

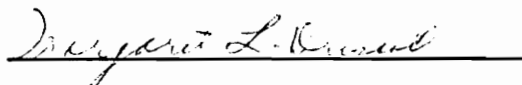
**A COMPUTER PROGRAM MODEL FOR BUDGETING
INTERCOLLEGIATE ATHLETIC SCHOLARSHIPS**

by

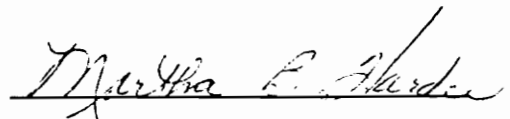
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Thesis submitted to the faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of
MASTER OF SCIENCE in EDUCATION
in
Health and Physical Education

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A Computer Program Model for Budgeting Intercollegiate Athletic Scholarships

by

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Health and Physical Education

(ABSTRACT)

Athletic scholarships are approved by the athletic department and awarded by the University Office of Scholarships and Financial Aid. The athletic business manager was not actively involved in this procedure. The athletic business manager is the individual directly accessible to the financial figures of an athletic department. The process of approving and awarding an athletic scholarship needed to be designed.

A computer program was created to aid the athletic business manager in maintaining athletic scholarship information. The computer program is flexible to allow information to be entered or deleted concerning athletic scholarships. Budget allocations for each sport, agreed upon by the athletic business manager and the Director of Athletics, are programmed into the computer. Each time information is entered, adjustments concerning total scholarship expenditures and variances between budget allocations and scholarship expenditures are made.

The computer program is a good tool for the athletic business manager in justifying, maintaining, and controlling scholarship costs. The program is capable of generating numerous financial reports. The financial reports may aid the athletic business manager and the A.D. in developing budgets for future athletic scholarships.

Acknowledgements

I began my Graduate work in June, 1990. I was able to finish the required courses in one year, but still remaining was the thesis. It is amazing what that one little six-lettered word can do to a graduate student! One is warned countless times during the graduate student orientations, the classes, the workplace, and so on, not to procrastinate the thesis. Unfortunately, I was guilty as charged. Worse yet, I relocated from Blacksburg, VA to Richmond, Virginia during this time.

The distance between my committee and chairman aggravated the procrastination. Soon, though, I was on the right track. I remember a dear friend of mine shared a special quote with me by Henry David Thoreau that really put the wheels into motion. It reads, "If one advances confidently in the direction of his dreams, and endeavors to live the life which he imagined, he will meet with a success unexpected in common hours."

I would like to take this space to thank the following people for all of their professional support and understanding during the writing of my thesis.

Dr. M.L. Driscoll - committee chairman and motivator. I could not have completed this thesis without her help. I deeply respect her knowledge in the field of sports management and her role as a woman administrator. I also appreciated her cooperation and flexibility in working with someone that is over 200 miles away.

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A constant source of encouragement all throughout my life has been my family. Young or old, everyone has a special part in my life. Especially my immediate family - William and Paula Kimmich and brother Billy - are very important to me. They constantly and unknowingly provide support for me in whatever I do. I am very grateful for that.

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Chapter I

Introduction

Athletic scholarships are granted to college student athletes for their excellence in a given sport coupled with their acceptable academic performance. The National Collegiate Athletic Association (NCAA) publishes a revised manual of rules and regulations regarding all aspects of athletic administration, following their annual convention. A university must follow these established guidelines to become a member or maintain membership of the NCAA.

Chapter 15 of the NCAA manual (1992a) is dedicated to the subject of Financial Aid for student athletes. Topics such as tuition, government grants, book fees, head count sports, equivalency sports, and “counters” or “noncounters” are discussed at length to assure compliance of these guidelines. The athletic administration of a university must be composed of properly educated personnel to manage athletics as mandated by the NCAA.

At most universities there are a number of administrators involved with the management of athletic aid and scholarships. The Director of Athletics (A.D.) has the responsibility of approving athletic scholarships. Since most A.D.s are involved with many other aspects of athletic administration, the task of scholarship management is usually delegated to subordinate athletic administrators. According to rules outlined in the NCAA Division I Operating Manual, athletic aid must be awarded by the same university governing body that awards aid to all college students (National Collegiate Athletic Association, 1992a). Therefore, the Director of the Office of Scholarships and Financial Aid has the ultimate responsibility of awarding athletic scholarships. This rule further increases the number of university administrators involved with the awarding of athletic financial aid.

Statement of the Problem and Justification

As stated earlier, there are a number of individuals involved with the management of athletic financial aid. At Virginia Polytechnic Institute and State University (VPI & SU, the study university), the coach, the A.D., the Assistant A.D. for Compliance, and the Associate Director of Scholarships and Financial Aid are the individuals directly involved in awarding a scholarship. A standard form, entitled as Athletic Scholarship Authorization (ASA), is signed or initialed by the above individuals. Refer to Appendix A for a copy of an ASA form.

The coach first signs it to display his/her interest and approval of the athlete. Next, the Assistant A.D. for Compliance signs it after ensuring the athlete is eligible, that is the athlete is not a Prop 48 or not over his/her limit of 10 semesters of aid. The A.D. then signs it to make it official. Finally, the Associate Director of Scholarships and Financial Aid signs and approves it after making certain all university and NCAA rules on financial aid are met. The ASA is then processed and the scholarship is awarded to the particular athlete.

The person with, perhaps, the most professional interest in athletic scholarship activities, the athletic business manager, is not actively involved with this ASA procedure. The athletic business manager's main responsibility is the preparation and administration of the athletic department's budget. The athletic business manager creates the budget with the assistance of the A.D. In addition, it is the policy of the university that other university administrative personnel are involved in this budget process. This budget contains various areas of expenditures from scholarships to office materials. The budget is the product of many hours of deliberations and effort. All athletic personnel, such as athletic directors, coaches, and trainers receive copies of this budget information and they then plan their expenses and individual budgets accordingly.

It is not uncommon for sports programs to overspend their budgets. Scholarships are one of the costliest parts of an athletic budget. Often, coaches knowingly submit and

ASA for an athlete when their budget monies for scholarships are already depleted. In the current system, the coach is the only individual aware of this. The A.D., Assistant A.D., and the Associate Director for Athletic Aid are not cognizant of that sport's particular budget for scholarships. They sign the ASA for reasons outlined earlier, without regard to budget considerations.

Incorporating the athletic business manager as another co-signer of the ASA, will help eliminate many of the financial problems that characterize sports programs. The athletic business manager would pose as a watchdog ensuring compliance with the sport scholarship budgets. In addition, a proposed computer model will provide the athletic business manager current information regarding scholarship expenses. The athletic business manager will be able to deny scholarship grants by coaches based on financial information. For example, if a particular sport is already over budget and insists on offering more scholarships, the athletic business manager will be able to refuse the ASA and then explain to the coach his/her financial situation.

The computer program could act as a justification measure by itself. When a coach is denied a request for a scholarship, discussion will undoubtedly occur between the coach and athletic business manager on the reasons for denial. The athletic business manager will be able to better demonstrate, using the computer, the reasons why the scholarship was denied. After further discussion, the two may come to a compromise about the scholarship. For example, depending upon the athletic department's policies, monies may be transferred from elsewhere to support this scholarship.

Purpose and Design of the Study

The purpose of this study was the development of a model computer program to assist the athletic business manager in creating and maintaining the athletic scholarship budget. The computer program could serve as a guidance tool when authorizing an ASA, and could thus allow control over one of the most important aspects of budgets.

The study uses a developmental technique which first involved observing the series of events that occurred during the awarding of an athletic scholarship. Once this system was studied, a scheme for improving the organization of events that occur was created. The computer program was designed as an instrumental part of this process to assist the athletic business manager in justifying decisions made concerning scholarships.

The computer program involved developing a series of spread sheets on the Apple Macintosh IIe. It should be noted that this type of spreadsheet software is applicable to any personal computer, the Apple Macintosh IIe was used due to availability. The spreadsheets contain the names of all the athletes and non-athletes, for example Graduate Assistants, trainers, and managers who are receiving any scholarship monies supplied by the athletic department. Henceforth, this collection of individual sport spreadsheets is referred to as an athletic scholarship budget document. The athletic scholarship budget document was programmed to make additions or deletions of the amount of aid granted by the athletic department. The first page of the document is a cover sheet displaying the budget for each sport, the actual amount spent to date on each sport, and the variance between the first two categories. The cover sheet reflects any changes made within the body of the document.

Next, a policy manual was created to instruct users of the program. Refer to Appendix B for the policy manual. This should allow the computer program to be user friendly. The policy manual provides the user with examples and step by step instructions on how to enter ASA information in to the system. The policy manual also outlines and explains the whole ASA procedure.

Summary

The study provides a unique model for budgeting and recording intercollegiate athletic scholarships. Currently, the athletic business manager is not actively involved in the scholarship process. The athletic business manager, who is mainly responsible for all facets of the athletic budget, could benefit tremendously from a computer program like the

athletic scholarship budget document. The athletic scholarship budget document not only serves as a calculating tool, but also as a reporting tool in that it displays informative data for individuals to view and study. With all scholarship records in order, the athletic business manager may convey this information to authorized individuals. The information may then be studied further to help improve the quality of an athletic program.

Chapter II

Review of Literature

Introduction

This chapter contains relevant information concerning the use and application of computers and computer programs in all realms of the athletic business environment. Computers are utilized in many aspects of sport administration including Professional Sports as well as Intercollegiate Athletics. The following readings provide a wide array of topics from the history of athletic scholarships to the use of computers in a college athletic ticket office. With a high degree of concentration on college athletics, the following topics are meant to educate and enlighten the reader about the necessity of computers in the business of athletics.

History of Scholarship Costs

The rising cost of college athletics is quite evident today. The often asked questions why, what, when, where, and how haunt every athletic director and program. As early as the 1970's (Lineberry, 1973), athletics were under scrutiny for high expense accounts. Lineberry (1973) analyzed the costs and reported that program expansion accounted for one fourth of the bill. The other three fourths were summed up by the statement, "keeping up with the Joneses," declared by then Oregon State's athletic director, Jim Barrett (Lineberry, 1973, p. 179). Simply put, Barrett's statement justified the luxuries enjoyed by sports programs as being necessary to keep up with the competition. Some of these luxuries included hiring extra coaches, traveling first-class, and arriving days before an athletic contest to better prepare the athletes.

Lineberry (1973) also commented about the expenses associated with scholarships for collegiate athletes. He defined a “full-ride” grant as encompassing tuition, room and board, fees, books, and spending money. This is not very different from today’s standards of a full grant in aid. Lineberry also mentioned that as early as 1973 at the University of Tennessee Athletic Department, “full-ride” grants comprised 40% of all the athletic scholarships. At the University of Alabama Athletic Department during the same year, the “full-ride” grants comprised 45% of all athletic scholarships or approximately \$400,000.

The NCAA Manual Regarding Financial Management and Financial Aid

The NCAA manual (1992b) is a guideline for all member institutions. At the very beginning of the manual, the purposes and fundamental policies are defined. Most important are the obligations of the member institutions. The fundamental policy of the member institutions (NCAA, 1992b) is as follows:

Legislation governing the conduct of intercollegiate athletics programs of member institutions shall apply to basic athletics issues such as admissions, financial aid, eligibility and recruiting. Member institutions shall be obligated to apply and enforce this legislation, and the enforcement procedures of the Association shall be applied to an institution when it fails to fulfill this obligation (p. 1).

Therefore, it is very important that member institutions comply with the rules and regulations of the NCAA manual regarding college athletics.

The NCAA manual (1992b) also contains many principles relating to the various areas of an athletics program. For example, there are principles for ethics, academic standards, financial aid, recruitment of athletes, and practice seasons, among many more. The two principles that are of primary concern to an athletic business manager are the principles of institutional control and responsibility and the principle of governing the economy of athletics program operation (NCAA, 1992b). The responsibility of control principle (NCAA, 1992b) is as follows:

It is the responsibility of each member institution to control its intercollegiate athletics program in compliance with the rules and regulations of the Association. The institution's chief executive officer is responsible for the administration of all aspects of the athletics program, including approval of the budget and audit of all expenditures (p. 3).

The principle of governing the economy of an athletic program (NCAA, 1992b) reads:

Intercollegiate athletics programs shall be administered in keeping with prudent management and fiscal practices to assure the financial stability necessary for providing student-athletes with adequate opportunities for athletics competition as an integral part of a quality educational experience (p. 5).

One may sympathize with an athletic business manager because of the multitude of responsibilities required by first the NCAA manual and then the individual university rules.

There is also a principle regarding financial aid to all member institutions. This principle (NCAA, 1992b) is as follows:

A student-athlete may receive athletically related financial aid administered by the institution without violating the principle of amateurism, provided the amount does not exceed the cost of education authorized by the Association. Any other financial assistance, except that received from one upon whom the student-athlete is naturally or legally dependent, shall be prohibited unless specifically authorized by the Association (p. 4).

Usually this is not the immediate responsibility of the athletic business manager. The university office responsible for awarding scholarships to all students is directly involved with the granting of athletic scholarships (NCAA, 1992b). Therefore there is an individual appointed to this duty, but the athletic business manager as well as the Assistant Athletic Director for Compliance should be in constant communication with this appointed individual.

