rapids Baptist Bible College and Seminary, this program should assist in personal growth, development and proficiency in the field. In view of the work of Western Michigan University and the Michigan Association of Collegiate Registrars and Admissions Officers in developing programs to adequately aid, encourage, and prepare persons for filling such positions, this Internship should be an assistance in evaluating their functions in regard to future planning.

Goals

In terms of cognitive goals, the Intern would like to determine the philosophy of the Office of the Registrar, identify sources of
material for development and function of the office, and list some observable important qualities of inner-office management.

Psycho-motor goals will be limited to two basic areas. Because of the meaningfulness of manual operations to the Intern's office, Mr. Maus has agreed to permit a review of the methods of manual operations used at Western in former years and current use of EDP.

As a result of this experience, the Intern hopes to be able to attain some affective goals by examining two basic areas and either confirm or alter his present opinions.

The first of these is: what is the role of the Registrar as he relates to the administration, faculty, staff and student—line and staff relationships, responsibilities, power and extent of control, committee relationships, etc.? What personal satisfactions are there for those considering this position as a career?

The second affective goal would involve questions about office management. Are the members of the inner-office staff happy in their jobs? What satisfaction is found in doing the assigned tasks? What effect does the physical plant facility have on the quality of operation, morale, etc.?

Anticipated Procedure

The Intern will be provided a desk and private office located so that there will be involvement in observing and in some measure participating in office routine and planning. Observation of committee functions involving University personnel and students will be carried out. Conferences with Mr. Maus, Mr. Boyle, Mr. Gabier and others will
help to gain experience in depth. Actual participation in office procedure will only be as extensive as is possible without upsetting the normal office routine.

To evaluate the Internship, the Intern will attempt to identify objective and subjective factors in the following areas:

1. To what extent has the personal view of the office been changed?

2. What systems now employed in the office could be changed or replaced for more efficient and effective service to the employing institution?

3. A constructive critical evaluation of the operation of the Office of the Registrar at Western Michigan University.
CHAPTER II

PROCEDURES AND EXPERIENCES

On September 3, 1968, this Internship in the Records Office of Western Michigan University was begun. It was arranged so that the Intern would be in the office most of the day each Tuesday and Wednesday. Two whole days were selected rather than four half-days, believing that in this way a better grasp of a total operation could be gained. Because there was no furniture available in the office space provided, the first few days were spent in observing office functions and operation, getting acquainted with the staff and the responsibility of each. On September 17, available office furniture was moved into the newly remodeled office and the routine of a valuable experience was begun.

Survey of the Literature

Available material on the office and function of the registrar are very difficult to find. No complete books have been written with the office alone in view. When the University libraries were checked, there was no material available except in the form of a few indications of the existence of such an office in books pertaining to administration in higher education in general.

Probably the best publications available to date are distributed through the office of publications of the American Association of Collegiate Registrars and Admissions Officers in Washington, D.C.
The following are the publications of the association, and some of these may now be out of print:

Doi and Scott, *Guides to the Academic Placement of Students from Foreign Countries: Canada, Germany."

Doi and Scott, *Normative Data On the Utilization of Instructional Space in Colleges and Universities."

Lins, *Methodology of Enrollment Projections for Colleges and Universities."

Mahn, *AACRAO Policies and Procedures."

Mahn, *A Glossary of Terms Used by Registrars and Admissions Officers."

Mahn, *Professional Training Recommended for the Registrar and Admissions Officer."

Mahn, *Retention of Records."

Parkhurst, *The Home State and Migration of American College Students."

Russell and Doi, *An Adequate Permanent Record and Transcript Guide."

Russell and Doi, *Analysis and Design of Office Forms."


Thompson, *Catalogs are for Students Too."

Thompson, *College Population Trends."

Thompson, *Enrollment Projections for Higher Education."

Thompson, *Handbook of Data and Definitions in Higher Education."

Thompson, *Office Machine Equipment."

Thompson, *Secondary School-College Cooperation: An Obligation To Youth."

Thompson, *The Impending Tidal Wave of Students."

Thompson, *The University Calendar."
A series of booklets is available under a collective title: World Education Series. These cover the educational systems of many foreign countries and give guidance relating to academic placement of foreign students in American educational institutions.

Schools which hold membership in AACRAO (current dues: $60.00 per year) generally make extensive use of:

Newsletter, a quarterly report of AACRAO activities.

College and University, the official journal of AACRAO.

Report of Credit Given, edited by W. A. Cox—this publication summarizes credit acceptance policies of schools of higher education. Many registrars accept the ratings as listed when evaluating credits of transfer students. This book is published yearly so that it is kept current.

Many other books, pamphlets, reports, studies, etc., are available which either in part or in whole would be applicable to the operation of a registrar's office. The Appendix to this paper provides a thorough bibliography of these materials. Since Western Michigan University is actively attempting to provide a training program for future registrars, it is recommended that the information from the Appendix be given to the University library for securing these materials for the Educational Resource Center. These would be of special significance for the workshops conducted in cooperation with the Michigan Association of Collegiate Registrars and Admissions Officers.

Observations

Opportunities for observing the functions of the office were cordially provided. Every phase of the Records Office was open for
examination and inquiry. Admissions and Registration were observed less because the nature of the Internship was directed more toward Records.

Admissions

Only a few hours were given to observation in Admissions. This office is involved in high school coordination as recruitment activity. Each counselor is assigned a specific territory in the state and is personally responsible for visiting high schools, other recruiting activities, corresponding with prospective students and on other inquiries, and giving final determination on all applicants from his territory. Exceptions to the authority of approval are: (1) at least two counselors must review any rejection, and (2) serious problems must be considered by the Admissions Committee. There are no machine approvals. Each application receives personal attention.

Although the Admissions Office is responsible for specific recruitment, it does not coordinate literature production. Promotional material is provided from many different and diversified areas. Campus tours are arranged through this office.

Prospective students obtain application blanks from the Admissions Office.

Completed applications are received in the mail room and dispersed to appropriate stations. Applications are screened first for the $10.00 application fee. If no fee is included, the application is held and the applicant billed for the fee.
After all materials are in hand, secretaries code the information for Electronic Data Processing (EDP). The completed folder is given to the appropriate counselor for consideration and appropriate action. The folder is then returned to the secretaries, and if approved, a Permanent Record Card (PRC) and Student Number are assigned. The entire folder is filed in an active file until registration day.

After enrollment, most of the material is given to the Records Office; the remainder of pertinent materials goes to the Counseling Bureau.

The entire operation of the office seems to be very well organized. The move from the first to the third floor of the Administration Building had a significant effect. Mrs. Ames, the supervisor of the general work of the office, said that morale improved one hundred percent after the move to the new quarters. Having visited the office previously under the old facilities, the Intern's personal observation is that the workers are more content, happy, and probably more efficient in the new offices.

Registration

The Registration Office has a three-fold function. These are: (1) space utilization, (2) class schedule preparation, and (3) actual registration procedure.

Space utilization was hard to observe, but every available space on the campus is located and identified. Assignment of blocks of space in certain buildings are allocated to departments for classrooms, offices, etc.
Preparing a schedule is primarily a matter of collecting the materials from the various departments of the University and compiling it into a printed schedule. Each department provides the list of classes and their room assignments. The task of making the schedule is most difficult in the area of clearing up conflicts because the Director of Registration must mediate a solution.

Registration is held in the Field House. The procedure is continually under evaluation and change with more use of EDP. Over the years there has been marked improvement in movement through the check out line. However, in the final registration day process, it was noted that two areas caused some anxiety. One was the lack of supply of class schedules. Much time was spent collecting discarded ones and returning them to a table where students could pick them up. Even though students should be responsible to retain the first copy secured, it would seem advisable to have a complete schedule posted in at least two easily accessible areas so that a student who has lost or discarded his original copy may get the information needed.

A second anxiety area is connected with registration, but is actually a function of the Business Office. The method of handling financial aids prior to assessment was far too slow. By actual count there were thirty to fifty students at a time waiting in line for cards giving proof that they could charge tuition to some form of financial aid. Many stood in that line for nearly an hour. There are complications when government checks do not arrive at the University early enough, but observation leads to the belief that the basic problem was understaffing. Three ladies working out of one set
of materials could not care for the amount of traffic. During registration for the Winter Semester, this matter was cared for more systematically, so it may have already been corrected.

The use of EDP facilitates printing of class lists and other data rapidly. Since this is a highly specialized realm, observation was limited in the data processing area.

