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THE DEVELOPMENT OF "AN ADMINISTRATIVE
HANDBOOK FOR EOP PROGRAM DIRECTORS:
'A SYSTEMS APPROACH FOR PROGRAM MANAGEMENT'"

A Dissertation Presented

by

Timothy Savoy Knowles

Submitted to the Graduate School of the
University of Massachusetts in partial
fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

July 1975

Urban Higher Education

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1975

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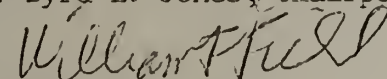
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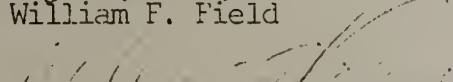
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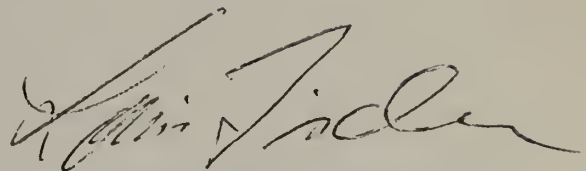
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JULY 1975

DEDICATIONS

To the three most beloved women in my life:

LADY-BUG, my wife

LU-BABY, my mother

AUNT CONNIE, my godmother

To the young shining stars of the future: Jamal & Khary (my sons); Stanley and Gary (my brothers); Maurice, Myoshi & Michael (Alva's children); Chuck and Danny (Cynthia's boys); Roderick & Little Syreeta (Pat's two children).

To all the family for their undying love for one another.

THE DEVELOPMENT OF "AN ADMINISTRATIVE
HANDBOOK FOR EOP PROGRAM DIRECTORS:
'A SYSTEMS APPROACH FOR PROGRAM MANAGEMENT'"

Timothy S. Knowles
B.A. San Jose State University
M.A. University of Massachusetts

Directed by: Dr. Byrd L. Jones

In order to spur professional growth in the field of higher education programs for minority students, a study was conducted to develop a handbook for Educational Opportunity Program (EOP) directors which offers new insights and directions for minority service programs and their staffs. Many EOP Programs were initiated by colleges and universities during the late 60's particularly after the assassination of Dr. Martin Luther King in April, 1968. Predominantly white colleges and universities responded to the pressures from the cruel assassination by admitting numbers of minority/low-income students into their institutions.

The purpose of this study was to develop An Administrative Handbook for EOP Program Directors and to assess its usefulness by conducting a national survey of forty program directors. The handbook is a working manual which offers a Systems Approach for EOP Program management, a definition of the properties of that system, and tech-

niques for measurement. A final product evaluation was conducted to determine handbook usefulness.

The systems approach was introduced as a way for directors to better structure and account for their program operations. There is room for differences in problem solving within the systems approach. Managers (EOP directors) should adapt the suggested methods to individual program needs, or use the guidelines as a reference to develop new methods. Hopefully, the concepts presented in the handbook will stimulate discussion and action.

The handbook itself was developed around the EOP Program Cycle.

The cycle consists of six components:

1. Program Planning
2. Input
3. Treatment
4. Output
5. Research
6. Feedback

Each component has its own definition and distinct characteristics. The components are a part of a cyclical system which reflects the association the components share with one another.

The Program Planning Component establishes the requirements for all activity in an EOP Program. The planning efforts for a program are ongoing and serve to offer guidance in defining roles and missions within the program.

The Input Component is concerned with the activities and resources needed to bring minority/low-income students into the EOP Program and the individual and general characteristics of those students who matriculate.

The Treatment Component outlines the services needed by program students and determines the activities which will be utilized to provide these services.

The Output Component consists of determining the desired characteristics students ought to exhibit after the treatment, and how these characteristics will be identified.

The Research Component is concerned with the methods and resources needed to evaluate defined measurements of performance, both in the students as well as in the program components. Research seeks out performance visibility and measures it against established standards.

Through the Feedback Component results of the evaluation process are filtered back into the program. The activities and resources in Feedback are used to build self-control throughout the program.

EOP Program life is directly related to the ability of programs to prove their soundness and achieve their stated objectives. EOP Programs must take a critical look at themselves now so that they can demonstrate good performance and meet future as well as present objectives.