The NCAA creates a limit of the amount of "extra" aid, outside a scholarship, may be awarded to an individual. This type of aid may come in the form of a Pell Grant,

which is a federal entitlement of financial aid. The NCAA states that a student-athlete may receive up to \$1700.00 of this extra aid. However, a full Pell grant is \$2400.00 and student athletes are often eligible for a full Pell grant or grants over \$1700.00. The NCAA addresses this issue by instating rules allowing the student-athlete to receive the \$1700.00, and using the difference as a reduction in the athletic scholarship. Therefore, the athletic department and university save money when student athletes receive a Pell grant higher than \$1700.00 (NCAA, 1992a).

Another way of reducing the total cost of a scholarship for a student-athlete, is when they are awarded another type of scholarship in addition to their athletic scholarship. The whole amount of that scholarship is usually deducted from the total cost of the athletic scholarship. Some examples of this are a National Merit Scholarship, a University Academic scholarship, or another academic or athletic scholarship offered to the individual, by a high school or local organization (NCAA, 1992a).

Background Information Concerning Computers

A computer, according to Webster's Ninth New Collegiate Dictionary (1983), means "a programmable electronic device that can store, retrieve, and process data" (p. 271). George Danziger (1985), Professor of Sport Management at the University of Massachusetts/Amherst, defines a computer "as a tool, as pencil and paper are tools, to be applied by management to the solution of real-world problems" (p. 216). He also stated, "computers do not think; that remains a job for people, and the idea that a computer can accomplish a task which the users do not understand is an expectancy held only by the uninformed" (p. 216).

Computers are necessary today in order to compete in any business, including sports. In the past, college athletics avoided the use and purchase of computers for a number of reasons (Wilkinson, 1988). These objections fall into four categories: (a) computers are too expensive, (b) software to fit our needs is unavailable, (c) our people are untrained, and (d) we're doing fine without computers. Wilkinson (1988) states that

these reasons may have once been convincing arguments against computers, but the success and accessibility of computers make them a requisite for any management strategy.

Danziger (1985) also added some reasons of hindrance of computerization. He stated that the most likely reason that people and organization avoid computers is the myriad choices of systems. In 1985, there were over three hundred different computers on the market. There was also the problem with undependable vendors. Some vendors may not have demonstrated, in full, the capacity of their product. Danziger (1985) suggested that some lower-end-of-the-spectrum salespersons are not likely to know the full range of their computer's capability, while the upper-end-of-the-spectrum salespersons may not divulge all the necessary information.

Finally, Danziger (1985) maintained that another problem was the web of engineers, programmers, interpreters, and designers involved in creating computer programs and software packages. It takes a great deal of time in order for the users to communicate to the web about the type of program and application needed for the users' specific area of interest. Sometimes, there is difficulty in translating the information between the users and the programmers, along with the difficulty in rendering this information in to computer language.

Despite these reasons for hesitancy in obtaining a computer, Danziger (1985) illustrated an advantageous scenario regarding costs and benefits. He conveyed,

If a \$3,000 computer can increase the productivity of a \$20,000 per annum employee by 20%, the machine apparently will pay for itself in less than a year. Considering training time, space and maintenance for the machine, cost of the software, insurance and other items, estimate of the useful life of the machine, the hypothetical example remains a solid investment (p. 215).

According to Wilkinson (1988), the cost of computers and hardware has continually decreased over time. Recently, computer programs and software have specifically been created to satisfy the variety of needs of an athletic department. Computers are instrumental tools in almost every facet of athletic administration from

sports information offices and ticket offices to strength and conditioning offices where skill analyses of athletic tasks are evaluated.

Computers serve as an investment to save time and money. Although the cost up front of totally automating a part of the athletic department or the whole department is relatively high, the rewards in the means of time and increased productivity are well deserving. Computers generate more efficient record keeping which saves money by eliminating costly mistakes, especially in the athletic business office (Wilkinson, 1988).

Wilkinson (1988) encouraged athletic administrators to evaluate and determine their needs for automation before deciding to purchase a computer for an athletic department. Automation suggestions and ideas are not only important for the purchase of computer hardware, but computer software as well. Software programs are more important and need to be considered first. An athletic administrator needs to select a software program that caters to the needs of the department. Also before purchasing the necessary equipment, a cost-benefit ratio needs to be determined.

Spreadsheets, Financial Analysis, and Solution Software

Spreadsheet programs are classified as the third category of productivity tools included in almost every installation of a computer (Danziger, 1985). The spreadsheet option is the second biggest selling point of a computer, only next to word processing. The spreadsheet, according to Danziger, "is an imaginary piece of paper which has been divided by rows and columns into individual cells" (1985, p. 227). The user can input numbers, text, or formulas into these cells. The cells can be incorporated into a small or huge financial information sheet. With the use of spreadsheets, the computations of the numbers or formulas in the cells are calculated faster than the use of paper and pencil or calculators. Spreadsheets also offer the freedom of changing, correcting, or deleting a number or formula in the cell. This action of inputting different numbers, is then automatically re-calculated and reflected in the product on the spreadsheet. This is assuming all of the cells are connected by formulas.

The spreadsheet may be described as one huge equation written by a pencil on a huge piece of paper. If one part of the equation needs to be changed, let's assume it is a seven part equation and part number three needs changing. An individual would have to first erase the number in equation part number three and input the correct number. After that, all the numbers following that part of the equation will then change based on the previous change of equation part number three. Needless to say, there is a great deal of confusion and erasure going on. With the spreadsheet, the individual would input a different number for equation part number three, and the programmed computer will take care of changing the remaining equations.

According to Danziger (1985), this type of analysis is referred, "as 'what if' modeling, and testing" (p.228). He uses a cash-flow analysis as an example.

Changing the rental paid for office space, for example, alters the whole cash-flow projection. As a manual task, the results are a mess, or the job starts all over again. Using a spreadsheet means that the result of the change is viewed instantly. As the object of this sort of analysis is to explore the impact of various altered inputs on the output of the system, not only are spreadsheet programs ideal for the task, but it is difficult to imagine that anyone would persevere to perform a thorough job of such an analysis without the aid of a spreadsheet program (p. 228).

The spreadsheet programs are equipped with all types of loops and webs of functions. As illustrated above, one change can be reflected throughout the whole spreadsheet.

Spreadsheets serve as good illustrators of hypothetical situations as well as real situations. An individual can predict certain financial outcomes by inputting numbers into equations. The individual may also want to create hypothetical situations by manipulating the equations to compute desired outcomes. These created hypothetical situations may

may also be programmed to perform certain function on numbers, for example add two numbers and the sum will be displayed as a dollar or percentage amount. This again is contingent upon the proper formulas incorporated into the program. Also, a user may have the spreadsheet repeat certain calculation functions at a specific targeted area, for example have the same calculation performed across on or two rows. A user may also identify certain “bottom line figures” on different pages to be incorporated in another part of a spreadsheet. For example, cover pages that reflect a summary of the financial report or certain other financial or text summaries.

Solution software packages were, in 1985, the largest number of computer programs on the market (Danziger, 1985). These programs are automated to perform a certain function. As far as financial analysis, there are solution software packages that calculate loan amortization, economic order quantities, depreciations, and net present values.

Also associated with solution software packages are series of products referred to as solvers or tools for spreadsheet programs. These particular items are part textbooks, part reference works, and part templates. A template is, “a nearly complete, filled out spreadsheet that has blanks in it for the user to enter the relevant numbers for the actual case under analysis” (Danziger, 1985, p. 230). A computer expert is the individual who designs the template, and the computer relates that individual’s proficiency to the user in the form of the template. Templates are applicable in almost all financial analysis spreadsheets.

One does not have to be an expert to create templates. Users themselves can create their own templates based upon their financial situation. Templates can be created for budget reasons, sales reports, and expenditures, to name a few applications.

Utilization of Computers in Collegiate Sport Administration

It is quite beneficial to a college athletic department to invest in computers. There are a variety of systems and software from which to choose. It is important to note that

computerization needs are often specific to a particular university. A college athletic department has the flexibility to purchase computers based on their physical and financial needs.

There are no rules governing what type of computer or software to purchase. Some college athletic departments simply have personal computers with software programs such as Dataease and Lotus 1-2-3 (Green, 1991). As an example, Dataease and Lotus 1-2-3 allow a college athletic ticket office to create databases that contain names, addresses, telephone numbers, and any other relevant data. When there are two or more personal computers in the office, a network is often created allowing users access to a system-wide database.

Another option for a college athletic department is to purchase software specific to the needs of a particular area in sport administration. An athletic department may still use personal computers, but emulation programs allow the personal computer to become integrated with a larger network (Green, 1991). For example, an emulation program enables the personal computers in an athletic ticket office to assign and print tickets as soon as the tickets are sold. Also, with proper software, personal computers in different sport administration offices can be networked together. An example of this is an athletic ticket office and an athletic business office connected to the same network and using the software. In this scenario, the athletic ticket office manager can generate income reports for the athletic business manager (Green, 1991).

Most universities have computer support staff who can assist with computer programming. A college athletic department may chose to have the university computer support staff design computer programs to fit the athletic department's needs. This can be an inexpensive alternative to purchasing new software. However, athletic department personnel must educate and inform the university computer personnel on exactly what they need. Sometimes much time is put into this communication process with minimal results (Green, 1991).

A solution to the communication and education problem is to discuss computerization with other sport administration individuals knowledgeable of an athletic

department's needs. This leads to another option in computerization. A college athletic department may consult and buy from specific computer companies that specialize in sport administration software. Two particular computer companies that specialize in programs for sport administration are Professional Sports Club Package (Sports-PAC) and Paciolan Systems Inc. (Green, 1991). Both companies provide software for various areas of sport administration such as the business office, recruiting office, sports information office, and ticket office (MTD Computer Services, 1992). These companies can provide everything a college athletic department needs, from the actual computer system to the training and instructing needed to support the computer system (Paciolan Systems, 1992b).

Perhaps the best attraction of the companies is their support groups. For example, Paciolan, Inc. has sport administration educated employees on staff to answer questions. If an athletic business manager has a question about generating a particular financial report, he can simply call the Paciolan company and speak to a person knowledgeable about the needs and operations of an athletic business office. Not only is the Paciolan employee educated about athletic business offices, but this same individual can instruct the athletic business manager about the intricacies of the computer program (S. Smith, personal communication, October 21, 1992).

Another form of support comes from other customers, meaning other college athletic departments. As of March 1992, Paciolan, Inc. had 120 customers in the NCAA using ticketing office software (Paciolan Systems, 1992a). Collections of these college athletic departments form peer groups. The peer groups can share information and provide solutions to problems that are inherent to each of their college athletic departments. The peer group also acts as a valuable form of feedback to the computer company.

Another appealing quality of the companies is how they maintain and upgrade their computer systems. As technology advances software is upgraded. Therefore, software at universities may become out-dated in a minimal period of time. Both Paciolan, Inc. and Sports-PAC have contracts insuring system upgrades usually at

reduced costs. Likewise, maintenance contracts are in place to ensure system reliability (Green, 1991).

In addition to upgrading, Paciolan, Inc. and Sports-PAC allow a college athletic department to expand computer programs. For example, an athletic business office could use ticketing office software to generate expense reports. Additionally, the athletic business office could access data from the college support office or alumni office for financial reports (S. Smith, personal communication, October 21, 1992). Expansion helps ensure continuity and compatibility between automation systems from different area of a college athletic department.

Utilization of Computers in Different Areas of Athletics

Computers are used throughout a competitive college athletic department. They are not necessarily all used for word processing and secretarial duties, but they are used as other types of tools (Schultz, 1990). A computer system in a ticket office should be able to handle multiple quantities of events and functions. Some of these functions include, seat assignments, ticket printing, and order processing. The system should also be able to handle season tickets, single game tickets, and away tickets for any athletic contest sponsored by the athletic department. The system should be equipped with the ability to store large files of customers and ticket orders. Such information provides a basis for customer history and enables a strategic marketing program for ticket sales (Schultz, 1990).

Computers are also used in the recruiting office. These particular computer systems contain all information concerning recruited athletes. This enables the office in better organization efforts of the athletes. The athletes may be grouped in certain categories for better identification reasons. Records of contacts, visits, and correspondence are also on file. Not only does this system maintain order in the

recruiting office, it also better helps the office conform to NCAA rules and regulations regarding recruiting techniques (Schultz, 1990).

Sports information is a large area devoted to computer usage.

This office has numerous duties such as reporting statistics, interviewing athletes, providing qualitative analyses of sport contests, and compiling information for other media organizations. According to Schultz (1990), "The application (computers) should provide for the automated processing of statistical and demographic information for student athletics for multiple sports" (p. 149).

Computers have value in the Athletic Academic Advising office also (Schultz, 1990). The computer systems should be able to assist the athletic academic advisors on an athlete's eligibility and academic status. The system can store valuable information on the athletes that indicate whether a particular student-athlete is making progress to a degree or how many credits he/she needs to complete a degree. Graduation rates are also of prime interest to other university administrators in showing the success rate of student-athletes at that particular university. Certain computer systems, for example mainframes, are interconnected to other systems of administrators and professors so the athletic academic advisor can communicate more effectively with these individuals.

