

# FACRAO NEWSLETTER

FLORIDA ASSOCIATION OF COLLEGIATE REGISTRARS & ADMISSIONS OFFICERS

## SPECIAL FEATURES:

- *Message from Dr Cavanaugh*
- *Accessibility for the Visually Impaired*



## NEW FOR THIS EDITION:

- *President Barber's message*
- *2008 conference info*

NOVEMBER 2007

## SOCIAL NETWORKING TECHNOLOGIES: A 'POKE' FOR CAMPUS SERVICES

JOANNE BERG, LORI BERQUAM, AND KATHY CHRISTOPH, *EDUCAUSE REVIEW*, VOL. 42, NO. 2 (MARCH/APRIL 2007): 32-44. COPYRIGHT 2007. REPRINTED WITH PERMISSION OF THE AUTHORS.

Handwritten notes, meeting for coffee, eye contact, a handshake, a smile—are these social practices of yesteryear, soon to be replaced by the "wall posts" and "pokes" of today's social networking technologies?

Although advances in social networking technologies allow for new and perhaps more efficient means of learning and communicating, they also pose some significant challenges in higher education. For example, how can campus professionals, especially those in student and academic services, learn to use these technologies to think differently about communicating with students and about facilitating learning? What aspects of Facebook, YouTube, wikis, LiveJournal, Flickr, and MySpace.com might translate into new ways for creating better and more effective student and academic services? Should campus professionals capitalize on these technologies to gain the attention of students? From class lists and class schedules to placement services, judicial affairs, and e-learning, campus activities and

services offer a host of possible areas in which the features of social networking technologies could play a key role. For more than two years, the authors have been engaged in some provocative discussions about the various aspects of social technologies used by the "Net Gen."<sup>1</sup>

At one point, the phrase "Net Gen meets FERPA" was coined to address the quandary faced between the "old-fashioned" way services are delivered (a way intended to protect student privacy and maintain standards, as required by the Family Educational Rights and Privacy Act) and the "new" expectations of Net Gen students for flexible, seemingly less private and open-ended e-services.

Numerous articles have been written about (and notable media attention has been given to) how the youth of today are using these technologies. Much of the attention has focused on the inherent dangers associated with a loss of privacy and security. Most recently, Tracy Mitrano, Director of IT Policy at Cornell University,

wrote: "From the very beginning of the early applications, something was different. People had the opportunity to burst out of their parochial communities and make connections around the world."<sup>2</sup> Instead of specifically addressing the issues of privacy and security, this article will focus on making connections—on the networking feature of these technologies.

### Finding the Opportunities

The goal for all of us in higher education is to identify where a good opportunity exists and to use that opportunity to make something happen. Campuses encompass diverse populations of students, administrators, and faculty—and along with them, varied possibilities as well as constraints.

What works for one campus may not work for another, but getting together around an idea can provide inspiration for something that *will* work. Unlike those in the corporate world, those in higher education tend to share their ideas and their outcomes openly and proudly. (Cont'd on page 2)

## WHERE THERE'S A WEB, THERE'S A WAY: STATEWIDE APPROACHES TO PROMOTING COMMUNITY COLLEGE STUDENT TRANSFER. DANIEL DE LA TORRE, JR

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Red States, blues states. Maybe in politics there are differences, but when it comes to progressive transfer policies, the color-line disappears. From the Northeast to the mid-Atlantic states to the Florida peninsula, across the Great Plains to the Southwest and on to California, state public higher education systems have made, and continue to make, great strides in recognizing the value of community college education. More importantly, they are taking leading roles in demonstrating how to promote access to higher education. One of the most compelling examples of this is seen in

the development of transfer and articulation systems that facilitate the transition of community college students into public four-year institutions. Thanks to the internet, the most exciting and effective way to see this in action is through the array of Web-based resources dedicated to the transfer process.

### Relevance of Resources

Why should web-based information for community college transfer students be considered important? First, community college students constitute almost half of all enrolled undergraduate students (Purcell F. B., 2006; Wyner, J.,

2006). There is also evidence that these numbers are on the rise, especially with an emphasis on transfer to four-year colleges (Hossier, D. Ed., 2004, citing McHewitt & Taylor, 2001, Wyner J.).

This point is bolstered by transfer students who indicate spending some portion of their education enrolled at a community college on the way to completing a bachelor's degree (Phillipe & Sullivan, 2005). The potential for growing numbers of community college transfer students carries a serious consequence.

(Cont'd page 8)

## PRESIDENT'S MESSAGE

The FACRAO Executive Committee was sad to see M.J. Caro leave our ranks and our profession but we wish her the best in her new position as a Senior Functional Consultant for SunGard Higher Education. M.J. will be missed by all us in the state and most especial by the Executive Committee.

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## SOCIAL NETWORKING TECHNOLOGIES (FROM FRONT FRONT PAGE)

By engaging in exactly this sort of sharing, campus professionals can capitalize on social networking technologies in ways that will benefit each of our campuses.