Data collected by the survey was analyzed and placed in frequency distribution tables. EOP Program directors' responses to the handbook were positive. The investigation supported the following conclusions:

1. The EOP Program Cycle Diagram can be modified to meet the needs of an individual program.
2. There are degrees of similarities in attempts to meet the academic, financial, and personal needs of minority/low-income

students, and these similarities can be addressed in a handbook.

3. Guidelines for writing behavioral objectives should be stressed whenever and wherever professionals involved in EOP Programs meet together, as well as in publications designed to assist in the operational aspects of EOP Programs.

4. A systems approach appears to be well accepted by current administrators as one way to organize EOP Programs on college and university campuses while meeting the challenge of accountability.

5. Increasingly, better and more research within programs must be fed back into the ongoing operation of the EOP Program so that significant improvements can occur at a minimal cost to the students, the program, and the institution.

TABLE OF CONTENTS

PREFACE	xi
Chapter	
I. EDUCATIONAL OPPORTUNITY PROGRAMS.	1
A Shortage of Trained Administrators.	9
Program Accountability	11
Focus of the Handbook	13
II. ASSESSMENT OF PROGRAM TRENDS.	17
The Kitano Report	17
Barriers to Higher Education.	23
Characteristics and Academic Performance of Underrepresented Students	26
III. DEVELOPING A HANDBOOK FOR PROGRAM ADMINISTRATORS	35
Program Planning.	36
Input Component	41
Treatment Component	50
Output Component	54
Research Component	57
Feedback Component	60
IV. DETERMINING THE USEFULNESS OF HANDBOOK.	63
Pilot Study	63
Final Formative Product Evaluation	65
EOP Directors Respond	66
V. IMPLICATIONS, CONCLUSIONS & RECOMMENDATIONS	87
Implications	88
Conclusions	91
Recommendations	94
APPENDIXES	96
BIBLIOGRAPHY	151

LIST OF TABLES

1.	The Enrollment Picture	4
2.	Minority College Enrollment Estimate for Fall 1970	6
3.	Question 1. Is This Handbook something you would use?	68
4.	Question 2. Was the purpose of the Handbook clearly stated?	69
5.	Question 3. Was the purpose evident throughout the Handbook?	70
6.	Question 4. Was the general organization (layout) of the Handbook appropriate?	71
7.	Question 5. Section on: <u>Model for EOP Program Cycle</u>	73
8.	Question 6. Section on: <u>Program Planning</u>	74
9.	Question 7. Section on: <u>The Input Component</u>	76
10.	Question 8. Section on: <u>The Treatment Component</u>	77
11.	Question 9. Section on: <u>The Output Component</u>	78
12.	Question 10. Section on: <u>The Research Component</u>	79
13.	Question 11. Section on: <u>Feedback Component</u>	81
14.	Question 12. From your experience, are there any situations regarding managing an EOP Program which the Handbook does not address?	82
15.	Question 13. How would you rank the Handbook (as a whole) on the following scale?	84
16.	Question 14. Did you find the <u>examples</u> and <u>samples</u> provided, generally easy to understand?	85

PREFACE

The field of higher education programs for minority students is a relatively new one. Most of the existing programs and services for minority students (including Admissions) on predominately white college campuses were initiated during and after the middle 1960's. Studies of the livelihood of minorities on college campuses and the development of programs to serve these students are embryonic, but important. Programs for poor and minority persons need, more than ever before in their short existence, some essential and long overdue reference points.

Because of the influx of minority students into the higher educational arena, the initial programs are no longer sufficient to service the complex needs of this new breed of college student. Counselors, administrators, and related personnel are voicing an urgent need for improved development of programs and their own professional expertise.

In order to spur professional growth in the field of higher education programs for minority students, I have taken the initiative to create a project to develop a handbook for educational opportunity program directors which offers some insights and directions for minority service programs and their staffs. I have had first-hand experience working with programs serving minority/low-income students

in California, Indiana, and Massachusetts. Over the past eight years I have held positions in EOP Programs in the following capacities: Director; Associate Dean of Recruiting Services; Director of Academic Services; Assistant to the Provost for Minority Affairs; and Special Assistant to the Vice Chancellor for Minority Affairs. I have attended numerous conferences and workshops which addressed the issues surrounding minority/low-income college and university students. Lastly, this author was a consulting facilitator for the Short-Term Training Institute for Developing Equality of Opportunity Program Administrators in Higher Education, at the University of Iowa, Iowa City, 1973-1974.