Perhaps one of the most difficult problems is in the area of Drop/Add procedure. The volume of changes was tremendous during this Fall Semester—over thirty thousand changes. Mr. Morgan asked the Intern to study the matter and see what could be done. A detailed copy of the study and recommendations is found near the end of this chapter under "Special Projects."

Records

Most of this Internship was given to observing and serving in the Records Office. Because of many previous visits to the office (not in the capacity of a student) there had been opportunities to view the old facilities and working conditions on the first floor of the Administration Building. It was amazing that efficient work could be done in those extremely crowded areas. Lack of employee retention could be a serious and costly problem because of continual training of new employees. When the girls were asked about their reaction to the new third floor offices, each one reacted in a positive manner indicating improvement in the morale of the staff. Comparing the two situations provided an easily observable contrast so that the question was nearly unnecessary.
Probably the most significant factor in the effectiveness of the Records Office is the management of the office. Mr. Morgan has an excellent rapport with the members of the staff. There is an appropriate climate for creativity. Frequent meetings are held to discuss problems, etc., and each employee feels free to approach the Director with matters of concern at any time.

The office is organized with clear lines of responsibility. A line chart of the Records Office in relation to the University structure and the internal office operation is located on page 12.

A general office manual is given to each employee. The procedure for each operation in the office is kept in a loose-leaf notebook that is readily accessible to all office personnel. Procedures are clearly outlined in the event of a campus problem that would threaten the security of the records and thus the security of the school.

The successful functioning of the records area is dependent upon the friendly manner of the counter personnel when they meet students and others who come to the office. Although there are those who provoke the workers, it was apparent that the girls maintained their composure at the counter windows very well. Especially, the Intern observed them keeping voices low and generally showing a pleasant smile.

There are probably two large factors contributing to the excellence of handling the counter operation. First, the supervisor of the area has served in the capacity for several years and is conversant with the problems. For this reason she can, and does, train the workers well. The second factor is the design of the counter itself.
There is a distinct advantage to the "window" style of counter. It permits only one student per worker to be helped at one time. It also facilitates the need of keeping the voice low and cuts down confusion created if more than one student can be in the immediate area.

One of the psychological factors making for good working conditions is that certain responsibilities in authority are delegated to the counter girls. Their authority on release of transcripts is final. During "Drop" procedure time, the girls may proceed with no question as long as the student follows the clear directions on the form. Any addition to the student's schedule requires appropriate procedure, but by the time the Registration Office turns over the responsibility to the Records Office, it requires special permission from the Director of Records because it is past the official "Add" period.

Another part of the service of the Records Office is the reporting of data on government forms and official documents. At Western this is a continuous service performed by two persons who are generally working on nothing else.

One service this area renders is Selective Service reporting. Currently, the student must indicate at registration if he wishes his Draft Board notified. Card forms are secured from the Selective Service offices and when completed are mailed to individual Draft Boards in Michigan by certified mail. Out-of-state Boards are contacted by regular mail.

Social Security benefit forms are completed and reported through this service. Once a student has been certified to receive benefits,
the University automatically reports the Student's status and other pertinent data each semester.

All Veterans Administration benefits are determined by the reporting of this office. Applications for certification are available in the office. After the VA approves certification for regular VA benefits, War Widows and War Orphans, the University continues reporting as long as the student continues enrollment or until the Veterans Administration notifies that all benefits for which the student is entitled have been used.

Other United States Department of Health, Education and Welfare reports and statistical data are compiled and distributed by the Records Office in many schools, but at Western a special department on statistics carries the responsibility under the direction of Mr. Maus.

At grade reporting time, all office personnel are involved in getting the grades posted on the Permanent Record Cards. Since this type of operation comes after a semester closes, it was not possible to observe this operation and report it in this paper. During the reporting for this current semester, however, the office will provide an opportunity for the Intern to observe the process of setting up the computer run and the final posting of the grades.

Throughout the semester, many corrections on Permanent Record Cards are made. This is done by the Recorder. Everything about the student's academic record appears on the Permanent Record Card. The Recorder makes all changes of an unusual nature. Changes in grades after official posting is completed comprise the bulk of this work.
It calls for the correction of the grade point average, so it is imperative that the work be neat and accurate. This area also handles all the grade reporting for Field Services and Correspondence School at Western.

The Permanent Record Card is only one part of record keeping. The remainder of the student's file is kept separate. These files are stored in filing cabinets in two basic categories.

The current student's Permanent Record Card is kept in "tubs" and filed according to student number. Although these "tub" files are kept open in the office during working hours, they are pushed into the office vault for safe keeping when the office is closed. The more complete files (all other information on the student: application, references, etc.) are filed according to student number in regular locked files. One of the controversial problems in the use of these student records is what information should be released and to whom. In general, it is believed that information not normally available from other sources should not be released without authorization from the student. At Western, persons not employed in the office are not allowed to view the Permanent Record Cards. Faculty members may look at them with the permission of the Director of Records or the Registrar. The other files are open to anyone employed in the institution, but a filing clerk must get the file and return it.

Inactive students' (those no longer enrolled) files are handled somewhat differently. The student records are the school. For this reason the Permanent Record Cards are kept in fireproof files in alpha order. It is extremely important that these be kept in as much
security as possible. The other parts of the file are kept in regular files in alpha order. Although these files are kept locked, there is not the tremendous importance for their security.

Active files are cleared each Fall and Winter semester. The Permanent Record Card for each new enrollee is received from the Admissions Office after a list of students comes from data processing containing the names of all students registered for the semester. The entire list is checked against the active files. New students' and readmitted students' files are inserted in appropriate places. Files for students who did not register are placed in the inactive file.

Any time a file or Permanent Record Card is taken from its place, an "out" card is put in its place. The "out" card carries the name of the clerk pulling the file, the name of the person whose file is pulled, and the date the file is taken. If a faculty member desires to see such a folder, the clerk signs for it and is held responsible. No one but the clerk knows who has the file. This seems to place great responsibility on a filing clerk. It would seem advisable that the information on the "out" card should include the name of any person to whom the file is released outside of the office. In this way, if a file is out for a few days, the clerk would not have difficulty recalling the name of someone to whom a file had been released.

There is also a need for some change in the filing system. The files are continually having to be rearranged because of full drawers in the files. Since the Permanent Record Cards are in alpha order, it would be easily arranged to file the larger, bulkier files in alpha
order according to the date of initial enrollment. In this way these files would be arranged alphabetically within each enrollment period. The Permanent Record Card would carry the information about where to locate the rest of the file.

One of the large uses of the Permanent Record Cards is for transcript production. The average run of transcripts is about one hundred per day with the heaviest run usually during the few weeks immediately following the close of each semester. Each student is provided one free transcript. After that, a dollar fee is charged for each.

Production of transcripts involves considerable effort and consumption of time. All requests are handled as received. Special delivery letters, telegrams, etc., are not given preferential treatment. The order of the process is:

1. The student orders a transcript by mail, phone call, or on the prepared form.

2. A receipt is made for each—receipts and funds go to the Business Office.

3. The Permanent Record Card is pulled.

4. Transcripts are run on a Xerox 2400 copy machine.

5. Notation is made on the back of the Permanent Record Card of the date and to whom the transcript is sent.

6. Permanent Record Card is returned to the file.

7. If the fee is paid, the transcript is sent out. If the fee is not paid, the transcript is held for fees, and the student notified that his transcript will not be sent until the fee is paid. A few exceptions are made where a transcript is sent out and the student billed, but there is no set policy about this.
There seems to be one problem area in transcript production. It would seem advisable that if the "hold for fees" occurred before the transcript was actually run it would make the data on the back of the Permanent Record Card more accurate and the cumbersoness of holding the materials so long would be eliminated. A savings might also be made since a transcript would not be run unless the fee was already in hand.

One further area cared for under this general heading is that of Graduation Auditors. These people work out problems for students almost as if they were supposed to be their academic advisors. When the advisor system breaks down, these people carry the load of checking and correcting. This is not one of the auditor's primary functions. As the title implies, they are to be checking only at the end of the student's program as to whether or not he has met the requirements. Because of their advising work, the staff is often heavily worked. Each sees about twelve students a day by appointment and others as they can be fitted into the schedule. With the implementation of the special project on advising recommendations, a much better service should be rendered.