At the University of Wisconsin–Madison (UW–Madison), we have been using the fervor surrounding social networking technologies as a way for us to build better relationships with our students and with personnel from disparate parts of the campus. As a start, the three of us began talking with students about social networking technologies such as Facebook and MySpace. We asked how they use these technologies in the context of their experiences both inside and outside the classroom, and we gathered their opinions on which components of these social systems might improve the delivery of services such as enrollment, campus communications, e-learning, advising, and involvement activities. Our conversations have been energetic and productive. Our goal has been to learn more about how students think and work so that we can provide improved services.

*“Campus professionals need to think about how to connect their ideas, capitalize on their strengths, and find efficient ways to provide flexible and meaningful services.”*

### Getting Started

The following is a tested recipe for generating ideas: take a favorite social networking technology, add the college/university culture, the budget, and a few creative thinkers, and pour everything on top of current practices and IT services. Then listen carefully. Here is a taste of what students might say:

"Please just work on simplifying the portal."

"E-mail important information. I know when I receive university e-mail that I should read it. If I received deadline information any other way, I'd think it was a hoax!"

"Don't bother with IM or Facebook—that's our way to network. Leave us alone. This is my way to procrastinate. I don't want to feel guilty about it."

"Students are good at compartmentalizing information. Just tell us what we need to know but don't enter our world to do it—we'll come to you."

"I cut myself off [from Facebook]."

"My privacy settings are all the way up."

"I have no privacy settings. If I were applying for a job or something, I'd shut it [Facebook] down."

"I do care about privacy."

"LiveJournal and MySpace expose student stress."

"My sorority sends me e-mail every couple weeks telling me how I represent the organization. I get tips on safety, privacy, and using Facebook. I pay attention."

"In real life, a million people can't look at your profile."

"Keep it simple."

If hearing from students triggers an urge to stir up current practices and IT services, then these ideas can be blended into a conversation with staff members. Here is a sampling of what campus professional might say:

"Now I see, we were always thinking about what faculty wanted—not how students would benefit."

"I posted my unit's holiday party invitation on Facebook. My students loved it."

"I had e-mailed a student about coming in for a meeting. I waited three days with no response. I tried contacting the same student through Facebook and received a response in fifteen minutes."

"What's nice about social technologies is that they are completely opt-in."

"There are so many wonderful things we could do. How do we make it sustainable enough so it's cost-effective?"

"People here need training and interactive demonstrations to learn how to use our administrative and instructional services—nobody goes to a Facebook workshop!"



"It would be nice to introduce a new feature and hear that it's cool—it makes sense!"

"As a support person, I'd like to work more like GameSpot, a community space where I offer information about myself and what I know. Others are welcome to learn from it. This is different from my current job, where I create Web pages about clickers, because that's my job."

### Campus Conversation Starters

- Why social technologies are different
- Distinguish fad from future
- Face-to-face is better when ...
- "Shelf-life" of an idea?
- How and when students procrastinate
- Students' expectations and staff members' assumptions
- Communication: fun, simple, and useful
- Proprietary rights of social technologies
- Student culture, adviser culture, IT culture
- Privacy, standards, and safety
- Convenience, simplicity, and presentation
- Connect with other campuses:  
[http://connect.educause.edu/wiki/Social\\_Computing](http://connect.educause.edu/wiki/Social_Computing)

### Moving Forward

To put social networking technologies to work in a positive and constructive way, campus professionals need to think about how to connect their ideas, capitalize on their strengths, and find efficient ways to provide flexible and meaningful services. We have created a way for readers to engage in this exercise. The matrix that follows is intended to help stimulate thinking about how, and with whom, to best network ideas for improving campus services. The first column lists core campus activities, such as registration and advising. In the second column, corresponding to each of these activities, are ideas about IT-based improvements to these services in the context of the technologies that are available to students and the expectations and behavior of students. The third column lists possible campus partners for each of these improvement projects.

(Table on page 5).

At UW–Madison, we shared the ideas with our various campus partners. As we listened to students talk about their registration process, we heard suggestions about the course management system, advising, residence hall life, the course catalog, and collaborative learning environments. Students asked about providing photos and profiles within the course management system so that they could get to know each other before meeting face-to-face for a group project. They want moving from one area (registration) to another area (course management) to be easy.

They noted that they would like us to consider providing mass postings when a campus deadline is approaching or to offer opt-in class chats that may or may not involve the faculty member. They also mentioned the possibility of allowing anonymous e-chats with counselors and posting pop-up alerts about campus safety.

(Cont'd on page 7)

## ON BEING ACCESSIBLE: THE WEB AND THE VISUALLY IMPAIRED

GEORGE MITCHELL, SENIOR COMPUTER SUPPORT SPECIALIST AT NEW COLLEGE OF FLORIDA

Does your institution have handicapped parking spaces and ramps for individuals who use wheelchairs? Are your institution's doors able to open automatically for people who are unable to open a door for themselves? These days the answer is, "Well, of course!" But how about your institution's website? Could a blind person find your office phone number or get information on ordering a transcript? Everyday, universities and colleges nationwide are finding new ways to take advantage of the ubiquitousness of the Internet. Now virtually all the information students need is online and any institutional-related tasks they need to perform can be done from their institution's website.