Most EOP Programs which began in the 60's were geared towards increasing the black minority enrollment on college campuses. In subsequent years, the trend has shifted from primarily black EOP enrollment towards greater equal opportunity for other ethnic minority groups critically underrepresented in higher education. Presently, available research and literature specifically relates to the black student experiences on white college campuses. Thus, while much of the dialogue refers to Blacks, the intent of this study and handbook is to include the more broadly defined minority/low-income student segment of our citizenry.

My dissertation committee included three dedicated individuals. Each of them contributed significantly to the style and content of my dissertation. Individually, they made even greater inputs at times

when their advice and support was deeply appreciated.

I would like to thank Dr. Byrd L. Jones, chairperson for this dissertation, for his valuable leadership in organizing the handbook. Also, I am grateful to him for his helpful comments and time during the final editing of my dissertation.

I am indebted to Dr. William F. Field for the many times he encouraged me during the four very important phases of my graduate studies: (1) course work; (2) comprehensive examination; (3) dissertation prospectus; (4) dissertation. Dr. Field provided the original impetus for the idea of creating a handbook for EOP directors. I will always be thankful for his wisdom in emphasizing the value of producing a document which has the potential to help others.

I would also like to express my warm thanks to Dr. William H. Greene for his assistance in helping me achieve this goal. I will always remember him for his sincere concern, endless encouragement, and sound advice. Dr. Greene particularly guided me in the research and analysis of the data for the dissertation.

A special note of thanks to Dr. Norma Jean Anderson for her interest in my dissertation. As the Dean's Representative, she provided a critical reading when new perspectives were most needed.

In addition, I would also like to thank my two typists, Mrs. Roberta Bentz and Mrs. Silviya Aprans as well as my faithful editor, my wife Gayle, for their contributions to the handbook and dissertation.

Last, but not least, I would like to acknowledge the invaluable moral support I received from Mr. Earl Huse. He has been an inspiration to me throughout my doctoral studies. I thank him for his faith and kind understanding of people in general, and me in particular.

CHAPTER I

EDUCATIONAL OPPORTUNITY PROGRAMS

The first thrust of pressure to admit minority/low-income youths, Blacks in particular, came to the nation's predominantly white colleges and universities in the late 1960's. This pressure was manifested in a variety of ways: student protests and demonstrations, demands from black community leaders, activities by concerned black and white faculty and administrators, and the availability of Federal student financial aid programs specifically designed for students with demonstrated financial needs.

The assassination of Dr. Martin Luther King in April, 1968, marked the turning point for efforts to implement greater access to higher education for minorities, particularly Blacks. Predominantly white colleges and universities across the country responded to the pressures from the cruel assassination by admitting numbers of minority/low-income students into their institutions.

Private northern and land grant institutions were the first to increase their enrollment of black students. Among these well-known colleges and universities were Amherst, Bowdoin, Harvard, Hofstra, New York University, University of California, Los Angeles, University

of Michigan, and Wesleyan.¹ These institutions, as did others, actively recruited minority students on the basis that special programs would provide needed access channels, financial aid assistance and academic supportive services for minority students. Most of the original special programs for minority/low-income persons received immediate legitimacy as a result of having been established at prestigious Ivy League institutions and quality public universities.

A 1969 report outlining the proposed EOP Program for the City University of New York (CUNY) begins with an historical view of the admissions policies in that system.² At the time the CUNY system relied heavily on traditional admissions criteria for entering students. As the report states:

The demand for places in the college was met by allocating the limited supply entirely on the basis of high school grade averages and test scores. The system, logically dependent upon the assumption that high school students had equal opportunity to achieve high grades and the grades effectively reflected potential for college work, appeared to be inherently fair and was, until recently, accepted even by those who were denied places.³

It was finally, however, those "who were denied places" who questioned

¹Frank Bowles and Frank A. DeCosta, Between Two Worlds: A Profile of Negro Higher Education (New York: McGraw-Hill Book Company, 1971), p. 79.