Computers in the Athletic Business Office

There are many uses for the computer in the athletic business office. Schultz (1990) offered some suggestions for the primary applications of the computer in this office. According to Schultz, the systems should contain the following features: (a) journal flexibility, (b) account number flexibility, (c) accounting period flexibility, (d) period-closing alternatives, (e) fully integrated budget, (f) budget development and forecasting tools, (g) encumbrance accounting for budget control, (h) variance analysis for management-by-exception reporting, (i) year-end closing aids, (j) accounting and data verification controls, (k) formulation of financial statements, and (l) current reporting.

Concentrating more on the development of a budget, a computer system should be able to create a model budget. This model budget can be applied to the current year, or used as a predictor or forecaster for the next year's budget. This model or "pro-forma budget" (Schultz, 1990, p. 151) can also apply to expenditure reports and other financial statements. This model or financial statement skeleton has the ability for the user to change and input different parameters. The user, the athletic business manager, may do this at his/her discretion in order to create a realistic budget. This also allows the athletic business manager to balance the budget easier than doing it on paper.

Also, the athletic business manager should acquire and utilize historical financial data in the report. This data allows for comparisons of past to present. By developing certain financial patterns or trends using past financial data, the athletic business manager can formulate percentages of increase for the future, with the understanding that this indicates what may happen in the future. With marginal limitations, the athletic business manager can somewhat predict the future of expenditures and revenue. This is just used as a guide in formulating a new budget. The computer greatly assists the athletic business manager by storing and calculating all of this financial data (Schultz, 1990).

University of Arizona's Computer System in Collegiate Athletics

In 1980, the Administration at the University of Arizona decided to research more capable computer hardware systems (Edgar, 1983). The head of the Administrative Data Processing Department (ADP) of the university decided that this decision was contingent upon the livelihood of the university's administration. With their current systems, it was rather difficult to keep up with the demands of much needed timely information.

The ADP head realized that there were three main areas to concentrate on to improve their systems. These three areas were: (a) the new system needed to take advantage of the latest technology, (b) it needed to allow vast amounts of flexibility to accommodate newly defined users and application, and (c) it needed to permit redesign/programming of old systems in order to utilize the advanced techniques

available. Finally, the ADP head proposed to auspicate a network of super minicomputers. These computers were extremely capable and powerful. Edgar (1983) defined them as “rivaling the mainframe systems of only a few years ago” (p. 1). This new network was advantageous in that it had a low initial cost and provided a high speed communication system between departments.

The first minicomputer was installed at the University’s Undergraduate Admission Office. Later, based upon the minicomputer’s great success, systems were purchased for other offices including the Financial Aids Development and the Athletic Department. The University of Arizona has a large mainframe system, as well as these new minicomputers. The ADP head refers to the minicomputers as “building blocks of a highly sophisticated network” (Edgar, 1983, p. 6-7). The minicomputer network is advantageous to the athletic department at the University of Arizona. This is due to the increased communication provided by the network between important university departments, as well as the new technology offered by the network.

Sport Administration Software at the Study University

In April of 1992, the study university installed an IBM RS 6000 computer platform with Paciolan computer software (S. Smith, personal communication, October 21, 1992). The particular software was Ticketing and Ticket Outlet (TO). S. Smith stated that the Paciolan system was chosen because of its reputation for being the premiere athletic ticket system.

Prior to purchasing the Paciolan program, months were needed to print and distribute tickets at the study university. Additionally, there was an excess amount of manual labor, such as counting excess tickets, referred to as stock.

An athletic ticket office anticipates crowd sizes by reviewing historical ticket information. Obviously, this method is not foolproof. Before installation of the Paciolan system, tickets were printed months in advance of a scheduled event. If ticket sales did not meet forecasted figures, the leftover stock had to be accounted for according to state

guidelines for auditing procedures. S. Smith referred to leftover stock as "dead wood". He also stated that this stock was accounted for at its face value. According to state guidelines, tickets are treated as cash for cash. Obviously work was cumbersome before the Paciolan software was purchased.

With the software program in place, there is better accountability regarding tickets ordered, better record keeping, and better response to allocating tickets. The system enables the study university's athletic ticket office to print their own stock. This assists the ticket office in maintaining and having to account for a lower amount of "dead wood". According to S. Smith, the bottom line of having the software program is providing better support to the customers.

The software program can generate a variety of reports concerning all facets of an athletic ticket office. S. Smith commented that the accuracy of the system is only as good as the person entering the information. That is not to say the system lacks accuracy, it just reiterates the need to have properly trained, knowledgeable personnel operating the computer.

S. Smith appreciated access to the advice from peer institutions on certain ticketing matters. He commented that he purchased certain ticket stock through the recommendation of another school. He also values interaction with the Paciolan company regarding ticketing matters. As mentioned before, Paciolan employees are knowledgeable about specific areas of sport administration. In addition to the advantages of this type of software system outlined earlier, S. Smith especially values the flexibility Paciolan provides for expansion into different areas of the athletic department. He anticipates expansion throughout the entire athletic department and feels this will ensure a quality program.

Summary

Computers are evident in all facets of athletic administration. It is not fair to say that they benefit one area of an athletic department more than another. It is important to

recognize the overwhelming power and capability of the computer. To be more focused on a certain area of the athletic department, the athletic business office greatly benefits from the use of a computer. Many calculations and formulas can be processed by the computer, and only seconds elapse until the athletic business manager obtains the needed financial information.

Chapter III

Methodology

Introduction

This chapter contains information regarding the methodology of the study. The study was conducted using the descriptive research method. This type of research involves gathering information based on the current status of a situation (Ary, Jacobs, & Razavieh, 1990). Hypothesis testing or controls are not used in this type of research. Ary et al. (1990) states, "The aim (of this research) is to describe what exists with respect to variables or conditions in a situation" (p. 381).

There are six different types of descriptive research studies. This particular study is considered a developmental study. That is, the study generated a computer model applicable to budgeting athletic scholarships. The model should show, over time, the growth or decline of scholarships in certain sports. The model uses quantitative data of the costs of scholarships in order to demonstrate this phenomena.

Ary et al. (1990) separates the process of any descriptive research into the following steps: (a) statement of the problem, (b) identification of information needed to solve the problem, (c) selection or development of instruments for gathering data, (d) sample selection, (e) design of the procedure for data, and (h) preparation of the report. The problem, as stated earlier in Chapter I, is that the athletic business manager was not actively involved in the ASA procedure. The rest of this chapter is dedicated to identifying the remaining components.

Identification of Information

It is clear that copies of the athletic scholarships granted by the study institution (VPI&SU) were first needed. It is standard procedure for the Associate Director for Athletic Aid to make copies of the completed ASAs and send these copies to the Assistant Athletic Director for Compliance. An observation was made that the athletic business manager also needed to receive these copies in order to have data for the computer program and hard back-up copies. Additionally, these ASAs serve as expense receipts for the athletic business manager.

Next, each budget for sport scholarships needed to be identified. There are a total of twenty programs that receive scholarships at the study university. Some of these programs are not sport programs, but rather programs involving managers, trainers, or fifth year student athletes. At the study university, the process of determining the amount of budget monies allocated for individual sport scholarships is handled by the athletic business manager and athletic director. Once these figures are determined, the scholarship information is communicated to the head coaches, team doctors, and head managers. The coaches, doctors, and managers have the responsibility of offering scholarships to individuals based on the financial information dictated by the athletic business manager and athletic director.

Also, a basic understanding of the entire procedure of awarding scholarships was needed. The scholarship procedure involved everyone from the athlete and coach, to the athletic director. This process was outlined earlier in Chapter I. As mentioned earlier, the chain of events does not include the athletic business manager.

Instrumentation

The Apple Macintosh IIe computer was the tool used to gather and process the data. This computer system was used because it is the current computer system used at the study university. Micro Excel is the present software system used at the study

university and it is run on the Apple Macintosh IIe. The software is a type of spreadsheet used to compute and create financial reports. It should be noted that this is not the only software package available to the study university for use on the Apple Macintosh. Micro Excel was utilized because it is the software contained on the athletic business manager's computer at the study university.

It should also be noted that the study was an alternative to purchasing budget software packages. The athletic business manager could very well invest in various computer software packages which could perform similar tasks. However, this may be viewed as an unnecessary expense if the present systems have the similar capabilities. The athletic business manager also has the option of creating and customizing his own computer program, instead of purchasing preprogrammed software.

Subjects

The study used data concerning all of the student athletes receiving scholarships from the study university during the 1991/1992 academic year. This included full scholarships and partial scholarships. There are twenty sport and non-sport programs receiving scholarship monies. The twenty programs encompass approximately 292 students. Each program was divided into its appropriate category, for instance, baseball or graduate assistants.

It is important to consider all student athletes receiving scholarship monies instead of a sample of the whole population. The main purpose of the study was to develop a scholarship budget program for the computer. Disregarding any student-athlete's scholarship monies from the study would produce an inaccurate financial measure. With an inaccurate financial measure, the athletic business manager could misinterpret the monetary amounts and falsely assume that a program is over or under budget.

Design, Procedure, and Data Analysis of the Computer Program

First a template was developed using the spreadsheet software. The template contains relevant information about each scholarship athlete including the athlete's name, equivalency, and scholarship figures. All of this information is found on the ASA. Each sport is displayed on a different template. Refer to Appendix C and Appendix D for a skeletal model of the templates.

The first step involved inserting names and background information into each template. This information includes the athlete's name and academic year. The information is entered under the respective columns. The ASA also contains an allowance for books. The NCAA ruled a dollar amount of \$200.00 for the cost of books and supplies for an academic year. If the student-athlete has a book allowance, the \$200.00 was subtracted from the total award. The book expenses are maintained in a different budget. Also the \$200.00 figure is an unrealistic figure to allot for book expenses for one student-athlete during one academic year.

Secondly, scholarship figures had to be transferred from the hard copy of the ASA to the computer program template. The dollar amounts were based on the student-athlete's in-state or out-of-state residency. Furthermore, the dollar amounts reflect whether the student is living on-campus or off-campus. The scholarship figures are established by the study university's Board of Visitors. These particular figures were entered in a blank under the first financial column labeled "Total Award". There are a total of four columns for entering financial figures.

Thirdly, after the Total Award was entered, whether the student-athlete received a Pell Grant or other type of aid needed to be considered. These types of financial reductions were entered in a blank under one or both of the next two columns labeled "Pell Reductions" and "Other Reductions".

Fourthly, once reductions were entered under the appropriate columns, the computer program automatically computed the difference. The difference was placed in the last financial column and labeled "Total Athletic Aid". The last column is programmed

with subtraction formulas for deducting from the Total Award any Pell or Other Reductions. The formulas take into account any or no reductions and display the total athletic aid. As mentioned in Chapter II, extra types of aid will decrease the total amount of athletic scholarship needed.

As mentioned earlier, the computer program model consists of numerous spreadsheets. The spreadsheets have columns and rows. Each column is given a letter. For example, the first column is letter A and so forth. The rows are given numbers. When entering the appropriate formulas into the individual spreadsheet cells, the column letter and row number are reflected in the formula. For example, the spreadsheet is programmed to perform a subtraction formula between the "91-92 Total Award" column and the "Pell Reduction" and "Other Reduction" columns. The formula appears in the cell under the "Total Athletic Aid" column as =D409-E409-F409. This particular formula is specific to each "Total Athletic Aid" cell because each cell is on a different row. The formula is copied all the way down the "Total Athletic Aid" column reflecting the different row numbers. Refer to Appendix E for an example of the different types of computer formulas used.

In addition to the financial information contained in the computer program, there is also a column for equivalences. An equivalency is simply the ratio between the amount of athletic aid awarded and the amount of a full NCAA scholarship. At the study university, there are two different sport program classifications. The first is a head-count sport in which the equivalency is automatically 1.00 regardless of the amount of aid the student-athlete receives. There are five head-count sports at the study university: football, men's and women's basketball, women's volleyball, and women's tennis. Refer to Appendix C for a head-count sport.

The second classification of sport programs is an equivalency sport. In an equivalency sport, a fraction must be computed. The actual amount of aid a student-athlete receives is divided by the actual amount of aid the student-athlete could have received. There are nine equivalency sports at the study university: baseball, men's

golf, men's soccer, men's and women's swimming, men's tennis, men's and women's track, and wrestling. See Appendix D for an equivalency sport.

NCAA rules set limitations on the amount of equivalences for each sport. If a sport goes over the limits dictated by NCAA rules, that particular sport is in violation of NCAA rules and may be punished. Therefore, the computer program should serve as a check for programs to maintain the proper equivalences.

The computer program automatically performs the equivalency calculations by having a series of formulas programmed into the equivalency column. These programmed formulas are dependent upon the amount of aid a student-athlete receives and the residency of the student-athlete. Obviously, these formulas are only present under equivalency sports. The equivalency column under head-count sports is automatically 1.00 regardless of the total athletic aid. Under equivalency sports, the denominator is always the total cost of a full scholarship for that particular athlete (less the \$200.00). The numerator of the fraction is the "Total Award" the student-athlete actually receives. This particular programming requires tedious work of entering the denominator of this fraction for every athlete, because this denominator is dependent upon in-state or out-of-state residency and on-campus or off-campus residency. All of this information is found on the ASA.