However, many institutions still give universal access to their website little consideration. After all, how many blind students are you likely to encounter? What about when you include partially blind or otherwise visually impaired individuals? How about individuals with astigmatism? Is the information on your site so dependent on color to provide meaning that a color blind person would be utterly lost? You may find that there are many more individuals in need of your consideration than you think.

Remember, not only is universal access the right thing to do, it may also be the law. More and more the courts are finding that web accessibility, just like physical accessibility, is a requirement of the Americans with Disabilities Act.

Information regarding online accessibility guidelines is available from the World Wide Consortium at [www.w3.org](http://www.w3.org) and the National Federation of the Blind at [www.nfb.org](http://www.nfb.org).

## FROM THE EDITOR

JOANN ANDERSON, ASSIST. DIRECTOR OF ENROLLMENT SERVICES AT FLORIDA HOSPITAL COLLEGE OF HEALTH SCIENCES

How hard could it be?" I asked myself this question when I first became Assistant Director of Admissions/Records in Fall of 2006. The work of Admission is simply processing applications—Records is where the action is." Was I wrong! Yes, I might be one of those administrators reciting policies in my sleep (Where There's a Web, There's a Way article), but I didn't know I was embarking on a technological journey as well as hiking the paper trail. Both Admissions and Records have become so reliant on technology, software and data entry. How do we serve our students in a language they will understand? How do we translate the information we collect to institutional data? The authors of Social Networking Technologies suggest identifying good opportunities to make something happen. Now that I have moved onto Enrollment Services, the opportunity came for me to look at Admissions from an entirely different perspective. The work of Admissions is no longer about paper-vs. technology, it is about the prospective student, the prospective employee and the future generation. Technology is simply equipment to take the work we do and make something spectacular happen. For some institutions, technology is the opportunity to make an impact on campus. Whether the goal is to reach out to more students, to provide more access to data or to protect it, the opportunity is always there to re-evaluate processes and assess performance. Now all we have to do is turn the power up!



## THE SOUL OF THE INSTITUTION: DR CAVANAUGH WRITES ON ENROLLMENT MANAGEMENT PRESIDENT, UNIVERSITY OF WEST FLORIDA

College and university leaders are always quick to note that their mission is to meet the higher education needs of their constituents. Although no one would disagree with that statement, it underplays the role that admissions and enrollment management staff have in ensuring that the mission is achieved. Without them, there would be no students in the programs, and no way that colleges or universities meet the educational needs of the communities they serve.

Let's take a closer look at the critical role admissions and enrollment management staff play and what it means to the institution's leadership. In key ways, the recruitment efforts led by these staff are an embodiment of what the institution and the institution's leadership thinks of itself and its mission. So in a very real sense, admissions and enrollment management staff are the personification of the institution's values and the image. They represent the institution's soul. Understanding this is extremely important. Each recruitment decision that is made is a reflection of the values of the institution as articulated by its leadership. This places admissions and enrollment management in the key position of being the first individuals that prospective students contact who can begin the dialog with them concerning institutional values. I have always believed that it is the search for values congruence that should be at the core of the recruitment and college decision process. Only if the senior leaders at the institution fully grasp this central values representation relationship with admissions and enrollment management staff, though, will its full potential for furthering the institution's mission be achieved.

In order to foster such a values congruent relationship, excellent communication and alignment must exist between senior leaders and admissions and enrollment management staff. This means that staff needs to clearly understand and fully support the articulated vision set by senior leaders. A lack of understanding or support will undermine the relationship, and ultimately prevent the whole team from being successful.

Presidents and chancellors need to remind themselves and other senior leaders of the central importance of admissions and enrollment management staff in being key ambassadors and representatives of institutional values. Nothing is more important than this relationship in determining the ultimate success of the institution. For without students, colleges and universities cannot fulfill their missions.