The last main area in the Records Office to be discussed is microfilming. A systematic move to put all records on microfilm is being carried on. Graduate records prior to 1955 are now completed. There are two basic reasons for microfilming. One is security. Because a duplicate record is run and stored in another building it would be possible to reconstruct the records in case of fire or some other destructive force. The second reason is storage space. With
nearly 100,000 student records in the files, it is obvious that space will soon be a serious problem. In the first floor office, files were piled two files high and ladders were needed to get to them. In the new third floor facilities the problem is somewhat relieved, but increased enrollment will soon make these facilities inadequate without some means of space saving such as microfilming. Some feel that microfilm may deteriorate in time so it would be highly advisable to locate a large, dry storage space where the files can be kept intact even though quite inaccessible. The microfiling is done on aperture cards so that they can be used in data processing by machine.

As a second project report, the Intern includes the rationale used at the Grand Rapids Baptist Bible College for establishing the use of microfilm in the future. This was done some time ago with the assistance of Mr. Morgan.

Special Projects

The following two items are projects worked out in connection with Western Michigan University.
Historically, the policy of Western has been a generally liberal one on Drop/Add activity. However, the philosophy of the function of the office has permitted change. Also, up to 1955 or so, the curriculum was structured strictly, and the general respect or fear of academic administration did not lend itself to extensive advising or program changing.

Changing times brought into focus a need for written policy on Drop/Adds as the University grew rapidly. Therefore, the present limitations were imposed a few years ago.

The philosophy of the University receives attention here because the institution should be a demonstration of its written philosophy. Enter the conflict of the 1960's--strictness versus permissiveness.

Another variable that currently is causing extensive examination is the economic factor. How costly is the modern permissiveness? Can we afford so much freedom of selection and randomness of selection? It is reported that hiring of "last minute" faculty for the Fall of 1968 was $90,000 in the General Studies area alone. Allowing students to Drop/Add so readily resulted in over thirty thousand schedule changes. It is nearly impossible to show exact cost, but it takes a two cent form and an office girl five minutes just to get the process started. For these thirty thousand this is $3600 just to start. If we add the cost of EDP, mimeographing or printing instructions, stapling, delivering, up-dating records in the Records Office, advisor's office, faculty member's records, counseling service records, etc., it would be
easily imagined to run a total of $15,000 as a low guesstimate. With the current pressures from the state to watch expenses and justify the costs, every safeguard must be made to indicate to the State Board that this University is basically getting the highest rate of return for every dollar expended.

Inasmuch as the cost of permissiveness is high and there is a need for greater economy, it may be best to evaluate seriously before a crisis of great magnitude is upon us.

Simply stated, the current Drop/Add process is costly, time consuming, and to some extent unnecessary. The problem is not unique to us, but it is a current, practical situation with which we must deal. The Intern wrote to six major universities and received answers from four. All respondents indicated it was an area of concern.

Having reviewed the programs and procedures of Western and the four other schools, the following general (and in some cases specific) recommendations are submitted for University consideration.

I. Establish a committee to review the total process of academic advising with the goal in mind of necessary revision. This committee should be a temporary committee chaired by a representative from Records and consisting of one representative from each of the following areas: Student Service (counseling), Educational Policy, Faculty Senate, Admissions, and Student Government. It is recommended that this committee concern itself with:

A. Identification and appointment of an administrative officer whose function would be to coordinate all academic advisory activities. Because of the close association to the end
product of education, it is recommended that this person be from the Registrar's Office.

B. After such a person is selected, that individual and the committee should proceed with the task of:

1. Writing an Academic Advisor's Handbook. This should be a procedure manual that lays out what is to be done. It should not be another catalog. It should merely state what the advisor is expected to do and how he should do it. It should clearly define the role of the counseling service, the faculty advisor and the record's people so that each knows the other's role. The manual should be loose-leaf so that it will lend itself to easy up-dating.

2. Provide an academic worksheet to be used by advisor and student. Each should have a copy, reviewed and brought up-to-date at each registration period. Through this worksheet the advisor will be more able to counsel the student to follow proper sequences of courses.

3. Establish a final authority on Drop/Adds, creating consistent patterns.

4. It is recommended that the following advising arrangements be used:

   Freshmen and Sophomores--the Counseling Bureau
   (unless a specific area has unique qualifications making it more practical to begin with an advisor and stay with him in the specific department).
   Juniors and Seniors--the department in which the student's major is to be developed.
C. Advantages of doing a better job of advising.
   1. We will do a better job of getting Freshman students to take Freshman courses in the proper sequences.
   2. We can predict more accurately the size of classes and the number of sections needed.
   3. We can achieve better building utilization.
   4. We can better predict faculty needs so that the quality of teaching will be improved.

II. The Drop/Add procedure.
   A. It is recommended that "Adds" be permitted through the first full week of classes only.
   B. It is recommended that "Drops" be permitted through Friday of the week preceding mid-semester week. If a student wishes to withdraw from a class after that date, the professor will give (or allow the Records Office to give automatically) a grade appropriate to the student's fulfillment of the requirements of the course.
      1. It is believed that this would help to teach the student to assume responsibility for early planning and decision making.

Any policies and procedures adopted under this arrangement have a wide range of representation. Such policy should indicate that it is to be observed by all involved, whether majority or minority, and regardless of whether they agree in part or in total, or disagree in part or in total.

It should further be communicated to any superiors and receive their support so that should an exception be made, the person making
the exception bears the responsibility for making that decision.

Continuous, efficient communication must be insured to all advisors concerning changes in academic policy—it is recognized that no message has been communicated unless the recipient hears (the volition of the hearer).

It does not seem that we are restricting the student beyond necessity for orderly operation. It is doubted that we are changing the freedom of the student any more than presently; it simply implies a more accurate, systematic way for students and advisors to keep track of where the student stands.

A basic check list was developed and is being studied and will be placed into operation on a trial basis with a selected group of students during the Winter Semester, 1969.
PROPOSED RECORD RETENTION SYSTEM

Grand Rapids Baptist Bible College and Seminary

Grand Rapids, Michigan

INTRODUCTION

Pressure of expansion within the limited physical facilities makes it important that a disposal schedule in records retention be placed in affect. It is also believed that a program of records retention should be implemented. It is important to have very complete records on all current students. After graduation, much material is no longer relevant. It is recommended that complete files be retained on all students presently enrolled, but that a selection of appropriate materials for the permanent file be made and placed on microfilm when the student graduates from school or five calendar years after the student withdraws from school.

Three basic problems face the office as decisions are made. How to provide maximum security against fire, theft, and other sources of destruction. How to manage records within the limitation of space. How to guarantee maximum accessibility. Security has been a concern of the A.A.B.C. in their reports to us. Accessibility is all right now, but would be better with microfilm.

At first, microfilming seemed out of the question economically. However, a conference with members of the Commercial Equipment Company proved beneficial. Conferences with registrars from other schools yielded more assistance.
RECORDS RETENTION SYSTEM

I. Rationale for a system of microfilming.

A. Security—to reduce the possibility of total destruction of student records by maintaining a separate file on microfilm at some other location than the Records Office.

B. Space Utilization—to reduce the need of maintaining expensive and cumbersome files at a time when space is limited.

II. Rationale for the Aperture Card method of microfilming.

A. Uniformity—efficiency of operation suggests a uniform filing system. Use of roll film for any portion of the microfilming introduces a problem. It would mean working out of several different files. Roll film cannot be up-dated. Multiplicity increases the possibility of error.

B. Records Retrieval—with the Aperture Card, microfilmed records can be filed alphabetically and provide an "open" file system to which records can be added or deleted without an alternate index system and without disrupting a total block of records.

C. Studies—since microfilming on Aperture Cards combines with steps toward or of data processing, future statistical studies which should be of concern to our institution may be more easily done.

PROPOSAL FOR STUDENT RECORDS

I. Basic assumptions.

A. All permanent academic records, application form, pastor's
reference, and high school counselor's reference should be placed on Aperture Cards.

B. The inclusion of any other supporting documents in the Aperture Card file should be determined by the extent to which microfilming may be done with the least amount of updating.

C. Microfilm files should become an integral and working part of regular procedure to obtain maximum benefits.

II. General implementation.

A. Microfilm academic records in duplicate (as per I. above).
   1. Permanent retention copy— for maximum security storage.
   2. Operational duplicate copy— for daily office use.

B. Control card should include.
   1. Student name (complete).
   2. Student number.
   3. Entrance date.
   4. Last semester of attendance.
   5. Date of graduation
   6. Degree granted.

C. Filmed records of students should be filed alphabetically.
   1. Bible Institute Diploma programs and Seminary programs up to 1963.
   2. College B.R.E., B.Mus., and two-year diploma graduates.
   3. College B.R.E., B.Mus., and two-year diploma non-graduates (who have not attended for five years).
   4. Seminary graduates (1963—).
5. Seminary non-graduates (1963--) (who have not attended for five years).
6. Evening School records will not be placed on microfilm under the present consideration.