It should be noted that the task of monitoring and maintaining equivalences is the main responsibility of the compliance coordinator at the study university. The athletic business manager is not concerned with the equivalencies as much as with the total costs of scholarships. The equivalency column in the computer program will merely serve as background information.

In addition to all of the information previously described, the template is programmed to categorize athletes within each sport. The student athletes are grouped within each sport as "renewal" or "newcomers". This division will support future financial information concerning the amount of monies spent on student athletes. From

this information, the athletic business manager may prepare a myriad of reports and long-term studies about costs of athletic scholarships.

After all of the scholarship information is computed for each student-athlete, the totals are then displayed on the template. First, the template is programmed to total the student athletes by their respective groupings, renewals or newcomers. The totals comprise total number of athletes, equivalences, total awards, Pell reductions, other reductions, and total athletic aid.

Secondly, the computer template was programmed with mathematical formulas to combine the group totals. The result is a grand total for everything associated with that sport, like number of athletes and scholarship costs. The template is programmed to display the grand totals in bold near the bottom of the page.

The computer template contains the budget information and allocations established by the athletic business manager and athletic director. The total budget allocations for a particular sport program are displayed below the grand total cost of scholarships, mentioned in the preceding paragraph, for the particular sport program.

The computer template was then programmed to display the variance between the grand total spent on athletic scholarships and the budget amount allocated for each particular sport. This again occurs by formulated mathematical equations. The variance is displayed at the very bottom of the page indicating its value. The template is programmed to display this number as a positive number, indicating a particular program is over its budget. The computer displays negative numbers as positive number in parentheses. This of course is displayed when a particular program is within its budget.

The last task of the computer program was the development of a cover page displaying the financial information. See Appendix F for a copy of the cover sheet. Each sport has its own template as described before. The cover page is incorporated as one large network of all the separate sport templates. The cover sheet reflects by sport only the total equivalences, total athletic aid, total budget monies allocated, and total variance. The cover sheet serves as a quick reference for the athletic business manager. It may also serve as a source for financial reports.

The cover sheet is programmed to copy all of the relevant information from the individual sport templates. It then displays this information exactly as it is viewed on the sport templates. For example, if a certain sport is within its budget, the total variance will appear as a negative number, or in this case, a positive number in parentheses. Therefore, any changes made to the individual sport template, such as entering a Pell reduction or adding a newcomer, will be reflected in the cover sheet as well. This will avoid any confusion and will ensure accuracy.

The data represented in the computer program provides a necessary in-depth search to scholarship spending by the study university's athletic department. The athletic business manager may use this data to prepare future budgets. This particular data should always be entered by a qualified individual. The information being entered will be taken from an ASA or an addendum to as ASA. Therefore, this allows a hard back-up copy in the case of a computer malfunction. This study encourages individuals to always have a disc back-up copy of the program as an extra measure of protection against computer malfunctions. In addition, as a secondary safeguard, the study university Office of Scholarships and Financial Aid has all of the information in their computer systems.

Preparation of the Report

The computer program is accessible on the athletic business manager's computer, preferably the hard disk drive of the computer. Also, the contents of the program needed to be copied onto various back-up floppy diskettes for protection against a hard drive failure. A policy manual or hand book is included to explain the various functions of the computer program. Once the athletic business manager has all the necessary information in place, the program provides important financial information concerning scholarships.

Summary

The computer program contains all of the necessary information the athletic business manager needs to successfully maintain the scholarship records. The computer program has several capabilities, for example, computing total athletic aid and reporting the amount of federal funded aid, such as Pell Grants. All of this information is very important to the athletic business manager when creating a budget. The athletic business manager is able to devise future budget amounts based on historical data provided by the computer program.

In addition, maintaining records on computer files facilitates access to the scholarship files and increases storage capability. The technology of the computer program may decrease the number of paper files associated with athletic scholarships. Some paper files are always needed to serve as back-up copies. Likewise, copies of the computer program on floppy diskettes serve as back-ups.

Chapter IV

Results

Introduction

The results of the process outlined in Chapter III are presented in this chapter. The total computer program, the cover sheet and individual spreadsheets, are included on twenty three pages of computer printouts. Also contained in this chapter are referrals to appendices containing flow charts and a policy manual.

The Cover Sheet

A cover sheet was programmed to combine the individual spreadsheet information and to display the financial information in a succinct report. The individual spreadsheets form a type of informational web that supports the cover sheet. The cover sheet is programmed with formulas which are directly tied to the individual spreadsheets in order to reflect changes. When information is added or deleted from the individual spreadsheets, the results of this change are reflected on the cover sheet.

As stated in Chapter II, certain “bottom line figures” on individual pages or spreadsheets may be incorporated in another part of the computer program. The “bottom line figures” on the cover sheet are, by sport, equivalencies, 91-92 scholarship totals, 91-92 budget amounts, and variances. The cover sheet is programmed to tally these totals to display the grand totals of all the sport “bottom line figures”.

There is a space at the top of the cover sheet that reads, “As Of (place date here)”. Each time changes are made to the computer program, the date of these changes should be entered in this space. The athletic business manager should print just the cover sheet of the computer program after a change or changes are entered. The collection of printouts

should be kept with the rest of the athletic scholarship information. This allows the athletic business manager to keep dated records of financial changes, and to provide up to the date financial information and reports.

The Policy Manual

The policy manual is an informational and instructional guide for users of the computer program. The athletic business manager could assign another individual to maintain the ASA files on the computer system. In this case and others, an instructional manual would prove helpful to all parties involved.

The policy manual offers examples of situations that may arise concerning athletic scholarships. The reader is enlightened and educated by the examples. The examples are also useful in anticipating and preventing future problems. Appendix B contains a copy of the policy manual.

The Computer Program

The computer program is a collection of spread sheets. The spreadsheets serve as templates for each sport. Each spreadsheet has specific mathematical formulas associated with particular cells in the spreadsheet. When financial information is entered into the proper cells, the formulas calculate the results. The user need only enter the information, and the computer program will perform all other tasks.

As explained earlier in Chapter II, all the cells must be connected by formulas in order to produce the proper calculations. Not only do the cells contain formulas, but they are programmed to display the numbers in the most meaningful format. That is, financial data is displayed with dollar signs and equivalencies are displayed with decimal points.

When the athletic business manager receives an ASA on a new athlete, he merely needs to transcribe the written information to the computer system. A whole chain of events occur when information is entered. The computer system is programmed to

perform calculations in the event of an addition or deletion of an athletic scholarship. Refer to Appendix G for a flow chart of events that occur when information is entered into the computer system.

When adding an athletic scholarship, the only column on the spreadsheet which does not have formulas associated with the cells is the equivalency column. As explained in Chapter III, equivalencies for head-count sports are automatically 1.00. Sports other than head-count sports must take into account the student-athlete's residency. Therefore, the athletic business manager must enter a ratio formula. The numerator is the "Total Award". The denominator is the total cost of tuition depending upon in-state or out-of-state residency and on or off campus living. All of this information is found on the ASA. Refer to Appendix A.

It should be noted that the financial amounts entered for the athletic scholarships do not include the \$200.00 allowance for books allocated by the NCAA. Book costs are a part of another budget. The amount suggested by the NCAA for the cost of books during the academic year, \$200.00, is an unrealistic figure. The book expenditures are paid to another university department, not the Office of the Bursar. Therefore, the athletic department is billed just for the cost of tuition, fees, and room and board by the Office of the Bursar. The following pages contain an example of the computer program.

**VIRGINIA TECH ATHLETIC DEPARTMENT
SCHOLARSHIP REPORT**

AS OF OCTOBER 1, 1991

NCAA ALLOWANCE	SPORT	EQUIV.	91-92 TOTALS	91-92 BUDGETS	VARIANCES
13 EQUIV.	BASEBALL	11.82	\$87,088	\$104,074	\$16,986
15 HEAD-CT	M. B-BALL	10.00	\$95,020	\$146,190	\$51,170
15 HEAD-CT	W. B-BALL	12.00	\$132,114	\$165,582	\$33,468
95 HEAD-CT	FOOTBALL	93.00	\$735,058	\$841,838	\$106,780
5 EQUIV.	GOLF	3.34	\$33,961	\$35,752	\$1,791
11 EQUIV.	SOCCER	4.17	\$44,120	\$39,084	(\$5,036)
11 EQUIV.	M. SWIMMING	5.19	\$43,800	\$35,752	(\$8,048)
14 EQUIV.	W. SWIMMING	4.17	\$38,000	\$68,323	\$30,323
5 EQUIV.	M. TENNIS	4.43	\$48,558	\$32,570	(\$15,988)
8 HEAD-CT	W. TENNIS	6.00	\$42,218	\$48,780	\$6,562
14 EQUIV.	M.TRACK & CC	7.66	\$62,251	\$65,139	\$2,888
16 EQUIV.	W.TRACK & CC	2.86	\$22,028	\$26,056	\$4,028
12 HEAD-CT	VOLLEYBALL	9.00	\$87,494	\$65,139	(\$22,355)
11 EQUIV.	WRESTLING	4.16	\$34,258	\$39,084	\$4,826
	TRAINERS	1.29	\$9,000	\$11,000	\$2,000
	MANAGERS	3.28	\$20,176	\$24,070	\$3,894
	WEIGHT ROOM	1.00	\$6,288	\$8,238	\$1,950
	GRAD. ASSIST.	15.13	\$107,405	\$30,351	(\$77,054)
	MEDICAL	4.00	\$27,880	\$9,257	(\$18,623)
	5TH YEAR	9.15	\$54,065	\$34,971	(\$19,094)
TOTALS		<u><u>211.66</u></u>	<u><u>\$1,676,717</u></u>	<u><u>\$1,831,250</u></u>	<u><u>\$100,468</u></u>

BASEBALL RENEWALS	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	SO	0.13	\$800			\$800
DOE, J.	JR	0.44	\$2,800			\$2,800
DOE, J.	JR	0.16	\$1,000			\$1,000
DOE, J.	SR	0.59	\$3,700			\$3,700
DOE, J.	SR	0.45	\$5,000			\$5,000
DOE, J.	JR	0.39	\$4,304			\$4,304
DOE, J.	SR	0.13	\$800			\$800
DOE, J.	SR	0.64	\$7,000			\$7,000
DOE, J.	JR	0.35	\$3,888			\$3,888
DOE, J.	JR	0.21	\$2,300			\$2,300
DOE, J.	SR	0.76	\$4,800			\$4,800
DOE, J.	SO	0.07	\$800			\$800
DOE, J.	SR	0.24	\$1,500			\$1,500
DOE, J.	JR	0.43	\$4,848			\$4,848
DOE, J.	SO	0.49	\$3,063			\$3,063
DOE, J.	JR	0.25	\$1,600			\$1,600
DOE, J.	JR	0.09	\$1,000			\$1,000
DOE, J.	SR	0.36	\$2,200			\$2,200
DOE, J.	JR	0.32	\$2,000			\$2,000
DOE, J.	JR	0.62	\$3,900			\$3,900

TOTALS	22	7.10	\$57,303	\$0	\$0	\$57,303
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BASEBALL NEW	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	91-92 Total Athletic Aid
DOE, J.	FR	1.00	\$6,314			\$6,314
DOE, J.	FR	0.35	\$2,200			\$2,200
DOE, J.	FR	1.00	\$6,314			\$6,314
DOE, J.	FR	0.36	\$2,300			\$2,300
DOE, J.	FR	0.63	\$4,000			\$4,000
DOE, J.	FR	0.22	\$1,400			\$1,400
DOE, J.	FR	0.47	\$2,993			\$2,993
DOE, J.	FR	0.68	\$6,314	\$2,050		\$4,264

TOTALS	8	4.72	\$31,835	\$2,050	\$0	\$29,785
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SCHOLARSHIP						
TOTALS	30	11.82	\$89,138	\$2,050	\$0	<u><u>\$87,088</u></u>

SCHOLARSHIP			
BUDGET	9 IN-STATE		\$58,626
FOR BASEBALL	4 OUT-OF-STATE		<u>\$45,448</u>

TOTAL SCHOLARSHIP BUDGET		
ALLOCATIONS FOR 91-92 BASEBALL		<u><u>\$104,074</u></u>

REMAINING / DIFFERING FUNDS	\$16,986
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MEN'S B-BALL RENEWALS			91-92	Pell	Other	91-92 Total
	YR	Equiv.	Total Aid	Reductions	Reductions	Athletic Aid
DOE, J.	SO	1.00	\$10,936			\$10,936
DOE, J.	SO	1.00	\$11,162	\$700		\$10,462
DOE, J.	JR	1.00	\$10,936			\$10,936
DOE, J.	JR	1.00	\$10,936			\$10,936
DOE, J.	JR	1.00	\$6,314			\$6,314
DOE, J.	SO	1.00	\$11,162			\$11,162
DOE, J.	SO	1.00	\$6,314			\$6,314
DOE, J.	SO	1.00	\$10,936			\$10,936
DOE, J.	JR	1.00	\$6,088			\$6,088
DOE, J.	SR	1.00	\$10,936			\$10,936
TOTALS	10	10.00	\$95,720	\$700	\$0	\$95,020