²The City University of New York, Report and Recommendations to the Board of Higher Education of the City of New York, 7 October, 1969, p. 1.

³Ibid., p. 2.

and forced the issue of admissions for the underrepresented.

In response to increasing demands for admission to college, from high school graduates with less than standard qualifications, many states established Educational Opportunity Programs (EOP) to increase the minority/low-income student enrollment on their campuses. The number of underrepresented students at predominantly white institutions showed significant increases as a result of active recruitment and admission efforts by these institutions in the late 60's and early 70's.

According to United States Bureau of the Census figures, the number of black Americans attending college increased 85 percent between 1964 and 1968, compared to an enrollment increase of 46 percent for all students.⁴ Much of the increase took place at institutions which were traditionally composed of whites. The numbers of Blacks in college continued to increase to a record high of 814,000 during 1974, a 19 percent increase over the number of Blacks enrolled in 1973 when there was a 5.9 percent decrease in black enrollment, as indicated in Table 1.⁵

The Census Bureau estimated that blacks enrollment had increased 56 percent since 1970 and 248 percent since 1964.⁶

⁴The Chronicle of Higher Education (Washington, D. C., October 13, 1969.)

⁵Black Enrollment Rising Again (Washington, D. C.) The Chronicle of Higher Education, March 17, 1975, p. 1.

⁶The Chronicle of Higher Education.

TABLE 1

THE ENROLLMENT PICTURE

	1970	1971	1972	1973	1974
Black Students					
At public institutions*	422,000	532,000	582,000	537,000	659,000
At private institutions*	100,000	148,000	145,000	147,000	155,000
Total	522,000	680,000	727,000	684,000	814,000
12-month change	+6.1%	+30.3%	+6.9%	-5.9%	+19%

Source: Bureau of the Census; based on sample of 48,000 households

*Two and four year predominantly white and traditionally black institutions.

Prior to the mid-1960's, college enrollment estimates are vague for ethnic minorities other than Blacks. As of 1970, student population figures on ethnic minorities in higher education remain a task needing greater attention.

Table 2 gives an estimate of minorities enrolled in colleges for Fall 1970. These figures represent the overall minority enrollment in both two and four year institutions.

The increased enrollment of minority students on white college campuses across the nation has created some unique problems for both the students and the institutions. The most pressing problem is the academic background difference between the specially admitted and regularly admissible student. Most institutions responded to this problem by establishing some type of supportive services, counseling, tutorial assistance and skills development courses for the minority student identified by the institution as needing help to survive at their campuses.

A national survey of compensatory practices in colleges and universities in 1967 found that approximately 53 percent of the responding institutions who were conducting some form of compensatory practice.⁷ A 1970 survey of 160 colleges and universities in fifteen Midwestern states indicated that 84 were providing special services for minority/low-income students. However, only 11 of the 84 de-

⁷John Egerton, "Higher Education for High Risk Students" (Atlanta: Southern Education Foundation, 1968), p. 8.

TABLE 2

Minority College Enrollment Estimate for Fall 1970*

Black Americans	470,000	5.8%
Mexican Americans	50,000	0.6%
Puerto Ricans	20,000	0.3%
American Indians	4,000	0.1%
	<hr/>	<hr/>
Sub-total	544,000	6.8%
All others	7,506,000	93.2%
	<hr/>	<hr/>
Total	8,050,000	100.0%

*Ford Foundation Report--Minority Access to College

scribed their programs as extensive.⁸

While not every institution has a similarly structured EOP Program, many EOP Programs do in fact concern themselves with very similar issues in operating a program. A 1973 study of educational opportunity programs revealed that almost all programs for disadvantaged students are concerned to a certain extent with 11 different areas in which critical issues are involved.⁹ These areas are:

Student Selection Criteria

Academic Program

Counseling

Extra-Curricular Activities

Housing

Student Participation in Program Planning

Financial Management Training

Parental Involvement

Recruiting

University Commitment to the Program

In general, the study found that the vast majority of these programs were particularly concerned with four issues: student recruiting,

⁸Midwest Committee for Higher Education Surveys, "Admission of Minority Students in Midwestern Colleges" (Evanston, Illinois: College Entrance Examination Board, 1970), p. 20.