III. Specific procedure.

A. Record folders may be checked a few at a time until completed.
   1. Student number to be placed on all material to be retained.
   2. Selection of folders to be microfilmed will be made after the beginning of the Fall Semester each year.

B. Material to be preserved but not microfilmed is typed on the Aperture Card.

C. Folders to be microfilmed will be taken to the microfilm service for filming and mounting.

D. Completed copies will be returned to the office.

E. Transcripts can be made from the Aperture Card deck as needed by use of a reader-printer.

F. Up-dating and reactivating procedure.
   1. Retrieve permanent records from both storages.
   2. Reproduce all records from Aperture Cards and make a new file.
   3. Void old aperture cards.

G. A microfilm number will be assigned for unique identification. Past records have been assigned a random number. Future folders will carry Social Security Numbers.

H. There shall be a complete folder retained in fireproof files of all students who are considered to have been sufficiently
significant problems as to warrant keeping it in total. The Aperture Card should include a statement "See Special Records File."

PROPOSAL FOR OTHER RECORDS

As soon as possible, the class roll cards shall be placed on microfilm. This will facilitate storage, and retrieval difficulties can be cleared up. These records should be microfilmed during the Summer following one calendar year after the grades were issued.
CHAPTER III

THE ROLE OF THE REGISTRAR

As a part of the assigned tasks of the Internship, it was believed important to seek to define the role of the registrar. A few attempts have been made by others and are referred to throughout this section. Recently, Roland Risland of Columbia University wrote a dissertation on the topic, but the abstract indicates that it was primarily concerned with the duties rather than the role of the registrar.

Since there is little precedent for such a task, it was necessary to begin with a basic hypothesis and collect evidence to test it. The following proposes a theoretical model of a registrar which is admittedly open for criticism, evaluation, and further study. It is not intended to be complete, but is a start toward developing a definitive role.

A Theoretical Model

Each institution of higher education seems to pass through a development that progressively changes the administrative structure. The position of the registrar is particularly affected because it is a service office to every area of the institution, providing data for those involved in planning and developing areas both within the institution itself and its external public relations.

The complexity of the task of the registrar is revealed in the basic operations, for he serves all three divisions of the academic community; faculty, students, and administration. His
duties cut sharply across the many areas of educational activity.¹

To attempt to construct a theoretical model, four pertinent areas were set up. First, the administrative strength must be determined. Second, the academic preparation and professional experience providing the background for appointment must be noted. Third, the activity as a student counselor must be observed. And fourth, the extent to which statistical data are kept and reported is significant.

There seem to be four basic types of registrars. There are undoubtedly varying shades among these so that the exact typology might never be met because of overlapping, but there seems to be some central tendency in these types.

**Type I**

This type of registrar is probably found most commonly in small, beginning educational institutions and continues until the school reaches an enrollment of about 250 students. Generally, this kind of school has some limited purpose that is clearly stated in its publications.

Using the historical development of Western Michigan University as an illustration, its purpose from 1903 to 1925 (the school was then known as Western State Normal School) as stated in the catalog was:

The purpose of the school as constituted by law is to prepare teachers for public school service. The work of the school is organized and conducted essentially to this end. It is recognized that scholarship, knowledge of child nature, and a proper attitude toward the work of teaching are the three essential factors in all professional preparation for teachers. The courses of study in the Western State Normal School have been planned with the purpose of providing for these ends by giving as thorough knowledge of
## A THEORETICAL MODEL OF A REGISTRAR

<table>
<thead>
<tr>
<th>MODEL</th>
<th>AUTHORITY</th>
<th>PREPARATION</th>
<th>COUNSELOR</th>
<th>STATISTICIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type I</strong></td>
<td>Strong, authoritarian control</td>
<td>No more than a B.A. Appointed to the post on the basis of personal characteristics</td>
<td>Practically none, authoritarian</td>
<td>Minimal records, only the very necessary</td>
</tr>
<tr>
<td>School size: up to 250</td>
<td>Little committee function</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New school</td>
<td>Reports to President Actually a Vice-President</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited purpose</td>
<td>Total school involvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Type II</strong></td>
<td>Generally powerful and influential</td>
<td>May have a B.A. plus Appointed to the post on the basis of some successful service in another area</td>
<td>Very little, dogmatic</td>
<td>Complete, but not extreme</td>
</tr>
<tr>
<td>School size: 250 to 1,000</td>
<td>Chairs many committees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New a college</td>
<td>Reports to Vice-President</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expanded Liberal Arts</td>
<td>Decision-making a little more restricted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Type III</strong></td>
<td>Power through influence Committee membership only</td>
<td>May have an M.A. or higher May have been a professor and was appointed on the basis of past performance or apparent administrative ability</td>
<td>Considerable, strongly persuasive</td>
<td>Many significant records</td>
</tr>
<tr>
<td>School size: 1,000 to 10,000</td>
<td>Reports to Academic Dean or other officer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Later college or university status</td>
<td>Hard to get a hearing at the top Little decision-making</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Type IV</strong></td>
<td>Very little power No committee work Reports to Student Personnel Services Ways very remote to get to authorities at the top No decision-making</td>
<td>Specialized training in personnel work, management, EDP, etc.</td>
<td>Extensive--service to the student Yielding to almost every student pressure</td>
<td>Multiplied records, statistical studies, etc.</td>
</tr>
</tbody>
</table>
the subject matter as possible in the time devoted to the work by emphasizing the principles underlying the educational process, and by keeping before the mind of the student the realization that the highest aims of education are character and service. All facilities possible will be offered for the furtherance of those purposes and for bringing the student into contact with the best in modern thought and life. The spirit of hearty co-operation between faculty and students in enterprises and interests of the school will be fostered at all times.

The responsibility for the proper attitude of students toward the school and community is necessarily for the most part thrown upon the students themselves. While it is the purpose of the school to continually incite the student to higher and better ideals of character and public service, it is impractical for a Normal School to attempt the task of reforming young men and young women. No personal effort will be spared in assisting students in every possible way. But those who are manifestly lacking in the essentials of good character, or in ability to become efficient instructors of children, will be requested, whenever the evidence of their unfitness is complete, to withdraw from the school.2

There is no need for a reader to question where the school stood.

This stated purpose makes the authority division clear. In 1903 the president did it all. In 1904-05 a secretary served as a regular assistant to the president and had the duties of a registrar. In 1918 Western appointed its first registrar with recognized duties. In 1921 Western brought a man to the office of registrar who was both assigned responsible positions and willing to receive them. John C. Hoekje embodies this type of registrar. Dr. James Knauss, a member of the faculty stated that, "Gradually so many other duties were assigned to him that he may be considered the forerunner of a number of our contemporary administrative officials."3

In Western's history, this Type I registrar covers the period from 1921 through 1941. All during the 1920's there was extensive correspondence among the registrars of Michigan schools seeking to construct solutions for transfer of credits from Junior Colleges and
also establishing admissions criteria for those who did not graduate from high school or who graduated from non-accredited high schools.

The registrar's authority kept increasing, probably because of presidential designation, but partly due to the character of the man. Mr. Charles Starring, in an interview on October 16, 1968, spoke of Mr. Hoekje as a most capable man who reduced everything to a pattern which if it were followed, worked. Combining ability with desire for authority produces a man who receives many jobs not normally considered to be in the realm of the registrar. Dr. James Knauss personally related that President Waldo more than once indicated Mr. Hoekje's "presuming too much" but indicated in the same statement his personal loss without him. He was in effect a vice-president with the title Dean of Administration--Registrar. It is interesting to note that for many years Mr. Hoekje's name appeared on forms concerned with nearly every level of operation in the school.

A letter from the Michigan Department of Public Instruction to Mr. Hoekje in 1924 indicated his acting for the president concerning school finances from the state.

About 1930 it appears that he served on many committees, chairing most of them. Western Michigan News Magazine for the Spring of 1955 carried an article about the registrar's retirement indicating his service on nineteen committees during one year. One of these involved student personnel service. (Note the position of control of the registrar on the line description displayed in Figure One.)

Later, after 1936, President Sangren wrote to the registrar entrusting him with:
President

Faculty Council
  Dean of Men
  Dean of Women
  Freshman Advisor
  Psychological Clinic

Committee on Student Personnel
Registrar, Chr.