MEN'S B-BALL NEW			91-92	Pell	Other	91-92 Total
	YR	Equiv.	Total Aid	Reductions	Reductions	Athletic Aid
TOTALS	0	0.00	\$0	\$0	\$0	\$0

SCHOLARSHIP						
TOTALS	10	10.00	\$95,720	\$700	\$0	\$95,020

SCHOLARSHIP				
BUDGET	5 IN-STATE			\$32,570
FOR M. B-BALL	10 OUT-OF-STATE			\$113,620

TOTAL SCHOLARSHIP BUDGET	
ALLOCATIONS FOR 91-92 M. B-BALL	\$146,190

REMAINING / DIFFERING FUNDS \$51,170

WOMEN'S B-BALL RENEWALS			91-92	Pell	Other	Total
YR	Equiv.	Total Award	Reductions	Reductions	Athletic Aid	
DOE, J.	SR	1.00	\$10,936	\$700		\$10,236
DOE, J.	SO	1.00	\$11,162			\$11,162
DOE, J.	JR	1.00	\$10,936			\$10,936
DOE, J.	SO	1.00	\$11,162			\$11,162
DOE, J.	JR	1.00	\$10,936			\$10,936
DOE, J.	SR	1.00	\$10,936			\$10,936
DOE, J.	SR	1.00	\$10,936			\$10,936
TOTALS	7	7.00	\$77,004	\$700	\$0	\$76,304

WOMEN'S B-BALL NEW			91-92	Pell	Other	Total
YR	Equiv.	Total Award	Reductions	Reductions	Athletic Aid	
DOE, J.	FR	1.00	\$11,162			\$11,162
DOE, J.	FR	1.00	\$11,162			\$11,162
DOE, J.	FR	1.00	\$11,162			\$11,162
DOE, J.	FR	1.00	\$11,162			\$11,162
DOE, J.	FR	1.00	\$11,162			\$11,162
TOTALS	5	5.00	\$55,810	\$0	\$0	\$55,810

SCHOLARSHIP						
TOTALS	12	12.00	\$132,814	\$700	\$0	\$132,114

SCHOLARSHIP		
BUDGET	1 IN-STATE	\$6,514
FOR W. B-BALL	14 OUT-OF-STATE	\$159,068

TOTAL SCHOLARSHIP BUDGET	
ALLOCATIONS FOR 91-92 W. B-BALL	\$165,582

REMAINING / DIFFERING FUNDS	\$33,468
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FOOTBALL RENEWALS	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	JR	1.00	\$10,936			\$10,936
DOE, J.	SO	1.00	\$6,314			\$6,314
DOE, J.	SO	1.00	\$6,088			\$6,088
DOE, J.	SR	1.00	\$6,088	\$700		\$5,388
DOE, J.	FR	1.00	\$6,314			\$6,314
DOE, J.	SR	1.00	\$10,936			\$10,936
DOE, J.	SO	1.00	\$11,162			\$11,162
DOE, J.	JR	1.00	\$6,088			\$6,088
DOE, J.	SR	1.00	\$10,936			\$10,936
DOE, J.	JR	1.00	\$6,088	\$700		\$5,388
DOE, J.	SO	1.00	\$11,162			\$11,162
DOE, J.	SR	1.00	\$6,088			\$6,088
DOE, J.	SR	1.00	\$6,088	\$550		\$5,538
DOE, J.	JR	1.00	\$10,936			\$10,936
DOE, J.	SO	1.00	\$6,088			\$6,088
DOE, J.	SO	1.00	\$6,314	\$700		\$5,614
DOE, J.	SR	1.00	\$10,936			\$10,936
DOE, J.	SO	1.00	\$11,162			\$11,162
DOE, J.	SO	1.00	\$11,162			\$11,162
DOE, J.	SR	1.00	\$10,936			\$10,936
DOE, J.	SR	1.00	\$10,936			\$10,936
DOE, J.	SR	1.00	\$6,088			\$6,088
DOE, J.	SR	1.00	\$6,088			\$6,088
DOE, J.	SR	1.00	\$10,936			\$10,936
DOE, J.	SO	1.00	\$11,162			\$11,162
DOE, J.	SR	1.00	\$6,088			\$6,088
DOE, J.	JR	1.00	\$10,936			\$10,936
DOE, J.	SO	1.00	\$6,314			\$6,314
DOE, J.	SO	1.00	\$11,162			\$11,162
DOE, J.	JR	1.00	\$6,088	\$550		\$5,538
DOE, J.	SO	1.00	\$6,088			\$6,088
DOE, J.	JR	1.00	\$6,088			\$6,088
DOE, J.	SR	1.00	\$10,936			\$10,936
DOE, J.	SO	1.00	\$6,314			\$6,314
DOE, J.	JR	1.00	\$6,314			\$6,314
DOE, J.	JR	1.00	\$10,936			\$10,936
DOE, J.	SO	1.00	\$6,314	\$550		\$5,764
DOE, J.	SO	1.00	\$6,314			\$6,314
DOE, J.	JR	1.00	\$6,088			\$6,088
DOE, J.	SO	1.00	\$6,314			\$6,314
DOE, J.	SO	1.00	\$10,936			\$10,936
DOE, J.	SO	1.00	\$11,162			\$11,162
DOE, J.	SR	1.00	\$6,088	\$700		\$5,388
DOE, J.	SR	1.00	\$6,088			\$6,088
DOE, J.	SO	1.00	\$6,314			\$6,314
DOE, J.	SO	1.00	\$6,088			\$6,088
DOE, J.	SR	1.00	\$6,088			\$6,088

FOOTBALL RENEWALS	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	JR	1.00	\$6,088			\$6,088
DOE, J.	JR	1.00	\$6,088	\$700		\$5,388
DOE, J.	JR	1.00	\$6,088			\$6,088
DOE, J.	SO	1.00	\$6,088			\$6,088
DOE, J.	SO	1.00	\$11,136			\$11,136
DOE, J.	JR	1.00	\$6,088			\$6,088
DOE, J.	SR	1.00	\$11,136			\$11,136
DOE, J.	SR	1.00	\$10,936			\$10,936
DOE, J.	SR	1.00	\$10,936	\$450		\$10,486
DOE, J.	SO	1.00	\$6,314			\$6,314
DOE, J.	JR	1.00	\$10,936			\$10,936
DOE, J.	JR	1.00	\$6,088			\$6,088
DOE, J.	SO	1.00	\$6,314			\$6,314
DOE, J.	SO	1.00	\$6,088			\$6,088
DOE, J.	SO	1.00	\$6,314			\$6,314
DOE, J.	SR	1.00	\$10,936			\$10,936
DOE, J.	SO	1.00	\$6,314			\$6,314
DOE, J.	JR	1.00	\$6,088	\$700		\$5,388
DOE, J.	JR	1.00	\$6,088			\$6,088
DOE, J.	SR	1.00	\$6,088			\$6,088
DOE, J.	JR	1.00	\$10,936			\$10,936
DOE, J.	JR	1.00	\$6,088			\$6,088
DOE, J.	JR	1.00	\$10,936			\$10,936
TOTALS	70	70.00	\$562,202	\$6,300	\$0	\$555,902

FOOTBALL INITIALS	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	FR	1.00	\$11,162			\$11,162
DOE, J.	FR	1.00	\$11,162		\$325	\$10,837
DOE, J.	FR	1.00	\$11,162			\$11,162
DOE, J.	FR	1.00	\$11,162	\$700		\$10,462
DOE, J.	FR	1.00	\$6,314			\$6,314
DOE, J.	FR	1.00	\$6,314			\$6,314
DOE, J.	FR	1.00	\$6,088			\$6,088
DOE, J.	FR	1.00	\$11,162			\$11,162
DOE, J.	FR	1.00	\$5,581			\$5,581
DOE, J.	FR	1.00	\$6,314			\$6,314
DOE, J.	FR	1.00	\$11,162			\$11,162
DOE, J.	FR	1.00	\$6,314	\$700		\$5,614
DOE, J.	FR	1.00	\$6,314			\$6,314
DOE, J.	FR	1.00	\$6,314			\$6,314
DOE, J.	FR	1.00	\$11,162			\$11,162
DOE, J.	FR	1.00	\$6,314			\$6,314
DOE, J.	FR	1.00	\$6,314			\$6,314
DOE, J.	FR	1.00	\$6,314			\$6,314
DOE, J.	FR	1.00	\$11,162			\$11,162
DOE, J.	FR	1.00	\$11,162			\$11,162
DOE, J.	FR	1.00	\$6,314	\$700		\$5,614
DOE, J.	FR	1.00	\$11,162			\$11,162
DOE, J.	FR	1.00	\$6,314			\$6,314

TOTALS	23	23.00	\$192,743	\$2,100	\$325	\$179,156
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SCHOLARSHIP

TOTALS	93	93.00	\$754,945	\$8,400	\$325	<u>\$735,058</u>
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SCHOLARSHIP

BUDGET	49 IN-STATE	\$319,186
FOR FOOTBALL	46 OUT-OF-STATE	<u>\$522,652</u>

TOTAL SCHOLARSHIP BUDGET ALLOCATIONS FOR 91-92 FOOTBALL	<u>\$841,838</u>
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REMAINING / DIFFERING FUNDS	\$106,780
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GOLF RENEWALS	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	SO	0.03	\$200			\$200
DOE, J.	JR	0.63	\$4,000			\$4,000
DOE, J.	SO	0.07	\$800			\$800
DOE, J.	SR	0.79	\$8,800			\$8,800
DOE, J.	SR	0.52	\$5,759			\$5,759
DOE, J.	SO	0.57	\$6,314			\$6,314
TOTALS	6	2.61	\$25,873	\$0	\$0	\$25,873

GOLF NEW	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	FR	0.56	\$6,088			\$6,088
DOE, J.	FR	0.18	\$2,000			\$2,000

TOTALS	2	0.74	\$8,088	\$0	\$0	\$8,088
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SCHOLARSHIP TOTALS	8	3.34	\$33,961	\$0	\$0	<u>\$33,961</u>
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SCHOLARSHIP BUDGET FOR GOLF	\$13,028
	<u>\$22,724</u>

TOTAL SCHOLARSHIP BUDGET ALLOCATIONS FOR 91-92 GOLF	<u>\$35,752</u>
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REMAINING / DIFFERING FUNDS	\$1,791
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SOCCER RENEWALS	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	SO	0.42	\$4,700			\$4,700
DOE, J.	JR	1.00	\$10,936			\$10,936
DOE, J.	SO	0.31	\$3,500			\$3,500
DOE, J.	SR	0.16	\$1,000			\$1,000
DOE, J.	JR	0.13	\$1,500			\$1,500
DOE, J.	JR	1.00	\$10,936			\$10,936
DOE, J.	SO	0.24	\$1,500			\$1,500
TOTALS	7	3.26	\$34,072	\$0	\$0	\$34,072

SOCCER NEW	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	FR	0.09	\$1,000			\$1,000
DOE, J.	FR	0.27	\$3,000			\$3,000
DOE, J.	FR	0.45	\$5,048			\$5,048
DOE, J.	FR	0.09	\$1,000			\$1,000
TOTALS	4	0.90	\$10,048	\$0	\$0	\$10,048

SCHOLARSHIP TOTALS	11	4.17	\$44,120	\$0	\$0	\$44,120
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SCHOLARSHIP BUDGET FOR SOCCER	6 IN-STATE	\$39,084
	0 OUT-OF-STATE	\$0

TOTAL SCHOLARSHIP BUDGET ALLOCATIONS FOR 91-92 SOCCER	\$39,084
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REMAINING / DIFFERING FUNDS **(\$5,036)**

MEN'S SWIMMING RENEWALS			91-92	Pell	Other	Total
	YR	Equiv.	Total Award	Reductions	Reductions	Athletic Aid
DOE, J.	SR	0.07	\$800			\$800
DOE, J.	SR	0.33	\$2,000			\$2,000
DOE, J.	SO	0.18	\$2,000			\$2,000
DOE, J.	SO	0.29	\$1,800			\$1,800
DOE, J.	SO	0.27	\$3,000			\$3,000
DOE, J.	SO	0.07	\$800			\$800
DOE, J.	JR	0.60	\$3,800			\$3,800
DOE, J.	JR	0.27	\$3,000			\$3,000
DOE, J.	SR	0.46	\$2,800			\$2,800
DOE, J.	SR	0.87	\$5,300			\$5,300
DOE, J.	SR	0.39	\$4,300			\$4,300
TOTALS	11	3.80	\$29,600	\$0	\$0	\$29,600

MEN'S SWIMMING NEW			91-92	Pell	Other	Total
	YR	Equiv.	Total Award	Reductions	Reductions	Athletic Aid
DOE, J.	FR	0.04	\$500			\$500
DOE, J.	SO	0.03	\$200			\$200
DOE, J.	SO	0.04	\$500			\$500
DOE, J.	FR	0.45	\$5,000			\$5,000
DOE, J.	FR	0.58	\$6,500			\$6,500
DOE, J.	FR	0.24	\$1,500			\$1,500
TOTALS	6	1.39	\$14,200	\$0	\$0	\$14,200