## F A C R A O NEWSLETTER

### SOCIAL NETWORKING TECHNOLOGIES (CONT'D FROM FRONT PAGE)

Core Campus Activities	Connecting on Ideas	Making Connections
Registration	Display information in a way that makes it more flexible for students to play with their schedules Access tentative snapshot of new Syllabus or posting of old syllabus Check with friends about suggestions for classes and see which classes friends are enrolling in Read about the instructor, his/her requirements Access links to faculty evaluations See photos of instructors Identify courses with service learning components	Registrar  Academic Technology Service Learning Providers  Faculty Portal Service Providers IT Architects
Tutoring	Poke an expert Know when other students from class are online and available to answer a question	Tutoring Services Advisers  IT (identity management)
Study Groups	Connect with other students, see their photos, form interest groups Build project teams  Create online groups, in real-time	Academic Technology IT (identity management)  Portal Service Providers
Class Scheduling	Project the future Determine history of courses that "go with" other courses (Amazon.com model: "students who enrolled in this course also registered for . . .")	Registrar Academic Technology  Faculty
Counseling	Have a place where difficult conversations can occur privately Follow up with students about campus issues Answers given 24/7	Dean of Students Counselors Advisers IT Architects Registrar (FERPA) Health Services (HIPAA)
Academic Advising	E-mail/poke regarding progress in class/major Self-built portfolio of achievements ready to share with the world and updated regularly Poke an adviser (adviser to poke student) Ask a dean academic questions (provide support electronically) Online peer advising (volunteer opportunities on campus) More online "chat" features "Playing" with possible schedules, majors, and degrees (can it be a game?)	Registrar Advisers  Service Learning Providers Academic deans IT (identity management) Academic Technology
Directory Information	Provide photos and e-mail addresses in a portal environment; create groups easily Provide staff profiles	IT (identity management)  ERP System(s)
Communication	Orientation on how things get communicated on campus (make it a game) Create student groups for information experts who can point students to where they need to go Lessons on privacy and safety; share stories and support; allow difficult conversations Open blogs without identities E-mail/poke when deadlines are approaching Occasionally mix things up with a hard-copy mailing Electronic pop-ups about privacy	Student Orientation Office Admissions  Registrar  Police Dean of Students Housing IT (identity management) ERP System(s)
Teaching	See photos of classmates Let students decide which photos get posted to the class roster (make photos opt-in) Have a green-light that goes on to say that a classmate is online Provide a means for students to e-mail the entire class (make this opt-in)	IT (identity management) Registrar  Academic Technology Faculty Deans' Offices
Safety	Provide a campus e-map showing buildings, bus stops, lighted walkways, etc. Provide pop-up alerts Help students connect to one another through cell phones for "safe walking"	Facilities Dean of Students Housing Police
Personal Development	Online, interactive sessions on stress and common avoidance behaviors (with effects)  Ask questions anonymously	Dean of Students, Housing, Health Services, Police

## PRESIDENT BARBER'S MESSAGE (CONT'D FROM FRONT PAGE)

KIM BARBER, REGISTRAR AT FLORIDA STATE UNIVERSITY



M.J. Caro,  
now Senior Functional Designer  
for Sungard Higher Education

On behalf of the EC I would like to thank her for her hard work over the years as Newsletter Editor and wish her the best in her new role. I would also like to welcome Susan Byars as the registrar at Florida Gulf Coast University. (Susan, I hope you know that you've inherited *all* of M.J.'s duties. I'll be in touch shortly so we can talk.)

I also wanted to let you know the Executive Committee is hard at work putting together plans for next year's Conference in Jacksonville. Please let Ann Dziadon at University of West Florida know of any interesting topics that you would see on the program. Attending the conference as a presenter or moderator is an excellent way to increase your networking opportunities while supporting your state organization. I wish all of you a smooth end of term and Happy Holidays.

*Kim Barber, President of FACRAO 2007-*

## PIONEERS OF DIVERSITY: UCF HIGHLIGHTS DIVERSITY

BY DENNIS DULNIAK, UNIVERSITY REGISTRAR AT UNIVERSITY OF CENTRAL FLORIDA

Staff members of the UCF Registrar's Office, embracing the university goal set forth by President John C. Hitt to become more inclusive and diverse, came together in August 2007 to launch a Diversity Committee. The 15-member committee is working with the support of the Office of Diversity Initiatives and Dennis Dulniak, University Registrar, to foster a more inclusive environment within the Registrar's Office and the UCF community. The committee is endorsing a broad definition of diversity and seeking to draw from university and community resources to enhance their understanding of diversity. The committee's first initiative was to create a display that would be decorated monthly in the Registrar's Office for viewing by office staff and guests. During the inaugural month of September, the display was decorated with original artwork representing the multiple facets of diversity. One art piece read, "Diversity promotes growth and evolution" and another read, "Our origins are many and diverse, but our greatness is one."



Diversity Week, September 2007



Diversity Week, October 2007

For the month of October, Hispanic Heritage Month was featured, and the display was decorated with information and photos relevant to Hispanic culture. As the display changes each month, the contents are collected and preserved in an archive book for future showcasing.

The committee also coordinated one of the sessions at the Registrar's Office annual retreat on September 21, 2007. A professional trainer from the Office of Diversity Initiatives was invited to deliver the workshop, "On the Threshold of Change" in which the entire staff participated in hands-on activities. These activities highlighted not only differences that set people apart, but also the similarities that tie them together. The activities were well-received and encouraged new discussions among the employees.

The UCF Registrar's Office Diversity Committee meets every few weeks to discuss a wide range of diversity issues and to identify university and community resources to encourage discussion of these topics among the members of the office. For additional information, contact Aaron Christensen, [achriste@mail.ucf.edu](mailto:achriste@mail.ucf.edu), 407-823-4739, or Dennis Dulniak, [ddulniak@mail.ucf.edu](mailto:ddulniak@mail.ucf.edu), 407-823-3016.