Functions
  Admissions
  Orientation
  Guidance
  Counseling
  Extra-Curricular Activities
  Loans
  Grants, and Scholarships
  Records
  Student Load

Health Service
  Placement Service
  Research
  Special Discipline
  Student Activities

FIGURE ONE
1. Supervision of all janitorial work and motor vehicle affairs and repairs.
2. Approval of all requisitions for supplies, materials, equipment, etc.
3. Making suggestions to the Superintendent of Buildings and Grounds as to items needed as noted.

Another note from the president referred to Mr. Hoekje as the one responsible for seeing to it that certain regulations on the campus student publications be observed.

An item, dated January 16, 1939, was located in the University Archives indicating the registrar's involvement in securing personnel in the physical education department.

In 1939 the school was attempting to reduce the automobile inventory, and on May 1 the registrar wrote to President Emeritus Waldo,

... The point at which that can be done most readily is the DeSoto being used by your family. Will you, therefore, at your earliest convenience, make this car available to us, so that we can dispose of it?

Again, in 1939, correspondence between the registrar and Smith and Harvard Colleges was carried on attempting to establish the validity of Western’s credits in transfer.

Finally, in 1941, Mr. Hoekje was involved in clarification of tuition fees when a student enrolls in both undergraduate and graduate courses at the same time. Since the committee involved was apparently too slow in making a decision, he wrote the president, "Until we can reach final agreement, I will rule that . . . ."

To summarize the authority of a Type I registrar, he is strong, powerful, and authoritarian. He has little committee function at the beginning and reports directly to the president in decision making over a wide range of institutional operation.
Preparation for the Type I registrar's function would probably include a Bachelor of Arts degree although it would not necessarily be required.

In the case of Western, Mr. Hoekje met the B.A. requirement and had been in secondary education. Later he came to the college as a teacher and served as Director of Extension. By reason of his ability and background, he was appointed registrar.

Probably the personal qualifications of good organization, efficiency, willingness to accept delegated authority, and rigid exactness in carrying out policies were the leading determinants.

There is little necessity for him to act as an academic counselor. The school that has a Type I registrar probably has a stated curriculum with little, if any, option in electing of courses. As a counselor the only alternative open is to be authoritarian.

As a statistician, academic records are kept only as essential to the school—enrollment, course, grades, etc. In case of public colleges the detail would be more extensive than in a private college because of the demands of government. In 1910, when the registrar's association was organized, Mr. Conn, of the University of Illinois made a motion that a tabulation of the duties of the several registrars be made. The tabulation showed that registrars were:

1. Examiners, giving entrance examinations and passing on credentials for both Freshman and advanced standing.
2. Recorders of students grades and credits.
3. In charge of correspondence with prospective students.
4. In charge of attendance records.
5. In charge of rosters or schedules—instructional programs.
6. Responsible for publication of catalogs and circulars.
7. Responsible for discipline and for the administration of
faculty regulations.

8. Secretary of the Faculty and Secretary of the Board of
Trustees.9

Type II

The Type II registrar will generally be in a school of 250 to
1,000 students. It will now be a recognized college, probably having
an expanded program in the liberal arts area.

As it was in the case of Type I, the purpose of the college will
be clearly stated in its publications. This leaves little doubt in
the mind of the reader about what he can or cannot do in the school.

In Western's history, the size of the student body will not coincide
with the description, but in the years 1942 through 1951 the purpose
of Western Michigan College of Education was:

The original primary purpose of Western Michigan College of
Education, as stated in the act establishing it in 1903, is to
prepare teachers for the public schools. Western ever has held
that purpose in mind. But as the years have come and gone the
original purpose has been expanded and modified. While most of
its students still are in training for the teaching profession,
Western now counts significant numbers who are pursuing courses
of a professional and vocational nature. Liberal Arts work leading
to the degree either of Bachelor of Arts or Bachelor of Science,
is available in every department.

The college seeks to attract young men and women of vigorous
health, high mentality, thorough scholarship, strong professional
spirit, broad culture in the amenities of life, winning personality
and proved character.

By encouraging the formation of habits which make for good health
and by promoting the development of sound bodies through physical
education, the college aims to send into the various professions
those physically fit for their tasks. Courses of study are planned
with the purpose of developing an appreciation of thorough scholar­
ship, by introducing students to the best in thought and life, and,
at the same time, giving as thorough knowledge of the various branches
of study as possible in the time devoted to the work. A high pro­
fessional spirit is fostered in those expecting to teach through

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instruction in the principles underlying the teaching process and through the provision of ample opportunity for prospective teachers to become acquainted with children, to observe them in the classroom, and to teach them under supervision in the varied system of training schools connected with the college. Opportunity for the development of initiative, self-reliance, and community spirit is found in voluntary participation, according to the interests of the students, in a wide range of extra-curricular activities. A sane, wholesome social life is encouraged through membership in clubs and attendance at social functions of the college. In all these ways the college aims to develop in its students essential qualities and, as a consequence, to do its part in giving the State of Michigan a body of citizens thoroughly trained for every phase of their work. In a word, Western Michigan College of Education is progressive in educational policy and practice; it fosters a wholesome spirit of democracy; by every means at its command it seeks to keep constantly before its teachers and students the idea that character and service are the highest aims of education and the noblest ideals of life.10

Although the purpose was reduced in 1952, the spirit and example of the function of the office of registrar continued as Type II until 1955.

The authority of the registrar is clearly identified in this period. About the only change is that the registrar now finds an actual vice-president with whom to relate. Continuing to use Western as an illustration, the registrar continues to hold the title Dean of Administration-Registrar, but a new era is marked with

... the development of an administrative council. It started in 1942 as an emergency council to discuss the problems arising out of the war situation. Its membership was composed of president, registrar, chairman of the faculty council and the director of teacher training. This emergency council was superceded probably in 1944 by the faculty advisory and co-ordinating council, composed of the president, vice-president, and representatives of the administrative and teaching staffs. Some years later (Mine: first mentioned in the 1949 catalog) it received its present name (Mine: 1953) of Administrative Council. Its membership consists of the president, vice-president, dean of administration (Mine: Registrar), director of teacher education, director of vocational education, director of personnel and guidance, director of the graduate division, and comptroller.11

A considerable list of examples of power and authority can be found in this period. In 1946, the registrar's authority in student
counseling can be documented. In 1947 he is still controlling purchase of college cars and giving approval for use of buildings for extracurricular activities. In 1950 he is involved in solving problems in student relations between Western and Kalamazoo College.

In the Fall of 1951, some students requested a change in the Christmas vacation calendar. A motion was made and passed that the petition, "be filed and the students notified consideration will be given to the problem in the future." The registrar was a member of that committee.

In 1953, the president gave to the registrar power of appointment of the Student Activities Committee which the registrar already chaired. Continued extension of responsibility, however, left many loose ends, and an event involving the manager of the campus radio station in November, 1953, indicates some frustration. After removing the manager from his position, Mr. Hoekje, the registrar, announced to the campus newspaper, "I have resigned as chairman of the Student Activities Committee. This resignation involves related committees also, of course. Period." He had chaired the committee for over thirty years.

A year later, when chairing a newly created committee, he wrote to his colleague, Dr. Ellsworth Woods,

"When we do meet initially, I would appreciate it if you would present to the group a brief statement, "Where do we go from here?" In other words, you better than anyone else, I believe, can suggest just what our committee ought to do." This seems to indicate a decrease in authority and involvement.

Authority for the Type II registrar can also be seen in that all recruitment had been under his control for many years.
When his announcement of retirement came, the student paper editorialized referring to him as, "... Western's powerful, humane Dean of Administration." This marks the end of an era and the close of a Type II registrar at Western Michigan University.

Generally, we can say that a Type II registrar is powerful and influential, chairs many committees, and aids in decision making, only on a more narrow spectrum near the close of such an administration.

Academic preparation and experience are not very different from the Type I registrar. The Type II registrar may have taken some work beyond the B.A., but he continues to be appointed on the basis of successful service in some other area. In Western's history there was no change in officer so the division does not appear in this fashion.

As a counselor, the Type II registrar differs slightly from a Type I. Because of the growth of the institution, more elective opportunities are available. With this comes the necessity for more student counseling. It also takes on a different nature. While remaining dogmatic, some of the authoritarianism may be lost. At Western, a student recounted her visit with the registrar during the early 1950's. Instead of telling the student what was necessary, he spent at least fifteen minutes trying to get the student to tell him what he ought to do. He got the answer he wanted, but it shows a distinct difference in the nature of the counseling process.