SCHOLARSHIP						
TOTALS	17	5.19	\$43,800	\$0	\$0	<u>\$43,800</u>

SCHOLARSHIP				\$0		
BUDGET	2 IN-STATE			\$13,028		
FOR M.SWIMMING	2 OUT-OF-STATE			<u>\$22,724</u>	<u>\$22,724</u>	

TOTAL SCHOLARSHIP BUDGET
 ALLOCATIONS FOR 91-92 M.SWIMMING \$35,752

REMAINIG / DIFFERING FUNDS (\$8,048)

WOMEN'S SWIMMING RENEWALS			91-92	Pell	Other	Total
	YR	Equiv.	Total Award	Reductions	Reductions	Athletic Aid
DOE, J.	SO	0.27	\$3,000			\$3,000
DOE, J.	SO	0.32	\$2,000			\$2,000
DOE, J.	SR	0.69	\$7,500			\$7,500
DOE, J.	JR	0.13	\$800			\$800
DOE, J.	SO	0.16	\$1,800			\$1,800
DOE, J.	SR	0.35	\$3,800			\$3,800
DOE, J.	JR	0.54	\$6,000			\$6,000
DOE, J.	SR	0.40	\$4,400			\$4,400
DOE, J.	SR	0.53	\$3,200			\$3,200
TOTALS	9	3.37	\$32,500	\$0	\$0	\$32,500

WOMEN'S SWIMMING NEW			91-92	Pell	Other	Total
	YR	Equiv.	Total Award	Reductions	Reductions	Athletic Aid
DOE, J.	FR	0.55	\$3,500			\$3,500
DOE, J.	FR	0.04	\$500			\$500
DOE, J.	FR	0.16	\$1,000			\$1,000
DOE, J.	SO	0.04	\$500			\$500
TOTALS	4	0.80	\$5,500	\$0	\$0	\$5,500

SCHOLARSHIP						
TOTALS	13	4.17	\$38,000	\$0	\$0	\$38,000

SCHOLARSHIP			
BUDGET	7 IN-STATE		\$45,598
FOR W. SWIMMING	2 OUT-OF STATE		\$22,724

TOTAL SCHOLARSHIP BUDGET	
ALLOCATIONS FOR 91-92 W.SWIMMING	\$68,322

REMAINING / DIFFERING FUNDS \$30,322

M. TENNIS RENEWALS	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	JR	1.00	\$10,936			\$10,936
DOE, J.	JR	0.53	\$5,750			\$5,750
DOE, J.	JR	1.00	\$10,936			\$10,936
DOE, J.	SR	0.55	\$6,000			\$6,000
DOE, J.	JR	1.00	\$10,936			\$10,936
DOE, J.	SR	0.36	\$4,000			\$4,000
TOTALS	6	4.43	\$48,558	\$0	\$0	\$48,558

M. TENNIS NEW	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
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TOTALS	0	0.00	\$0	\$0	\$0	\$0
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SCHOLARSHIP TOTALS	6	4.43	\$48,558	\$0	\$0	\$48,558
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SCHOLARSHIP BUDGET	5 IN-STATE	\$32,570
FOR M. TENNIS	0 OUT-OF-STATE	\$0

TOTAL SCHOLARSHIP BUDGET ALLOCATIONS FOR 91-92 M. TENNIS	\$32,570
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REMAINING / DIFFERING FUNDS	(\$15,988)
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W. TENNIS RENEWALS	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	SR	1.00	\$5,468			\$5,468
DOE, J.	SR	1.00	\$2,112			\$2,112
TOTALS	2	2.00	\$7,580	\$0	\$0	\$7,580

W. TENNIS NEW	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	JR	1.00	\$6,314			\$6,314
DOE, J.	FR	1.00	\$11,162			\$11,162
DOE, J.	FR	1.00	\$11,162			\$11,162
DOE, J.	FR	1.00	\$6,000			\$6,000
TOTALS	4	4.00	\$34,638	\$0	\$0	\$34,638

SCHOLARSHIP TOTALS	6	6.00	\$42,218	\$0	\$0	<u>\$42,218</u>
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SCHOLARSHIP BUDGET	4 IN-STATE	\$26,056
FOR W. TENNIS	2 OUT-OF-STATE	<u>\$22,724</u>

TOTAL SCHOLARSHIP BUDGET ALLOCATIONS FOR 91-92 W. TENNIS	<u>\$48,780</u>
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REMAINING / DIFFERING FUNDS	\$6,562
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M. TRACK & CC RENEWALS	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	SO	0.40	\$2,500			\$2,500
DOE, J.	SR	0.38	\$2,400			\$2,400
DOE, J.	JR	0.16	\$1,000			\$1,000
DOE, J.	SO	0.67	\$7,448			\$7,448
DOE, J.	SO	0.27	\$3,063			\$3,063
DOE, J.	JR	0.63	\$4,000			\$4,000
DOE, J.	SR	0.55	\$6,048			\$6,048
DOE, J.	JR	0.27	\$3,063			\$3,063
DOE, J.	SR	1.00	\$6,088			\$6,088
DOE, J.	SO	0.49	\$3,063			\$3,063
DOE, J.	SR	0.22	\$2,400			\$2,400
DOE, J.	SR	1.00	\$10,936			\$10,936
DOE, J.	SO	0.52	\$3,304			\$3,304
DOE, J.	JR	0.91	\$5,800	\$62		\$5,738
DOE, J.	SO	0.19	\$1,200			\$1,200
TOTALS	15	7.66	\$62,313	\$62	\$0	\$62,251

M. TRACK & CC NEW	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
TOTALS	0	0.00	\$0	\$0	\$0	\$0

SCHOLARSHIP TOTALS	15	7.66	\$62,313	\$62	\$0	\$62,251
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SCHOLARSHIP BUDGET FOR	10 IN-STATE	\$65,140
M. TRACK & CC	0 OUT-OF-STATE	\$0

TOTAL SCHOLARSHIP BUDGET ALLO- CATIONS FOR 91-92 M. TRACK & CC	\$65,140
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REMAINING / DIFFERING FUNDS	\$2,889
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W. TRACK & CC RENEWALS	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	SR	1.00	\$6,088			\$6,088
DOE, J.	JR	0.26	\$2,863			\$2,863
DOE, J.	SO	0.49	\$3,063			\$3,063
DOE, J.	SO	0.49	\$3,063			\$3,063
TOTALS	4	2.23	\$15,077	\$0	\$0	\$15,077

W. TRACK & CC NEW	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	FR	0.64	\$6,951			\$6,951
TOTALS	1	0.64	\$6,951	\$0	\$0	\$6,951

SCHOLARSHIP TOTALS	5	2.86	\$22,028	\$0	\$0	<u>\$22,028</u>
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SCHOLARSHIP BUDGET FOR	4 IN-STATE	\$26,056
W. TRACK & CC	0 OUT-OF-STATE	<u>\$0</u>

TOTAL SCHOLARSHIP BUDGET ALLO- CATIONS FOR 91-92 W. TRACK & CC	<u>\$26,056</u>
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REMAINING / DIFFERING FUNDS	\$4,028
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WOMEN'S VOLLEYBALL RENEWALS						
YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid	
DOE, J.	JR	1.00	\$6,088			\$6,088
DOE, J.	SO	1.00	\$10,936			\$10,936
DOE, J.	SR	1.00	\$10,936			\$10,936
DOE, J.	SR	1.00	\$10,936			\$10,936
DOE, J.	JR	1.00	\$8,152			\$8,152
DOE, J.	JR	1.00	\$10,936		\$2,000	\$8,936
DOE, J.	SR	1.00	\$10,936			\$10,936
TOTALS	7	7.00	\$68,920	\$0	\$2,000	\$66,920

WOMEN'S VOLLEYBALL NEW						
YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid	
DOE, J.	FR	1.00	\$11,162			\$11,162
DOE, J.	FR	1.00	\$11,162		\$1,750	\$9,412
TOTALS	2	2.00	\$22,324	\$0	\$1,750	\$20,574

SCHOLARSHIP TOTALS	9	9.00	\$91,244	\$0	\$3,750	<u>\$87,494</u>
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SCHOLARSHIP BUDGET FOR VOLLEYBALL	10 IN-STATE	\$65,140
	0 OUT-OF-STATE	<u>\$0</u>

TOTAL SCHOLARSHIP BUDGET ALLOCATIONS FOR 91-92 VOLLEYBALL	<u>\$65,140</u>
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REMAINING / DIFFERING FUNDS (\$22,354)

WRESTLING RENEWALS	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	SR	0.40	\$4,350			\$4,350
DOE, J.	FR	0.48	\$3,000			\$3,000
DOE, J.	FR	0.22	\$2,500			\$2,500
DOE, J.	SO	0.51	\$5,681			\$5,681
DOE, J.	JR	0.18	\$2,000			\$2,000
DOE, J.	JR	0.29	\$1,750			\$1,750
DOE, J.	JR	0.21	\$1,250			\$1,250
DOE, J.	JR	0.40	\$4,350			\$4,350
TOTALS	8	2.68	\$24,881	\$0	\$0	\$24,881

WRESTLING NEW	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	FR	1.00	\$6,314			\$6,314
DOE, J.	FR	0.49	\$3,063			\$3,063
TOTALS	2	1.49	\$9,377	\$0	\$0	\$9,377

SCHOLARSHIP TOTALS	10	4.16	\$34,258	\$0	\$0	<u>\$34,258</u>
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SCHOLARSHIP BUDGET	6 IN-STATE	\$39,084
FOR WRESTLING	0 OUT-OF-STATE	<u>\$0</u>

TOTAL SCHOLARSHIP BUDGET ALLOCATIONS FOR 91-92 WRESTLING	<u>\$39,084</u>
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REMAINING / DIFFERING FUNDS **\$4,826**

M. TRAINERS**RENEWALS &****NEW**

	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	SR	0.18	\$2,000			\$2,000
DOE, J.	SR	0.32	\$2,000			\$2,000
DOE, J.	JR	0.16	\$1,000			\$1,000
TOTALS	3	0.66	\$5,000	\$0	\$0	\$5,000

W. TRAINERS**RENEWALS &****NEW**

	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	JR	0.08	\$500			\$500
DOE, J.	SO	0.32	\$2,000			\$2,000
DOE, J.	SR	0.08	\$500			\$500
DOE, J.	SR	0.08	\$500			\$500
DOE, J.	JR	0.08	\$500			\$500
TOTALS	5	0.63	\$4,000	\$0	\$0	\$4,000

SCHOLARSHIP

TOTALS	8	1.29	\$9,000	\$0	\$0	\$9,000
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**TOTAL SCHOLARSHIP BUDGET
ALLOCATIONS FOR 91-92 TRAINERS**

\$11,000

REMAINING / DIFFERING FUNDS

\$2,000

M. MANAGERS**RENEWALS &****NEW**

	Sport	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	FB	0.16	\$1,000			\$1,000
DOE, J.	FB	0.32	\$2,000			\$2,000
DOE, J.	FB	1.00	\$6,088			\$6,088
DOE, J.	FB	0.08	\$500			\$500
DOE, J.	BB	1.00	\$6,088			\$6,088
DOE, J.	WBB	0.16	\$1,000			\$1,000
TOTALS	6	2.72	\$16,676	\$0	\$0	\$16,676

W. MANAGERS**RENEWALS &****NEW**

	Sport	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	FB	0.08	\$500			\$500
DOE, J.	WBB	0.16	\$1,000			\$1,000
DOE, J.	MBB	0.16	\$1,000			\$1,000
DOE, J.	FB	0.16	\$1,000			\$1,000
TOTALS	4	0.55	\$3,500	\$0	\$0	\$3,500

SCHOLARSHIP

TOTALS	10	3.28	\$20,176	\$0	\$0	<u>\$20,176</u>
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**TOTAL SCHOLARSHIP BUDGET
ALLOCATIONS FOR 91-92 MANAGERS**

\$24,070

REMAINING / DIFFERING FUNDS

\$3,894

WEIGHT ROOM TRAINERS	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	SO	1.00	\$6,088			\$6,088

TOTALS	1	1.00	\$6,088	\$0	\$0	\$6,088
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SCHOLARSHIP TOTALS	1	1.00	\$6,088	\$0	\$0	\$6,088
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TOTAL SCHOLARSHIP BUDGET ALLOCA- TIONS FOR 91-92 WT. ROOM TRAINERS	\$8,238
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REMAINING / DIFFERING FUNDS	\$2,150
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MEN G.A.'S**RENEWALS &**