## SOCIAL NETWORKING TECHNOLOGIES (CONT'D FROM PAGE 4)

At UW-Madison, we shared the ideas with our various campus partners. As we listened to students talk about their registration process, we heard suggestions about the course management system, advising, residence hall life, the course catalog, and collaborative learning environments. Students asked about providing photos and profiles within the course management system so that they could get to know each other before meeting face-to-face for a group project. They want moving from one area (registration) to another area (course management) to be easy. They noted that they would like us to consider providing mass postings when a campus deadline is approaching or to offer opt-in class chats that may or may not involve the faculty member. They also mentioned the possibility of allowing anonymous e-chats with counselors and posting pop-up alerts about campus safety.



We found that the offices responsible for these traditionally somewhat disparate functions (registration, course management, academic calendar, FERPA, safety, and advising) have not regularly collaborated to provide a coordinated continuum of services. We are learning that as students (and parents) connect more frequently through social networking technologies, their expectations grow regarding their connections with and between campus professionals. We found that the offices responsible for these traditionally somewhat disparate functions (registration, course management, academic calendar, FERPA, safety, and advising) have not regularly collaborated to provide a coordinated continuum of services. We are learning that as students (and parents) connect more frequently through social networking technologies, their expectations grow regarding their connections with and between campus professionals.

### Connections

Connect with an academic technologist, an academic adviser, a librarian, a registrar, an IT architect, and a dean on any number of topics listed here, or provide your own area of interest. The EDUCAUSE CONNECT wiki is available for readers to find commonalities, challenge assumptions, and share creative ideas about common campus services such as enrollment, advising, and teaching.

Share your thoughts:  
[http://connect.educause.edu/wiki/Social\\_Computing](http://connect.educause.edu/wiki/Social_Computing)

Following the innovation and creative brainstorming are the somewhat painful discussions about budget and reality (someone still needs to do the real work). Everyone needs to understand that the college/university is a large enterprise that must set standards and precedents. Faculty and staff governance, student government, and unions all play a role in how situations can be changed and/or improved. When ideas that require business process flexibility are blended into discussions of customizing ERP and/or legacy systems, the ideas can sometimes get lost in a quagmire of long-term planning, campus politics, and budget analyses. However, social networking technologies are here to stay. Campus professionals need to find ways to implement their ideas for

engaging with, and benefiting from, these fast-moving technologies. While students compartmentalize, attend class, multitask, play games, listen to loud music, and talk to their parents, campus professionals work to keep students safe and to provide them with the resources they need to succeed. When campus professionals allow themselves time to think about the impact of social networking technologies on how students live and learn, they may also find ways to build collaboration and flexibility into their thinking by piloting projects, measuring success, celebrating failure, and sharing results—in other words, having their own brand of “fun and games.” Sometimes the ideas generated by talking with students and colleagues are exceedingly simple. Perhaps some feature already exists but was marketed inefficiently or was buried somewhere under four “clicks.” Perhaps all that is needed is a simple enhancement to a delivered product. Perhaps the first step is to have the conversation.

### “You Can’t Always Get What You Want”

As noted above, after the brainstorming and goodwill that comes from listening to each other, reality takes over. How can the campus possibly afford to do all of this? Should students be given everything they want simply because technology makes it possible? What are the tradeoffs? What is lost when existing procedures and/or communications are replaced with e-everything? Where does expectation management fit in? It is exciting to be creative, but the key for student and academic service providers is to innovate where they can fulfill a need, enhance a service, and be responsive to how students live, learn, and work.

So, what have we learned at UW-Madison? We know that students are savvy about gathering information. They use the Internet to find resources, to locate answers to questions, and to validate ideas through others. They get information through a network of resources and people. We must recognize this when we deliver services, and we need to become comfortable with not being the sole purveyor

of information and services. Examples of other purveyors are RateMyProfessors.com and Schedulizer.com. The data used to drive these services may be incomplete or inaccurate, and the response rate may make the data unreliable, but some students are using these Web sites to make decisions. Finally, we have learned that as campus administrators, we can (and should) be listening more to students and collaborating more with each other.



### Conclusions

- Listen to students.
- Be open to change.
- Be willing to try something new.
- Be aware of fears about technology.
- Create “collaboratories” (collaborative laboratories) of thought from across campus.

Bring up social networking at every opportunity. In the end, it is most important to pay attention to the human spirit. Fortunately, the human spirit doesn’t morph as quickly as technology, and taking advantage of what the new technologies have to offer can be part of celebrating that spirit. As higher education professionals, we are obligated to think in terms of student satisfaction and long-term success.

Considering how students use social technologies can help us to build a strong network of information, and it can help us to think differently about how we offer core services and how we communicate with students and with each other.

Collaborative, innovative teams that cross functional boundaries and are networked across the campus and the world are possible, now more than ever before. Perhaps it is time for the academic technologist, the chief of police, the IT architect, the ERP expert, the dean of students, the registrar, and the chair of the college/university advising service to get together to talk about the future of student and academic services. They can meet for coffee, shake hands, write notes, and—oh yeah—a poke or a wall post might even be a way to get the conversation started.