A Type II registrar, as a statistician, finds more routine involved. Records now are demanded for more things because there is no longer a first hand knowledge of activities, and he must facilitate the handling of this more complete detail. At Western the volume
increased, but the workers brought in did not stay in employ very long.
To help facilitate the completion of forms, answering of letters, etc.,
Mr. Hoekje used rubber stamps. In the University Archives, an envelope
with twenty-three rubber stamps can be found with a note attached stating
that this was about one-tenth of the stamps he used. The large stamp
holders were affectionately referred to as "Hoekje's Christmas Trees."

Type III

The college in which we find a Type III registrar may range between
1,000 and 10,000 in student population. The school will be in its late
college status or may have moved to university standing.

The purpose of the school will no longer be very specific, and
the goals and objectives more vaguely defined. In Western's history,
1955 marks the end of a Type II and the beginning of a Type III quality
in that the only reference to any purpose of the school has been placed
in a historical sketch in the catalog, referring in a sentence to the
original purpose of 1903. With this lack of clarity comes less under­
standing of what can or cannot be done in the school. The opportunity
for student and other types of pressures is therefore encouraged.

This affects the authority of the registrar. He will now be
serving on many committees, but chairing few if any. In the listing
of administrative officers at Western in 1956, the registrar is listed
ninth from the president compared to third a decade before. He served
on only six committees, chairing one.

His authority will be mostly through influence, he has little
final decision making power, and he may find it increasingly hard to
get a hearing at top-level offices. He will probably report to someone at a dean's level. While the registrar remains closely related to the academic, he may be moved away somewhat into a student service function. At Western, the registrar was placed within "the jurisdiction of the Vice-President for Student and Public Services." 17

Committees may now be appointed to establish the policies and aid the registrar in decision making. The Type I and Type II registrars made many decisions practically on their own. In the development at Western, a committee was established "to act upon student requests ... for exemption from curricular and/or degree requirements due to unusual circumstances ..." 18

His academic preparation will probably be at least an M.A., but his appointment to the position of registrar will be on the basis of having been a professor and his giving evidence of either past success or excellent potential in administrative ability.

As a counselor he will be persuasive in contrast to the dogmatism of his predecessor. Much of his time will be spent in counseling sessions with students, but his preparation and experience will likely be on the trial and error basis.

The duties as statistician will be heavily increased. Statistics for academic and admissions areas will be fed to every department of the school. It may be that much of this work will be handled through Electronic Data Processing (EDP).

In contrast to the Type I registrarial function, compare the following list of duties from an early Type III registrar:

1. Public relations work with high schools and correspondence with prospective students.
2. Examining and passing upon entrance credentials.
3. Registration of students.
4. Keeping student records and certifying to these records.
5. Preparing the class and examination schedules.
6. Assigning classrooms and offices.
7. Compiling institutional statistics and completing questionnaires.
8. Serving on, and serving as secretary of major administrative committees.
9. Editing and distributing the catalog, directory and other announcements.

Type IV

The Type IV registrar will generally be in a large school of over 10,000 students. Usually the institution will be at university status. The curricula will be wide and varied with many options.

The purpose of the school will continue to be vague. Standards, goals, and objectives will be less clearly defined. Some American universities may presently be in this type. Western Michigan University has not yet moved completely into this type, but national trends seem to indicate that the future holds changes in this direction for all large universities. With less clarity comes more opportunity for pressures to change. These pressures may come internally from faculty and/or students (particularly minority groups), or from external forces such as militant pressure groups or even some civic organizations.

The registrar will have little authority in a Type IV situation. His former functions are now released either to subordinates or other areas outside the sphere of his authority. He will serve on no committees and will probably report through the division of Student Personnel Services. He is little more than an office manager who has few, if any, ways to get to the authorities at the top of the structure.
His decision making power is limited to a few minor areas. In general, he will obey policies developed without his involvement and serve the basic managerial function of a number of secretaries.

Preparation for the position of a Type IV registrar will be in the form of specialized training in personnel work, management, Electronic Data Processing, and office procedures.

As he counsels, the service to the student is predominant. Such a prominent place will be given to this that the function may be completely removed to a counseling bureau.

The statistician aspect of the registrar may be far less than before. A whole office of statistical processing may be established outside the administrative authority of the registrar. If the work remains in his office, there will be some subordinate people to do the actual work.

In a Type IV registrar, specialization comes into such predominate play that the historic concept of registrar is practically lost. The position of the officer is weakened to the place of being lost in the milieu of specialists and mountains of paper work.

Current Areas of Uncertainty, Conflict and Tension

Tracing the history of the office of the registrar is not an easy matter. Thomas Blackwell seems to have written it concisely when he says:

The office of the registrar has been traced back to that of the major-beadle at the University of Paris at the beginning of the fourteenth century. After Charles W. Eliot developed the elective-coural system at Harvard during the last three decades of the nineteenth century, it was gradually accepted by other colleges and
universities, necessitating even more record keeping of the courses taken by each student.\textsuperscript{20}

Out of tradition we can gather accepted duties of registrars. A basic list would be:

1. Admissions.
2. Registration.
3. Records.
4. Statistics and research.
5. Supervision of personnel and control of supplies, equipment, and the supporting budget for the office.

But as all human inventions do, these functions and duties change. It is the extent and speed of the change that creates anxiety among registrars.

Whenever, change occurs, it is resisted by the "old guard" out of fear of inability to perform the new tasks. These fear the loss of jobs that formerly were theirs even though they know very well that they do not have the time to fulfill them any longer. It is hard to accept in our present day that twenty to twenty-five years ago the registrar had more power and influence on college and university campuses than the presidents of those same institutions have today.

The registrar's office is for service. Thomason states that

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The Registrar's office is a SERVICE office. The areas in which the Registrar renders service are limited only by his desires and interests, and by the customs and traditions of his own institution.\textsuperscript{21}
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Albert Meder clarifies a bit when he says,

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... no one can truthfully deny that these offices exist to serve students and that they should co-operate as fully with such officials as the dean of students, the placement officer, and other student counselors as with the "academic" deans and others responsible for the
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curricular program of the institution. It seems to me, therefore, that the university or college administration clearly has the right to expect that the registrar and admissions officer will think of themselves as virtually related to both the faculty and to the students, and indeed as constituting a peculiar link between these two groups.22

Ira Smith adds a new thought on the importance of the office of registrar by stating that

The registrar should be the agency through which the institution learns to know itself. He should be especially responsible to the human element in his work. With proper education and training he can become a most fruitful and essential member of his college administrative staff.23

Current frustrations arise when out of the milieu no clear-cut statement of duties is generated for registrars in general. Burns quotes President Butler of Columbia University that in the past the registrar, "admitted the student, he passed upon his personal and educational qualifications, he was his personal advisor in matters not only of scholarship, but of moral conduct and religious life."24 But these duties have changed because new men are bringing in new ideas and, not having been in the old system, do not feel the frustrations of the new processes for they are not giving up or losing anything.

A review of what has happened can generally be given. Twenty to twenty-five years ago most parents were not college graduates. A safe estimate would be that today 60 to 70 per cent of the college students come from homes where one or both parents have some college experience. Parents used to fear the "unknown" of college, asked no questions and expected the school to act "en loco parentis" in all matters. Today, parents challenge and students are more enlightened and able to think on their own. The influence of student unrest is indicated by Crane when he says,
American college and university academic communities, unlike others in the world, are composed of both students and faculty; they are best joined together in an esprit de corps which advances the teaching, research, and service functions masterfully to the benefit of everyone, both on and off campus and both for the present and the future.

Add to this the expansion of curriculum, academic freedom in the classroom, and the intelligent group of students now coming to campus by reason of highly selective admissions policies, and another stone has been added to the pile of duty. The registrar has become a virtual dumping ground until he has so much to do that he cannot do it. Meder is concerned for

... the press of daily routine. Therefore, the administration has the right to expect that the registrar and admissions officer will be good organizers, men who will set up systems for coping with detail so that they may themselves be free to deal with larger matters.

There are also other factors. The technological revolution has made the machine, speed, and multiplied data the god of the system. Advantageous as it may be, care must continuously be exercised to ensure that the technology does not make policy. Machines are men's servants.

By no small means, there is increased government involvement in education. The main pressure is financial, but for the registrar the reporting is a monumental task.

Then there is the necessity of growth—the importance of numbers. Growth is good, but it must be controlled. If a school does not grow it will lose the people (both faculty and student) who have the ideas for programs that have real meaning.