NEW	Sport	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	WR	1.00	\$8,038			\$8,038
DOE, J.	FB	1.00	\$8,038			\$8,038
DOE, J.	S&C	1.00	\$8,038			\$8,038
DOE, J.	BB	1.00	\$8,038			\$8,038
DOE, J.	SCR	0.52	\$3,381			\$3,381
DOE, J.	TRN	1.00	\$6,562			\$6,562
DOE, J.	TRN	1.00	\$6,562			\$6,562
DOE, J.	FB	1.00	\$6,562			\$6,562
DOE, J.	WTN	1.00	\$8,038		\$800	\$7,238
DOE, J.	FB	1.00	\$8,038			\$8,038
DOE, J.	SCR	0.52	\$3,381			\$3,381
DOE, J.	FBR	0.50	\$3,281			\$3,281
DOE, J.	FB	1.00	\$6,562			\$6,562
DOE, J.	FB	1.00	\$6,562			\$6,562
TOTALS	14	12.52	\$91,081	\$0	\$800	\$90,281

WOMEN G.A.'S**RENEWALS &**

NEW	Sport	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	MKT	1.00	\$6,562			\$6,562
DOE, J.	TRN	0.61	\$4,000			\$4,000
DOE, J.	WCC	1.00	\$6,562			\$6,562
TOTALS	3	2.61	\$17,124	\$0	\$0	\$17,124

SCHOLARSHIP

TOTALS	17	15.13	\$108,205	\$0	\$800	<u>\$107,405</u>
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**TOTAL SCHOLARSHIP BUDGET ALLOCA-
TIONS FOR 91-92 GRADUATE ASSTS.**

\$30,351

REMAINING / DIFFERING FUNDS

(\$77,054)

MEN'S MEDICAL RENEWALS & NEW						
	Sport	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	FB	1.00	\$6,088			\$6,088
DOE, J.	FB	1.00	\$6,088			\$6,088
DOE, J.	FB	1.00	\$5,468	\$700		\$4,768
DOE, J.	FB	1.00	\$10,936			\$10,936
TOTALS	4	4.00	\$28,580	\$700	\$0	\$27,880

WOMEN'S MEDICAL RENEWALS & NEW						
	Sport	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
TOTALS	0	0.00	\$0	\$0	\$0	\$0

SCHOLARSHIP TOTALS	4	4.00	\$28,580	\$700	\$0	<u>\$27,880</u>
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TOTAL SCHOLARSHIP BUDGET ALLOCATIONS FOR 91-92 MEDICAL ATHLETES \$9,257

REMAINING / DIFFERING FUNDS (\$18,623)

M. 5TH YEAR			91-92	Pell	Other	Total
ATHLETES	Sport	Equiv.	Total Award	Reductions	Reductions	Athletic Aid
DOE, J.	MSW	0.55	\$3,500			\$3,500
DOE, J.	FB	0.82	\$4,505			\$4,505
DOE, J.	FB	1.00	\$5,468			\$5,468
DOE, J.	MBB	0.48	\$3,044			\$3,044
DOE, J.	MBB	0.49	\$5,468			\$5,468
DOE, J.	MSW	0.31	\$3,500			\$3,500
DOE, J.	MBB	0.49	\$5,468			\$5,468
TOTALS	7	4.15	\$30,953	\$0	\$0	\$30,953

W. 5TH YEAR			91-92	Pell	Other	Total
ATHLETES	Sport	Equiv.	Total Award	Reductions	Reductions	Athletic Aid
DOE, J.	WBB	1.00	\$3,044			\$3,044
DOE, J.	WBB	1.00	\$5,468			\$5,468
DOE, J.	WBB	1.00	\$5,468			\$5,468
DOE, J.	WTN	1.00	\$6,088			\$6,088
DOE, J.	WTN	1.00	\$3,044			\$3,044
TOTALS	5	5.00	\$23,112	\$0	\$0	\$23,112

SCHOLARSHIP

TOTALS	12	9.15	\$54,065	\$0	\$0	<u>\$54,065</u>
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TOTAL SCHOLARSHIP BUDGET ALLOCATIONS FOR 91-92 5TH YEAR ATHLETES

\$34,971

REMAINING / DIFFERING FUNDS

(\$19,094)

Chapter V

Summary

Discussion

The objective of the study was to develop a computer program for use in the athletic business office. The computer program was customized to meet the needs of the athletic business manager. A policy manual is included with the computer program as an instructional guide. The athletic business manager can use this program to develop future scholarship budgets based on historical data.

The athletic business manager may also use the program to justify accepting or rejecting an athletic scholarship based on funding. The athletic business manager may print any of the sport templates and show a coach the financial situation of that particular sport. This process promotes communication and discussion between the two parties. Open communication and discussion are vital if any business is to survive. Sport administration is no exception.

The athletic business manager may use the computer program to generate financial reports. The cover sheet of the computer program provides an overall summary of the financial status of each sport program. The cover sheet also contains the total scholarship monies spent on all sport programs. Also displayed on the cover sheet is the variance between monies budgeted and monies actually spent. This indicates whether a program is under or over budget. The program provides a quick, convenient reference for numerous financial reports.

Conclusions

Before the implementation of the computer program, the athletic business manager was not actively involved in the process of approving athletic scholarships. Consequently, sports were often over budget creating a growing deficit over time. With the athletic business manager actively involved in the ASA process, scholarship budgets will be easier to maintain and control.

The athletic business manager may use the computer program to aid him in the ASA process. The computer system is programmed to generate financial figures by performing multiple calculations. The athletic business manager need only enter the scholarship information from the ASA. The computer system then performs the calculations and displays the results in a useful format.

Implications

The computer program is a tool to help achieve and maintain a quality athletic program at the study university. All athletic budgets, not just athletic scholarships, can be collected on computer programs. This will significantly help the athletic business manager organize his financial files. Reports can be generated from the computer programs in order to display the financial status of particular areas of an athletic department. Programs could even be combined and correlated to produce varieties of reports regarding the athletic department.

As mentioned in Chapter II, there are a variety of computer software packages for sport administration. In addition to purchasing software, athletic departments have the cost effective alternative of creating their own programs. One argument against customized programs is that they can become outdated quickly due to the pace of technological advancement. Another argument is that when the individual who creates the program leaves the department, no one knows how to use the system. The study

computer program is coupled with a policy manual which will prevent this from happening.

The advancement of technology allows sport administration to upgrade current systems and permits the purchase of new equipment. This is not limited to computers and software. Technology also benefits other areas of sport administration, such as sports medicine. A sport administration program must continually work for the future. Advancing technology has the potential to make future planning and building less tedious.

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Appendix A. Athletic Scholarship Authorization Form



VIRGINIA TECH ATHLETIC DEPARTMENT
Athletic Scholarship Authorization

To: Director of Financial Aid
From: Director of Athletics
Date: _____

Year/Semester _____
Sport _____
Revised _____

The following student has been awarded an athletic scholarship as indicated below:

Name: _____ SS#: _____

Mailing Address: _____

Scholarship Status: Initial _____ Renewal _____ Medical _____

5th Year Eligible _____ 5th Year Ineligible _____

If Initial: Recruited _____ Non-Recruited _____

Date Student first entered Virginia Tech _____

If transfer: (Name of College) _____

Dates of attendance: From _____ To _____

Semesters of Aid _____

Student Athlete: _____ Other (Specify): _____

In-State Tuition/Fees	\$ _____
Out-of-State Tuition	_____
On Campus Room	_____
On Campus Board	_____
Off Campus Room	_____
Off Campus Board	_____
Books	_____
Other	_____
TOTAL	\$ _____

If Off Campus: 19 15 12 7 5 Meal Plan

Coach Athletic Director

Financial Aid Director

Comments or special instructions: _____

White copy - Student's File

Yellow - Financial Aid

Gold - Coach

Appendix B. Policy Manual

POLICY MANUAL ON INSTRUCTING USE OF THE ATHLETIC SCHOLARSHIP COMPUTER PROGRAM

The following pages contain instruction for use of the Athletic Scholarship Computer Program. With the help of this manual, any individual working with the computer will successfully enter the information and obtain the desired results. The computer program contains current information regarding athletes' scholarships and the athletic department's expenditures regarding scholarships. The cover sheet provides a quick overview and reference of scholarship figures including actual costs and budgeted costs (determined by the athletic director and athletic business manager).

Every Athletic Scholarship Authorization (ASA) is entered on to the computer system. This system:

1. calculates the "Total Athletic Aid" for a student-athlete (without books)
2. reduces the "Total Athletic Aid" due to Pell Grants and other grants or scholarships
3. calculates the totals of scholarships by sport
4. contains the budgeted scholarship figures
5. calculates the variances between actual and budgeted scholarship figures.
6. displays the scholarship totals by sport; the budget allocation totals by sport; the variances between these two totals; and the grand total of all the athletic scholarships, budget allocations, and variances on the cover sheet
7. calculates equivalency ratios when the proper fraction is entered

The computer program is a decisive tool for allowing scholarships to be approved by the athletic business office. The athletic business office is one of many departments involved in this decision of granting scholarships. The computer program is an aid in the decision making process by informing the athletic business manager of the amount of money budgeted for a particular sport and the actual costs involved with sponsoring that sport. Cost Effectiveness is an important factor in any business, including sport administration.

The financial figures in the computer program do not include the NCAA's \$200 book allowance. It is very unrealistic for a student-athlete to spend \$200 or less on course-related books and class fees during the course of one academic year. There is a

separate book budget that allows the athletic business manager to allocate the necessary funds for books.

When the athletic business manager signs the ASA

Before the ASA reaches the athletic business manager, it should have the following signatures:

1. The respective coach
2. The Assistant Athletic Director for Compliance (for the purpose of ensuring NCAA rules and regulations)

The Assistant A.D. for Compliance usually presents the ASA to the athletic business manager. The athletic business manager observes the amounts on the ASA and compares these figures to the budgeted scholarship monies for that particular sport. The athletic business manager decides whether to approve the scholarship and justifies his actions by referring to the computer program. Generally if there is a problem with funding a scholarship, the athletic business manager discusses the matter with the coach. It is very important for the athletic business manager to explain his actions by basing them on the scholarship information, instead of just denying an ASA without any explanation. Communicating with the coach allows the athletic business manager to understand the coach's view which may alter the athletic business manager's decision concerning a scholarship. This communication educates both parties about the other's obligations and creates and maintains trusting relations between an administrator and a coach.

Once the athletic business manager approves an ASA, it should be photocopied before sending it to the next person in line, the Athletic Director and then the Director of the Office of Scholarships and Financial Aid. The photocopy should be filed with all the other ASA copies. This file is a hard copy back-up to the computer program.

Entering the ASA information into the computer program

The computer program is organized by sport which are alphabetized. The student-athlete's name should be entered first. There are two classifications of student-athletes on the computer program, renewal and new. The individual should make sure to enter the student-athlete under the correct classification. Next the academic year should be entered under the appropriate column. When this information is entered, the computer program automatically tallies the renewal and new totals and adjusts the total number of the two classifications at the bottom of the template.

Next, the equivalency ratio must be entered in the appropriate cell. Head-count sports (Men's Basketball, Women's Basketball, Football, Women's Tennis, & Women's Volleyball) are entered as 1.00 regardless of the amount of scholarship. Equivalency sports (Baseball, Golf, Soccer, Men's & Women's Swimming, Men's Tennis, Men's & Women's Track & C.C., and Wrestling) are entered with a fraction formula. This is done by clicking unto the cell with the cursor and entering " $= \text{'Total Athletic Award' Amount (less the \$200 book allowance if applicable) / total cost of tuition for that particular athlete (less the \$200 book allowance)}$ ". Then press enter and the formula is programmed into that cell. This formula immediately computes the fraction and a value is displayed. The equivalency column is programmed to display values with a decimal point. This is the correct way to display equivalencies.

Equivalencies are the only values the user must enter formulas in the cells. Equivalencies are dependent upon the student-athletes residency and on or off-campus living. The equivalencies are also dependent upon the "Total Athletic Award". Due to these variations, it is not possible to create a uniform formula for all equivalency cells.

Next the amount of the athletic scholarship must be entered. This amount (less the \$200 book allowance) should be entered under the "Total Award" column. When this amount is entered, various figures are adjusted. These figures include the "Total Athletic Aid", scholarship and reduction totals for renewal and new student-athletes, the grand total of scholarship expenditures for that sport, and the variance between the budget

allocations and the grand total of scholarship expenditures. Cover sheet totals are adjusted as well.

Sometimes a student-athlete receives additional scholarships or aid independent of an athletic scholarship. Examples of this would be National Merit Scholarships or Pell Grants. The NCAA states that a student-athlete may receive a Pell Grant along with other institutional aid (i.e. athletic scholarship), as long as the value of the award does not exceed the cost of a full grant-in-aid plus \$1700. Therefore, a student-athlete on full scholarship receiving a Pell Grant greater than \$1700, must accept the maximum of \$1700. The remainder is credited to the athletic department's contribution of a scholarship. In other words the athletic department is saving money on the cost of that particular scholarship.

There are two columns marked "Pell Reductions" and "Other Reductions" on the computer program. The proper Pell reductions and other scholarship figures should be entered under the columns. By entering these amounts, the "Total Athletic Aid" is recalculated along with all the other totals, including the totals on the cover sheet.

The Director of the Office of Scholarships and Financial Aid constantly checks for Pell eligibility of student-athletes. The Director will update the athletic business manager by sending copies of letters explaining these financial reductions for student-athletes. This reduction information should be filed with the appropriate ASA and kept with the other ASA records.