⁹Kenneth R. Mares, Higher Education and the Disadvantaged Student (1973), p. 7.

student selection criteria, financial management training, and student counseling. This may have been the case because each of the four areas are commonly described as key components in an EOP Program. Housing, academic programs, university commitment to the program, and student participation in program planning are less generalizable to EOP Programs, therefore, fewer programs might consider them to the same extent as the first four areas mentioned. Depending on geographical location, available campus and community facilities, and political origin of the program, the remaining three areas received varying attention by program administrators.

Probably between 65 percent and 75 percent of all colleges and universities in 1975 have adopted some form of compensatory practice for minority/low-income students with no more than 40 percent of them having extensive compensatory programs. Unfortunately, minority support programs have too often failed to meet the basic educational needs of the students they seek to serve.

Data collected during the 1972-73 academic year reports that faculty members are concerned about academic factors affecting minority student performances. They place highest emphasis on supportive services and remediation programs for these students. Twenty-seven percent of faculty members chose more supportive services as their top priority, while 15 percent chose more recruitment of black students and staff, and 12 percent indicated a concern for more financial aid.¹⁰

¹⁰William M. Boyd II, "Black Student, White College," College Board Review (Winter, 1973-74), p. 28.

The available data clearly indicates that faculty members are interested in the development of support programs which can better address the academic needs of minority students.

The research on college based educational opportunity programs is varied. However, relatively few research reports offer specific information on the systematic development of comprehensive educational programs for minority/low-income students at the college level. The college or university that wishes to develop an educational program for minority/low-income students or re-vamp existing programs will find little, if any, literature which addresses EOP Program management and evaluation.

Most available studies on EOP Programs have drawn generalizations about what programs for the disadvantaged are doing. What is urgently needed now is a study of programs and the literature in order to illuminate in detail how various programs implement what they say they are doing. In addition, greater numbers of EOP administrators are going to have to contribute to this effort by stating their program goals in behavioral terms for objective assessments.

A Shortage of Trained Staff

The increased effort to include minority/low-income Americans in higher education was a belated move in the right direction. This breakthrough in education, however, was accompanied by a number of problems. One major problem EOP Programs must deal with is the

shortage of professionally trained individuals to fill many of the staff positions.

A second, yet related problem, is the question of future employment possibilities for EOP staff, directors in particular. The problem of professional growth compounds the personnel shortage problem. Those persons hired to manage EOP Programs have varying administrative backgrounds. Most are vitally concerned about their future employment possibilities after a period as EOP directors.¹¹ Often, the specialized skills utilized by an EOP administrator are not readily transferable to higher administrative positions. What is needed is more general administration development for directors so the skills applied in managing EOP Programs will be transferable to other administrative positions. Much of the administrative development can be accomplished through in-service training as EOP directors are made aware of and adopt management techniques and organized systems approaches.

Colleges and universities in the past have hired Blacks almost exclusively to administer their Educational Opportunity Programs (EOP). Often these individuals were hired under political pressure and then given minimal program funds. Although many EOP administrators had some educational experience in teaching, counseling, or secondary-school administration, very few had administrative ex-

¹¹The Chronicle of Higher Education (Washington, D. C., March 25, 1974), p. 6.

perience in higher education prior to assuming EOP administrative positions.¹² As programs have continued to become operative on college campuses the number of administrators qualified to coordinate these programs remains scarce.

The various purposes and goals of EOP are a reflection of the diversity of training and backgrounds brought to the program by the directors and their staffs. There is no common professional background--and perhaps there never will be. Nevertheless, there should be an attempt to provide them with training opportunities and an impetus towards developing an organization.¹³ The development of a handbook for EOP Program directors can make available to these administrators some management concepts and operational guidelines which can be used for self-training as well as for developing an organization which can facilitate staff training.

Program Accountability

The EOP Programs initiated in the 60's placed much of their emphasis on introducing greater numbers of underrepresented minority/low-income students into institutions of higher education. The task

¹²"Advisors to Blacks Seen in Need of Know-how" (Washington, D. C.) The Chronicle of Higher Education, March 25, 1974.