Selective admissions thus becomes more significant. It seems important that the admissions responsibility and the record keeping are
inseparably linked for the total understanding of the student. Little suggests that it is only in the combined responsibility that one person in a school of higher education really sees the whole student—human and academic.27

Communication barriers are created for this vital office by removing the position from high rank and prestige to one of subordination. Lemon refers to this as status.28 Subordination cuts off some communication when the registrar must be acquainted with everyone in the institution. Lemon again suggests some activities on the part of the registrar to insure status and communication.

If, on the other hand, the administrative responsibility of the registrar is safeguarded, if he accepts full authority for the maximum use of the material at his command, if he is responsible to the executive office, and if he possesses the initiative, resourcefulness, and tact to exercise power wisely, then the registrar's office is in a position to fulfill its place in a strong administration.29

To whom, and for what purpose do student records belong? They must belong to the student. Thomason indicates a real need for

1. Complete educational counsel for applicants by the admissions people.
2. Records is an expansion of admissions and should explain in detail the academic progress of the student.
3. Educational guidance is a chief function of the office.30

Odegaard shows the need for use of these records in developing educational policy.

There is a very real opportunity inherent in the exploitation of these very records which you have been amassing in connection with your routing operations, presumably in the light of general policy determined by the faculties. These records in your charge constitute a mine of information about students which are ... still far too little used by colleges and universities in their educational policy considerations.31
The crises of the technological change, the population explosion and the accompanying changes in the social forces and values have caused restraint on use and dissemination of records to be made by registrars. How much it recommended is seen in the words of Whittaker.

Registrars are becoming increasingly aware of the need to refuse to accept telephone requests for transcripts.

College officials should release the transcript only upon the student's request or with his permission except that such permission is not required where other educational institutions and governmental agencies request transcripts for official purposes.

Thomason issues a fitting challenge:

We are on the threshold of tremendous activities and discoveries in education...

The Registrar's Attitude As He Faces Change in His Role

The registrar is faced with the task of accepting the challenge of change. It seems that he should be involved in reformulating educational policies in the light of this generation and insure evaluative procedures for continued change in the future. He must explore the possibilities of new technological devices, not to de-personalize the student, but rather to open new vistas of opportunity to deal with students personally. The registrar must bridge the widening gap between student and faculty when large classes are necessarily in vogue and students are demanding a voice in educational planning. The registrar must be continually reflecting the institution to its public.

This is a big order, and many find it hard to accept the frustration accompanying change. Interpersonal relationships must be kept at a high level so that the registrar knows the institution and the institution knows the registrar.
It remains for us to formulate plans and procedures by which the status and service of the registrar may be maintained. Must we accept blindly the decisions of others, must we challenge everything in a spirit of doubt and grumbling, must we "fight fire with fire" or can we demonstrate solid qualities of leadership? The last offers great possibilities.

The questions of what is leadership and how does one become a leader must be answered. In discussing this necessity for registrars, Herman Spindt suggested three things that will increase the influence of the office.

1. He should take the lead in getting unreasonable and unnecessary rules changed.
2. He should give attention to his public—good public relations from the entire staff. He is actually interpreting the school to others and others to the school.
3. He should conduct meaningful research for use in wide ranges of decision-making.3

Leadership in these important activities cannot be exerted by everyone. A leader must have at least some basic qualities that aid in equipping him for the task. These are not innate, but may be learned. Coons wrote in 1964 that

...a person cannot be a success professionally, and a professional spirit cannot develop, unless there is a respect for competence and also a collective professional effort to assure its continuing availability and recognition...

...an awareness of the importance of self-reliance together with mutual confidence within the profession, hopefully yielding trust by society in the profession or professional group.

...there must be a basic regard for social and moral responsibility on the part of those who participate in the profession itself.35

What he seems to say is that the registrar should be intellectually respectable, like people, and be able to give-and-take in personal
interactions, have a keen awareness of the environmental forces at work around him, and accept the assumption that in some way he is responsible to his public for the educational product of today as the dynamic of tomorrow.

C. A. and Mary E. Weber wrote on the fundamentals of leadership. Although the book refers generally to the public school function and is quite elementary, even the chapter titles suggest some leadership qualities:

- Understanding and Insight
- Commitment and Consistency
- The Order of Attack
- Inquiry and Analysis
- Teamwork versus Compromise
- Participation in Policy Formulation
- Imagination and Willingness to Take Risks
- Status Leaders as Parts of Groups
- Energy, Friendliness, Promptness and Integrity
- Leadership and Efficiency

These authors express concern for freedom if leadership fails. Succinctly, they say that

*Individual freedom cannot survive in chaos because it degenerates into dictatorial control. There must be leadership which will engender democratic control if men are to have individual freedom.*

These free men exert leadership in a democracy only when they are prepared for the task. Three consecutive quotations here describe some activity in the leadership role.

Progress and improvement seldom stem from leadership which faces backward.

Leadership begins where rules and regulations end—leadership fills in gaps which are not covered by rules. In filling the gaps, one should expect that difficulties will arise, that differences of points of view are sure to appear, and that conflict will result—but leadership should be willing to weigh the evidence and take the calculated risks.
Leadership is the process which cements habits and promising plans of action for the future . . . . A leader accepts a challenge and assumes that that which is not prohibited can be tried. He is willing to take a calculated risk.\textsuperscript{38}

Further clarification and elaboration is given when it is stated that

Men and women who assume roles of leadership should be mentally and physically vigorous. They should be friendly. They should be prompt in fulfilling promises. They should develop habits of suspending judgements until all the facts are in; they should be scrupulously consistent in their own personal behavior; they should possess uncompromising integrity.\textsuperscript{39}

The mental preparation should involve certain academic courses.

One such program suggested is:

- History of Education
- Higher Education
- Curriculum Development
- Secondary Education
- Personnel Management
- Office Management
- Educational Measurements
- Statistics
- Educational Administration
- Public Relations
- Counseling Procedures
- Student Personnel Work
- Communications Techniques
- A highly specialized course in administration of a registrar's office.
- A supervised training experience.\textsuperscript{40}

The advanced programs in educational leadership at Western Michigan University closely parallel this recommended set of requirements. There must be sufficient flexibility in any curriculum to allow for individual differences both in future registrars and the institutions to be served. The Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) has encouraged short term workshops to help veteran and future registrars and admissions officers to be aware of current trends, observe

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many new techniques, and share advances and problems. Both MACRAO and AACRAO (American Association of Collegiate Registrars and Admissions Officers) have annual meetings that stimulate, inform, and challenge to more effective leadership.

In the line of authority, a registrar needs administrative support. Pouncey suggests three important areas:

Authority—the registrar needs backing from the president on matters of budget, personnel, equipment and space.

Communication—clear channels involving policy and policy change. Means: formal or written; semiformal or ad hoc committees; informal or man to man. Direct communication is expected.

Mobilized resources—often the registrar's office becomes the dumping ground when the president may well involve other staff members in some of the task assignments.

The Western Interstate Commission for Higher Education said in 1963 that

Human organizations take the need for interdependence into account in the creation of authority structures. Such authority structures exist even in the most privileged of human organizations—the college and university. As is true of other organizations, the authority structure in colleges and universities, viewed as a source of considerable conflict, is the subject of much conversation and a little serious inquiry. The result is a happy confusion of description and very little general theory.

It is obvious, therefore, that there is definite need for leadership in registrars' offices in these uncertain times. This has been a long standing need, for

Our century is sufficiently like certain of its predecessors to suggest some striking parallels. The fifteenth century, as the twentieth, was an age of transition, of change. It struggled, as we struggle, in the clutch of conflicting ideologies, in the hold of a consuming militarism. It waxed fervent, as we wax fervent, over the difficulties, the problems of a "changing society," a "changing economic order." It invoked, as we invoke, a national ideal, which neither century has ever satisfactorily defined.
To summarize: a theoretical model of four types of registrars has been suggested; some of the conflict areas have been enumerated; an uncertainty of the future has been implied; and a reaffirmation of the need for bold, constructive leadership has been made. Weber and Weber give a forthright statement of encouragement when they say that

It is because democracy often lacks leadership which is characterized by integrity that multitudes of men today despair. Hardship and privation may destroy the bodies of men; only the loss of faith can destroy the whole man. 44

It is the registrar's duty and challenge to be a man or woman whose leadership capabilities have brought stature because of efficient service. Such leadership is only refined in the crucible of crisis.
CHAPTER IV

EVALUATION

Observation, participation, and research involved in this Internship have had a profound effect upon the Intern's attitude and view of the role of the registrar, and the function of his office.