## ALIGNING THE PLANETS: OUT THIS WORLD EDUCATION AND FUTURISTIC TECHNOLOGY

JOANN ANDERSON WITH CONTRIBUTION BY FELY RUGLESS, FLORIDA HOSPITAL COLLEGE OF HEALTH SCIENCES

Do software updates and report patches have you feeling less like an educator and more of a systems analyst? Converse with a colleague in the Admissions/Records/Enrollment arena and before you know it, the topic of technology will arise in the discussion. Why has technology become such a hot potato issue for educational administrators?

One of the highlights of this year's *EDUCAUSE* was the keynote speaker for the opening general session—Doris Kearns Goodwin, a Pulitzer-winning presidential historian. Her commentary on the different leadership styles of the U.S. Presidents she has written about gave an insightful look at the different leadership styles of technology managers and CIOs. What does presidential leadership have to do with technology? More than you think. Leadership and management of technology can make or break an institution's effectiveness.

If the strategy of an organization does not support the integration of quality

curriculum, teaching and technology, the result can be a de-valuing of the technology in institutional processes and its role in technology. "Even though her speech was not directly tied in to technology in higher education, it was nonetheless inspiring and entertaining", comments Fely Rugless, attendee. Is it possible that administration and leadership have impending homework to become more in sync with an institution's challenges and demands? Is it true also that the Applicant Assessors, the Brain Barometers and the Candidate Collectors (Admissions/Records/Enrollment) in an institution need to make a better case for administrators to align strategies with technological advancements? The ever-present challenge of aligning new, dynamic technological structures with a traditionally change-resistant academic bureaucracy, stimulates more than the regular gossip at the water-cooler, it seems.

Two of the track sessions I attended, notes Fely, "was Project Management and

Creating a Digital Campus, Using Google Applications. "The second session underlined the desire for higher education communities to meet the needs of its stakeholders by using technology for support.

The paradigm shift in technology in education focuses on changing the teacher from a stand-up lecturer to a facilitator and partner in student learning. Digital student portfolios were an encouraged trend, allowing the facilitator to assess a student's grasp of the course through personal and creative display instead of the traditional assessment methods".

FACRAO recognizes the need for utilizing technology to its fullest capability. If there is a technological need or challenge you are currently experiencing, members are encouraged to network and share ideas. **WARNING:** Communicating with other institutions in your area may result in less stress! Members are encouraged to respond by sharing related experiences with the Editor.

### KATHY ALLEN BECOMES NEW REGISTRAR AT NEW COLLEGE OF FLORIDA

BY CINDY MOOY, ASS. DIRECTOR OF PUBLIC AFFAIRS/MEDIA RELATIONS, NEW COLLEGE OF FLORIDA

Kathy Allen, who has served as Interim Registrar since January, has been appointed Registrar of New College of Florida, effective July 1. Allen, who served as Associate Registrar at New College since 2001, replaces Adrian Cornelius who left in early February to become Dean of Enrollment Management at Savannah State University. As head of the Office of the Registrar, Allen will oversee academic records and registration, including the staff, budget and Student Evaluation System.

A New College employee since 1992, Allen began as a Registrar/Admissions officer and became a Senior Registrar/Admissions officer in 1996. She served as Acting Director of Records and Registration in 2000-01, when New College was part of the University of South Florida. Allen earned a Bachelor of Arts degree in Interdisciplinary Social Science in 1990, a Master of Arts in Counselor Education in 1992 and a Certificate in Public Administration in 1998, all earned from USF-Sarasota.

She is a member of the American Association of Collegiate Registrars and Admissions Officers, the Florida Association of Collegiate Registrars and Admissions Officers, and NAFSA.

### GET WIRED: WAYS YOU CAN GET INVOLVED

#### Professionally

- Collaborate with other institutions in your area to conduct a Regional Workshop in conjunction with FACRAO
- Contribute articles to the FACRAO newsletter
- Gather data from your institution to share with other FACRAO members

#### Socially

- Host Social Nights and/or events with other institutions in your region
- Get involved in a local cause such as the Adult Literacy League or volunteer with a local High School to stay in touch with community needs



## WHERE THERE'S A WEB, THERE'S A WAY (CONT'D FROM FRONT PAGE)

Early access to career and transfer-related information becomes critical, since those who begin with a clear goal of obtaining a bachelor's degree are more likely to reach that goal (Wirt, J., Choy, S., Provasnik, S., Rooney, P., Sen, A., and Tobin, R, 2003). One way to ensure that community college transfer students will attain bachelor's degrees is to increase the likelihood that all their credits will be accepted (Doyle, W. R., 2006).

The existence of state higher education Web resources demonstrates an understanding of these trends. To be sure, states are taking hard looks at their local student populations, and as issues such as graduation rates and state funding appropriations are figured into the cost of education, the need to take a second look at community college transfer students cannot be denied.