If there are no more student-athletes to enter on the system, the user should refer to the cover page and enter the current date in the cell "As Of (enter date here)". Save the information that was entered on to the system and print a copy of the cover sheet. A copy of the cover sheet provides the athletic business manager with dated financial status concerning athletic scholarships. If there are more student-athletes to enter on to the system, the user starts by entering their names and follow the above instructions.

In some instances, an ASA may just be a revision. When this is the case, the same procedure above is followed, except the athlete is already on the system. In this scenario, the amount of the scholarship may need adjusting. This adjustment is entered

and automatically recalculated. The computer program was designed to be flexible and realistic with changing amounts of scholarships. This particular ASA is then filed with the other ASAs, however there is already an ASA for this particular athlete. The revised ASA is stapled on to of the original ASA. The area marked "revised" on the top ASA is highlighted to alert the athletic business manager.

Likewise, if a student-athlete needs to be deleted from the computer system, the user merely deletes all of the computer data associated with the particular student-athlete. All financial figures are automatically adjusted after deleting a student-athlete from the system. Scholarships may be revoked for various reasons or a student-athlete may have transferred or quit. Whatever the case, the athletic business manager must know of these occurrences. The Assistant A.D. for Compliance and the Director of the Office of Scholarships and Financial Aid have access to this information. Again, communication between all of these individuals is important. In the event of a deletion, the hard back-up paper files should not be discarded. The student-athlete's financial aid is only deleted from the computer system to reflect the current financial status of the athletic scholarship.

Summary

One of the most important considerations with this system is scholarship amounts. The Director of the Office of Scholarships and Financial Aid is the individual who reviews the amounts of scholarships to ensure they are correct. Therefore, the athletic business manager is under the pretense that the amounts shown on the ASA are correct. However, this is not always the case. Sometimes there are incorrect figures on the ASA concerning the costs of room and board, tuition, fees, and on or off campus housing. It is very important, for this reason, that the Director of the Office of Scholarships and Financial Aid is in constant communication with the athletic business manager. It is a very good idea for the athletic business manager to call the Director of the Office of Scholarships and Financial Aid if he has any questions concerning dollar amounts before granting or rejecting the ASA.

It is also a good idea for the Director of the Office of Scholarships and Financial Aid to frequently send copies of scholarship records to the athletic business manager in order to maintain accurate records. The athletic business manager should compare the figures on the computer program with the Director's figures. The Director's records are usually more detailed and serve as a good basis of comparison. The Director's records should be filed with all the ASA and scholarship information.

Appendix C. Head-Count Sport Template

WOMEN'S B-BALL RENEWALS		YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	SR	1.00		\$10,936	\$700		\$10,236
DOE, J.	SO	1.00		\$11,162			\$11,162
DOE, J.	JR	1.00		\$10,936			\$10,936
DOE, J.	SO	1.00		\$11,162			\$11,162
DOE, J.	JR	1.00		\$10,936			\$10,936
DOE, J.	SR	1.00		\$10,936			\$10,936
DOE, J.	SR	1.00		\$10,936			\$10,936

TOTALS	7	7.00		\$77,004	\$700	\$0	\$76,304
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WOMEN'S B-BALL NEW		YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	FR	1.00		\$11,162			\$11,162
DOE, J.	FR	1.00		\$11,162			\$11,162
DOE, J.	FR	1.00		\$11,162			\$11,162
DOE, J.	FR	1.00		\$11,162			\$11,162
DOE, J.	FR	1.00		\$11,162			\$11,162

TOTALS	5	5.00		\$55,810	\$0	\$0	\$55,810
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SCHOLARSHIP							
TOTALS	12	12.00		\$132,814	\$700	\$0	<u>\$132,114</u>

SCHOLARSHIP				
BUDGET	1 IN-STATE			\$6,514
FOR W. B-BALL	14 OUT-OF-STATE			<u>\$159,068</u>

TOTAL SCHOLARSHIP BUDGET	
ALLOCATIONS FOR 91-92 W. B-BALL	<u>\$165,582</u>

REMAINING / DIFFERING FUNDS	\$33,468
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Appendix D. Equivalency -Sport Template

M. TRACK & CC RENEWALS	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
DOE, J.	SO	0.40	\$2,500			\$2,500
DOE, J.	SR	0.38	\$2,400			\$2,400
DOE, J.	JR	0.16	\$1,000			\$1,000
DOE, J.	SO	0.67	\$7,448			\$7,448
DOE, J.	SO	0.27	\$3,063			\$3,063
DOE, J.	JR	0.63	\$4,000			\$4,000
DOE, J.	SR	0.55	\$6,048			\$6,048
DOE, J.	JR	0.27	\$3,063			\$3,063
DOE, J.	SR	1.00	\$6,088			\$6,088
DOE, J.	SO	0.49	\$3,063			\$3,063
DOE, J.	SR	0.22	\$2,400			\$2,400
DOE, J.	SR	1.00	\$10,936			\$10,936
DOE, J.	SO	0.52	\$3,304			\$3,304
DOE, J.	JR	0.91	\$5,800	\$62		\$5,738
DOE, J.	SO	0.19	\$1,200			\$1,200
TOTALS	15	7.66	\$62,313	\$62	\$0	\$62,251

M. TRACK & CC NEW	YR	Equiv.	91-92 Total Award	Pell Reductions	Other Reductions	Total Athletic Aid
TOTALS	0	0.00	\$0	\$0	\$0	\$0
SCHOLARSHIP						
TOTALS	15	7.66	\$62,313	\$62	\$0	\$62,251

SCHOLARSHIP			
BUDGET FOR	10 IN-STATE		\$65,140
M. TRACK & CC	0 OUT-OF-STATE		\$0

TOTAL SCHOLARSHIP BUDGET ALLO-	
CATIONS FOR 91-92 M. TRACK & CC	\$65,140

REMAINING / DIFFERING FUNDS \$2,889

Appendix E. Computer Formulas

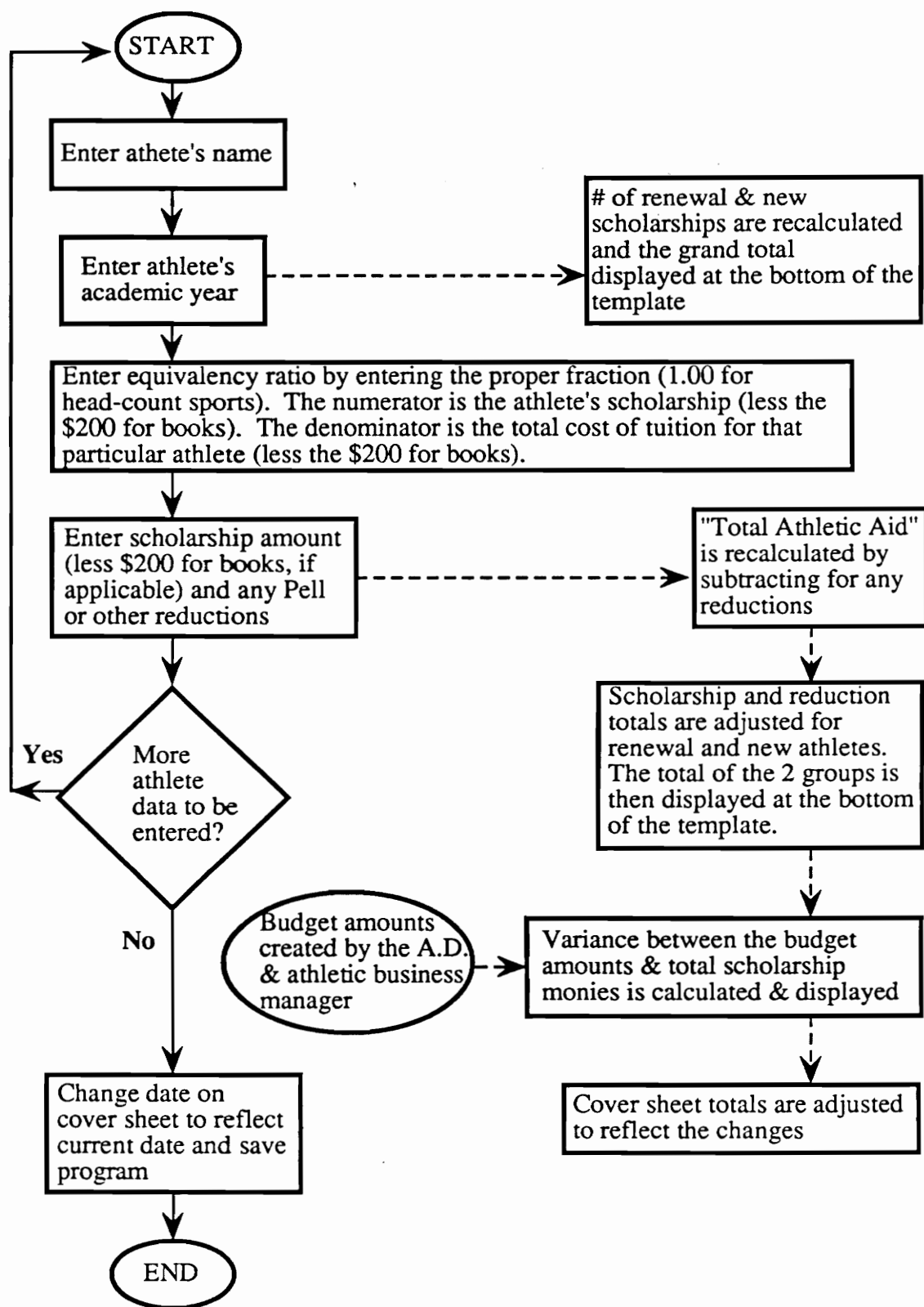
Appendix F. Cover Sheet

**VIRGINIA TECH ATHLETIC DEPARTMENT
SCHOLARSHIP REPORT**

AS OF OCTOBER 1, 1991

NCAA ALLOWANCE	SPORT	EQUIV.	91-92 TOTALS	91-92 BUDGETS	VARIANCES
13 EQUIV.	BASEBALL	11.82	\$87,088	\$104,074	\$16,986
15 HEAD-CT	M. B-BALL	10.00	\$95,020	\$146,190	\$51,170
15 HEAD-CT	W. B-BALL	12.00	\$132,114	\$165,582	\$33,468
95 HEAD-CT	FOOTBALL	93.00	\$735,058	\$841,838	\$106,780
5 EQUIV.	GOLF	3.34	\$33,961	\$35,752	\$1,791
11 EQUIV.	SOCCER	4.17	\$44,120	\$39,084	(\$5,036)
11 EQUIV.	M. SWIMMING	5.19	\$43,800	\$35,752	(\$8,048)
14 EQUIV.	W. SWIMMING	4.17	\$38,000	\$68,323	\$30,323
5 EQUIV.	M. TENNIS	4.43	\$48,558	\$32,570	(\$15,988)
8 HEAD-CT	W. TENNIS	6.00	\$42,218	\$48,780	\$6,562
14 EQUIV.	M.TRACK & CC	7.66	\$62,251	\$65,139	\$2,888
16 EQUIV.	W.TRACK & CC	2.86	\$22,028	\$26,056	\$4,028
12 HEAD-CT	VOLLEYBALL	9.00	\$87,494	\$65,139	(\$22,355)
11 EQUIV.	WRESTLING	4.16	\$34,258	\$39,084	\$4,826
	TRAINERS	1.29	\$9,000	\$11,000	\$2,000
	MANAGERS	3.28	\$20,176	\$24,070	\$3,894
	WEIGHT ROOM	1.00	\$6,288	\$8,238	\$1,950
	GRAD. ASSIST.	15.13	\$107,405	\$30,351	(\$77,054)
	MEDICAL	4.00	\$27,880	\$9,257	(\$18,623)
	5TH YEAR	9.15	\$54,065	\$34,971	(\$19,094)
TOTALS		<u>211.66</u>	<u>\$1,676,717</u>	<u>\$1,831,250</u>	<u>\$100,468</u>

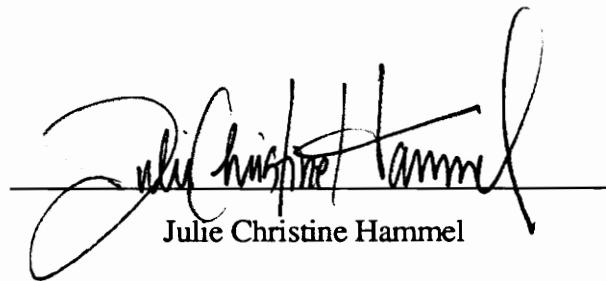
Appendix G. Flowchart for Computer Model



Vita

Julie Christine Hammel, daughter of William Richard and Paula Christine Kimmich, was born in Camp Hill, Pennsylvania on February 21, 1968. She graduated from Cedar Cliff High School in June 1986, and pursued a Bachelor of Science in Education in Exercise Science at Virginia Polytechnic Institute and State University. She graduated in May 1990 Cum Laude.

Upon completion of her undergraduate degree, she entered graduate school in Health and Physical Education at the same university. While in graduate school, she married Scott West Hammel. In January, 1992 she accepted a position of personal trainer at the Woodlake Aquatic and Fitness Center.



Julie Christine Hammel