Cognitive Goals

Being employed as a registrar at the Grand Rapids Baptist Bible College, a relatively small institution, tends to insulate a person from the newest and most threatening trends in the profession. Observing the trends at Western Michigan University, a larger school, has the tendency to make one a little less secure in his position because these trends will eventually be felt in small schools as well. A certain amount of insecurity can be productive if it is accepted in the right attitude. Change is inevitable, and it is important that one be flexible enough to accommodate to change, but further, be creative enough to attempt to initiate change.

The experience provided a broad understanding of the philosophy of the office of registrar from a practical point of view (as expressed in Chapter II), and from a historical point of view (as expressed in Chapter III).

A search for materials pertinent to the function of the registrar led to the selections listed on pages 5 and 6 of this paper, and in the bibliographical listings on pages 64 through 85.

As a result the Intern feels personally challenged to:
1. Make the Office of the Registrar a more meaningful and valuable part of the total educational scheme of the school.

2. Increase efficiency of services to students, faculty, and administration.

3. Develop qualities of leadership that will make for functional, efficient, office management as an example of orderly operation of the academic administration of the college.

Psycho-motor Goals

All college and university registrars perform about the same functions. The difference between and among them lies in how the operations are handled. In the Intern's present employment the operation is performed manually in all cases. At Western, the use of EDP provides a different view. With increased availability of data processing services, it is important that an office move toward such use. The Baptist College will be doing this.

There are several areas where progressive, creative change can and should be made in the Baptist College office. These include:

1. All cards for Registration should be of IBM design.

2. Information must be made more readily available as appropriate through a system of student data collection and reporting.

3. The office furnishings must be rearranged to provide adequate work space and storage facility.

4. Time consumed in letter preparation should be reduced by use of more form letters. These would provide more economical, easier, and complete communication of information.

5. Top priority must go to providing a more adequate record security system.

6. The office filing system must be revised and clear procedures written.

7. Work must continually go forward toward improvement of communication channels among all institutional personnel.
The above changes seem imperative as a result of the Internship experience at Western. To adopt the University's procedures probably would not satisfy the unique needs of the small college, but the experiences do point in directions that provide suggestions for evaluation and change.

Affective Goals

The affective goal of seeking to learn the role of the registrar was gained as recorded in detail in Chapter III. The second affective goal concerning office management was answered by the experiences as expressed in the whole of Chapter II.

Reflections

If it is possible to subjectively place one experience over another, the Intern believes that the personal contacts with members of the University staff and faculty and those now retired from active service have been extremely valuable. Their insights, knowledge and encouragement are an inspiration. Their enthusiasm for their work and their willingness to do anything they could to assist in a meaningful learning experience has strengthened the Intern's desire to more effectively serve his fellow man.

Personal involvement in the Records Office was sufficient to make a critical evaluation. The other areas in which contact was made did not have the depth experience for judgment. The functioning of the Records Office was excellent. As indicated in Chapter II, morale, rapport, and satisfaction in the lives of the workers are clearly observable and can be ranked highly. Naturally, there are (and will be) problems, but the openness to discussion, clarification, and evaluation provides the
climate for rapid solution. Any suggestions for improvement in office operation are in Chapter II.

... appears to be one problem that needs to be faced fairly and honestly. Observation indicates a serious communication problem among the various levels of administration. Misunderstandings, dissatisfactions, and other serious problems could easily be averted if communication channels are improved. Conflicts in philosophies of administrative areas should be resolved so that students, faculty, and administration may conduct themselves in an orderly way and demonstrate a clearly defined image.

Positive criticisms of this Internship may be of value to future experiences. Although excellent co-operation was given, there could have been more opportunity to observe committees in action. For those who have not been previously involved in procedures of such an office, it would be good to have the intern actually work with the records.

Another weakness of the University (and this is true of most schools) is the extreme lack of library resources on this vital office. For emphasis, it is repeated here that the library is encouraged to secure as rapidly as possible the materials listed in the bibliography in the Appendix of this paper.

It would also be of value to make the Internship in Records to come into line with other internship programs by giving it the same position as an assistantship or associateship so that some remuneration is available for the intern.

In summary, the Intern has attempted to indicate as clearly as possible the experiences as perceived. Their value is already in evidence, but the true worth and value of the Internship will be apparent in the kind of contribution made to the employing institution and the profession as a whole.

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LOG OF ACTIVITIES

September 3

This was Registration Day, and observation of Registration procedures was done by the Intern. At the request of Mr. Morgan, a problem case was taken through Registration because the individual unavoidably could not be present.

September 10 and 11

This was mostly orientation to the Internship. The learning of the office structure, personnel and set-up was begun. Mr. Morgan held a brief introduction meeting and the entire office staff was encouraged to be helpful and feel free to answer any questions the Intern might ask regarding their work. A brief introduction to all the personnel in the Admissions Office also took place.

The larger portion of one day was given to discussion of what and how to get the most benefit from the Internship. The rest of that day was spent talking with Admissions personnel, and participating in office routine such as carrying materials from Data Processing to the Records Office.

September 17 and 18

A practical experience was provided when the entire Records staff met and Mr. Morgan dispelled a rumor begun as a joke. Someone had mentioned that all the weight of the files was forcing the floor of the office down into the offices below. The staff was assured that the engineers carefully examined the building before the offices were moved to these areas.
Observation in the office was limited due to everyone's involvement in preparing class list folders for individual faculty members. The graduation auditors held a brief meeting.

Office supervisors met with Mr. Morgan to discuss security of the records in case of student unrest over Selective Service reporting.

Through a phone call request from a Grand Rapids teacher the Intern checked through a credit evaluation and conveyed the message to the inquirer.

Another beneficial time came when an opportunity was given to sit in on the orientation of a new girl who will work at the counter. This was followed by observation of the counter operation, microfilming, filing and recording areas.

September 24 and 25

In a conference with Mr. Morgan and Mr. Rumill it was decided that the Internship would be most valuable to the Intern, the University, and the profession if, rather than performance of routine office work, the Intern would take as much time as needed to try to develop a valid, rational answer to the current problem of the role of the registrar.

Observation was made by the Intern of transcript function, government report operation, and auditors.

A thorough search for material on the role of the registrar was made in the Educational Resource Center and on shelves of magazines, journals and books stored in the Administration Building.

October 1 and 2

Selection of identified important materials was made, and reading begun.
Mr. Morgan called a meeting with Mr. Carl Roush to discuss EDP problems related to Registration and Drop/Add procedures.

October 8 and 9

The Intern visited with Mr. Wayne Mann in the University Archives and received information on material location. Research begun.

October 15 and 16

Continued research was done in the Archives. The Intern had a fine visit pertinent to the topic with Dr. Charles Starring.

October 22 and 23

Mr. Maus called a meeting with men from Records, Registration, Admissions, Business Office and Financial Aids to discuss problems of communication at the administrative level. The purpose of the meeting was to arrange workable solutions within the demands from higher administrators.

Work was continued on the research in the Archives.

October 29 and 30

The Intern began organizing and writing the paper, interviewed Mr. Len Gernant, and spent some time with Mr. Bob Laird in Admissions. A discussion was held with Mr. Mann concerning record storage and microfilm inadequacies.

November 5 and 6

The Intern exercised his right to vote, arrived in the office late and continued writing the paper. About noon, the quiet was disrupted by some threat of S.D.S. activity. The Records were secured, but fortunately no serious consequences were experienced.
Another procedural problem was given to the Intern for consideration. The number of Drop/Adds was extremely high. The Intern devised a questionnaire and wrote six letters to men about the procedures in other universities. A visit was paid to the Counseling Bureau for information on their academic advising role.

November 12 and 13

The Intern continued work on Drop/Add revision, and observed Pre-Registration.

One full day was spent at the annual meeting of MACRAO, held in Mount Pleasant.

November 19 and 20

The Intern talked with Dr. Schmidt in the Graduate Office about the value of Internships. Later, interviews were held in the Counseling Bureau and in the Registration Office as work continued on Drop/Add procedures. The finalized recommendation was made on the problem.

November 26 and 27

Began writing the Internship Report.

December 3 and 4

The Intern traded these days for some during the vacation period so that the use of EDP could be more closely observed.

December 10 and 11

Completed a very preliminary draft of the Report.

December 17 and 18

Met with Mr. Morgan and his staff to review instructions for grade reporting procedure. A man came to demonstrate an intercom system suggested for the offices reporting through Mr. Maus.
An analysis of Pass/Fail policy was made and presented to a committee.

December 23 and 27

The Intern observed the use of EDP, and the actual operation of grade reporting.