Add to this the renewed concern about the increasing cost of paying for college and it doesn't take much to see the wisdom of working in support of coordinated public higher education systems. To truly address community college transfer student issues, those involved need an in-depth understanding of the complexities. A number of studies have been conducted to demonstrate this on-going investigation (American Association of State Colleges and Universities, 2005; American Association of Community Colleges and American Association of State Colleges and Universities 2004, Wellman, 2002). These studies all point out important elements in the transfer process, which state higher education systems are responding to by making Web-based resources available. From the perspective of the community college-transfer student, these are useful when seen in the form of common transfer questions:



1. What are the rules and how do they work?-availability and clarity of **transfer policy information**
2. What are the advantages of graduating from a community college?-presentation of **transfer articulation pathways**
3. Which courses are transferable to a four-year college?-development of comprehensive **course equivalency database systems**
4. Can a community college student transfer to a private college?-**inclusion of private baccalaureate institutions** in state-wide transfer agreements and Web-based information
5. Who can a community college student speak with to figure it all out?-**identification of campus-based contacts**, commonly recommended to transfer students and reinforced throughout the transition from a community college to a four-year institution, the important "personalizing" of the transfer process

Armed with these important questions, what follows is a survey of state-supported Web resources that answer these questions in a variety of ways.

### What are the rules and how do they work?

Any good college administrator can reel off policies and procedures in his or her sleep, which is perhaps ironic, since this is the sort of topic that runs the risk of putting even the most eager student to sleep in a matter of minutes. But there is no doubt that awareness and negotiation of transfer rules is critical for community college to successfully enroll at a four-year institution. A number of state-sponsored Web sites present the details of transfer agreements, from higher education commission reports to PDF copies of agreements to well-crafted and readable summaries of the "rules and how they work."

Florida provides information on statewide articulation agreements at the "Transfer Services" link on its FACTS Web site. Maine's Advantage U, which guarantees admission to any University of Maine campus, has an entire Web site dedicated to explaining the program, process,

requirements, and exceptions. In Maryland, a dedicated link to the Student Transfer Advisory Council provides information on the strategic plan for implementing the state's course equivalency system, known as ARTSYS. Massachusetts directs its available policy information to areas covering guarantees of course transfer credit (Commonwealth Transfer Compact), as well as its Statewide Education Transfer Compacts, recently established to create academic pathways for teacher training in the state. North Carolina makes its comprehensive Articulation Agreement documents available, as well as transfer performance reports for students from community colleges who continue at a state university campus.

### What are the advantages of graduating from a community college?

The follow up to this question could easily be: "How many times have guidance counselors and community college admissions representatives had to come up with a convincing answer? In answering this, states have responded with interesting variations based on the same theme-how to guarantee admission from a community college into a state university, ensure transfer of academic credits, and in turn validate a student's academic profile and experience. Features and conditions of guaranteed admissions programs vary, but all include reference to academic performance (GPA) and specific area of academic study at the community college in order to be eligible.

Maine has developed articulation programs on two different fronts, Advantage U, which guarantees students from a specific community college major (Liberal Studies) into any public four-year institution, as well as articulation agreements between specific community colleges and majors into specific University of Maine campuses and Majors. Massachusetts introduces its "Joint Admissions" program, which guarantees admission to most state colleges and University of Massachusetts campuses, on a major-specific basis. While the guarantee is limited to certain academic majors at the community college level, it carries added tuition-reduction benefits for eligible students. North Carolina has created Comprehensive Articulation Agreements that include three important elements: a common core curriculum applicable at state universities, a guarantee of acceptance with graduation from a community college and acceptance of coursework completed at the college-level comparable to the entire associate's degree. Pennsylvania's "Academic Passport" program, with its reference to credentialed travel, elevates the guarantee of admission to a higher plane by ensuring that all completed coursework will be honored at the receiving college, meaning no courses need to be repeated. An inventive addition is the validity of passport status for all student enrolled in public community colleges and state institutions seeking transfer, whether or not they have completed associates' degrees.

### Which courses are transferable to a four-year college?

Arguably one of the most important, if not frustrating, questions that community college transfer students ask relates to the value of their completed coursework. All students want to know they are on the right track towards degree completion, especially if they are footing the bill, as is the case for most community college students. The Course Applicability System (CAS), originally developed by Miami University of Ohio, is a unique multi-state vehicle for coordinating transfer credit information. Since its inception, 11 states have joined up with CAS and another two are in the process of development. The Web site allows users to select the appropriate state from a roster list to get course equivalency information. This sort of broad coordination is not limited to the Midwest. In New England, a similar notion has been proposed to consider the merits of a "regional online transfer system (that) could alleviate the confusion and stress that students and their advisors routinely face when trying to determine how course credits would be applied at a transfer institution (Purcell, F. B., 2006)."

State higher education Web sites have taken the CAS concept and customized it to meet the needs of local community college transfer students. Arizona is one of the states allied with CAS, evidenced by their equivalency base, AZCAS. This is a comprehensive site that organizes information in the question and answer "How-to" format. Besides offering college-specific course equivalencies, it also provides links to Arizona's

## WHERE THERE'S A WEB, THERE'S A WAY (CONT'D FROM PAGE 8)

transfer pathways and statewide transfer adviser listing. In California, multiple web resources are available to guide community college students through the transfer process. The ASSIST Web site provides comprehensive information about course articulation agreements between community colleges and the California State University and University of California systems. ASSIST also provides financial aid and scholarship information. The Web site can be searched in a number of ways, including by major or academic department at the receiving school, and can also provide transfer admissions requirements for specific or majors or receiving institutions. The California Articulation Number System (CAN) Web site provides information on common course numbering at community colleges and their applicability in the California State University System, as well as private, independent institutions.

Illinois, another CAS member, provides course equivalency information within a General Education Common Core format. It also allows students to view popular majors and identify the common core applicable to that program.

In Maryland, the ARTSYS course equivalency system is comparable to the CAS model, linking all Maryland community colleges with the University of Maryland system. North Carolina provides a comprehensive PDF list of all community college courses, including detailed applicability (elective vs. specific requirement) in preparation for transfer within the University of North Carolina system. Similarly, the Pennsylvania course articulation system, PATS, provides course equivalency information between community colleges and state colleges.

The Texas Common Coursework Numbering System Web site includes both public and private higher education in the state, and combines contact information for each college. In addition to the kinds of course equivalency capabilities listed above, Wisconsin makes use of "Credit Transfer Wizards" which allow students to search by course and college (course wizard), by a specific course that a student wants to transfer back to their program (reverse wizard), and by courses that meet general education or graduation requirements (general education wizard).

### Can a community college student transfer to a private college?

This may be a question that varies in frequency across the United States, but it is certainly one of the first ones asked by community college students in New England. This is to be expected, given the large number of private institutions in the region, but just as likely because of the well-established cache of New England's private colleges. In this context, it makes sense that transfer information at the Maine community college system Web site includes articulation agreements with a

number of private institutions.

Still, this awareness of public-private transfer is supported in other regions of the United States. As noted above, California and Texas have both included private institutions in their comprehensive course numbering systems. Similarly, Illinois, New Jersey and North Carolina all provide lists and/or links to private colleges and universities that participate in their respective articulation agreements.

*"Web-based technology has greatly impacted the availability and use of information in the transition from high school to college. This is already seen within the college admission process. As younger generations habituate to the Internet for information and guidance, this trend can be expected to continue."*

### Who can a community college student speak with to figure it all out?

Transfer counselors at two and four year institutions can all attest to the time needed to help students. Despite the best attempts to provide current, comprehensive, 24/7 transfer information for students via the internet, states also recognize the importance of real-time, first person interaction to help demystify the transfer process. Higher education Web sites across the country, from Arizona to New Jersey, and Maine to Texas, provide campus contact information in PDF files and Web-link tables.

### Putting it All Together

The public higher education Web sites in this survey have been chosen to highlight important features of transfer information. A number of states have customized their Web-based resources, in fact making transfer one important component of a larger, holistic approach to higher education services. These are Web sites that represent the kind of comprehensive, customer-focused and user-friendly source for transfer-related issues and information that students have come to expect from online sources.

Five state sites are notable in this regard: Florida, Minnesota, New Jersey, North Carolina and Wisconsin. Florida touts its Web site as "Florida's official online student advising system". This boast is backed by a comprehensive array of resources, both at the secondary and postsecondary levels. High school selection, college admission, academic and degree requirement advising workforce and career links, financial aid and scholarships information are all included in at this site. The Minnesota Web site provides a similar array of resources for high school and college

students, and their advisors. It includes links to student services in the areas of childcare, disabilities supports and credit for prior learning. Minnesota also includes neighboring states, North Dakota and Wisconsin, for elements such as course equivalencies and campus contacts. Besides including private colleges and universities in its Web-based information, New Jersey also gears its information to high school and college students, and provides links to career sites and financial resources. The College Foundation of North Carolina Web site organizes its resources around secondary education (grade tracking and scholarship searches), as well as the college transition process (standardized test preparation and online applications). An intriguing additional feature is called the "transcript manager", which allows students to electronically submit high school transcripts along with online college applications. Wisconsin provides course equivalencies, program articulations, policy links, and contact information for "transfer advocates" at the community-technical colleges and campuses of the University of Wisconsin system.

### Thoughts for the Future

Web-based technology has greatly impacted the availability and use of information from high school to college. This is already seen within the college admissions process. As younger generations habituate to the Internet for information and guidance, this trend can be expected to continue. Community college transfer students, an emerging demographic trend, can also be expected to use the Web for information and guidance in the transition from two-year to four-year institutions. Fortunately, state higher education systems across the country recognize this trend by making useful information available via the Internet. Whether situated in a red state or a blue state, the Web sites presented here are all exemplary of the current "best" of transfer practices; there is something to be learned from each of them. Now if only politics were this easy.

*"Being a member of FACRAO is rewarding because it provides opportunities to attend workshops where I can network with colleagues at both the regional and State level, as well as, gain valuable information that is helpful to me both in the workplace and my personal life"*

**Janice Buchanan**  
VP for Membership



# FACRAO

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- To assist non-member institutions to professionalize their offices of admissions, registration, records and enrollment management as appropriate.
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- To publish regular electronic newsletters or special bulletins.
- To conduct cooperative investigations, studies, and surveys, either on the initiative of this Association or in joint responsibility with other organizations of similar general purpose.
- To disseminate information on problems of common interest to its members.

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