¹³Harry Kitano and Dorothy Miller, An Assessment of Educational Opportunity Programs in California in Higher Education (California: Joint Legislative Committee on Higher Education and the Coordinating Council for Higher Education, 1970).

of the 1970's will be accommodation of education to the needs of students who gained admission through access programs.¹⁴ Statistics on persistence and graduation numbers will become at least as important as statistics on admissions during the second half of the 70's. Having made historic inroads into the admissions process, Educational Opportunity Programs are moving towards programmatic structures designed to facilitate the educational process for their students. EOP administrators and other interested parties are expressing concern about the need for administrative guidelines and procedures. Educational institutions are looking to EOP Programs for accountability.

A handbook can offer a synthesis of current trends, problems and ideas. A manual such as an EOP Administrative Handbook can coordinate and augment separate program efforts for many administrators, indicating which techniques have proved most effective in insuring academic success for minority/low-income students. The use of a program organizational format emphasizes the value of effective program management as the best vehicle for program quality and accountability.

The handbook presents a systems model for EOP Program operation. It shows directors in detail how to set and implement program objectives. Once an administrator becomes adept in areas such as organizational theory, systems analysis and design, and management by objectives techniques, the potential for transferability

¹⁴K. Patricia Cross, "Planning for New Students to Higher Education in the 70's," Educational Research: Prospects and Priorities, Committee on Education and Labor House of Representatives (Washington, D.C., 1972), pp. 149--150.

of skills learned and utilized as an EOP director to other management situations, greatly increases. EOP directors must broaden their general understanding of organizational operations as a step towards meeting current demands for program accountability. Throughout the handbook agendas have been developed to help administrators to understand the program cycle concept which is central to making full use of the handbook.

Focus of the Handbook

An Administrative Handbook for Educational Opportunity Program Directors was created in order to suggest guidelines and procedures for college and university EOP Programs, for both neophyte and experienced directors and their staffs (see Appendix A). Because the handbook was conceived as a communication as well as teaching organ, it incorporates the author's personal experiences as an EOP director and the experiences of selected national directors who administer EOP Programs. The publication focuses on EOP Program definition and structure and offers specific program management techniques. Recruitment, admissions, financial aid, academic and personal support, program evaluation, and accountability are all covered in the handbook from an administrator's point of view.

The author all too well understands that the political climate in which EOP Programs operate is a vital factor in program stability, funding and functioning. However, the delicate and intensely in-

dividual nature of political climates (geographical locations, minority ethnic populations, institutional sensitivity, non-white and white community input) precludes addressing precise aspects of such problems and skills for dealing with the problems in a publication which seeks to address a large audience in a specific manner. The final handbook, therefore, does not directly address political problems.

Indeed, the handbook for directors is not essentially a book of solutions to problems. The handbook assumes that a critical factor for problem solving is problem identification. Thus, the handbook is finally a working manual which presents particular approaches for effective program delineation and operation. Problems can be identified by comparing existing programs to the model. Problems can be solved by utilizing the management system as given in the handbook, by employing an augmented system, by incorporating a few parts, or by using the handbook to stimulate entirely new practices. An intent of the handbook is to involve directors in an intellectual and practical dialogue concerning the specifics of "how to" manage programs.

Two critical issues, institutional morale and financial support for programs were not reviewed in depth in the handbook. This was not an oversight. The fact is, there are no panaceas for securing these kinds of supports from institutions, foundations or state and federal agencies. The disposition of both financial and moral aid

is more often than not political in nature. In some instances the omission of specific details was intentional because the omissions contributed to the overall effectiveness of the handbook.

Qualifications for EOP Program staff were not discussed in the handbook for several reasons. Available literature indicates that the selection of qualified and dedicated personnel is one of the critical problems many programs face. It has been suggested in the handbook that improved staff selection can come about when objectives have been established and programmed. Specific qualifications for designated positions within EOP tend to fluctuate from program to program regardless of the title of the position.

Another area eliminated from the handbook which has potential for future inquiry is data collection cards, tutorial program forms, and recording cards for counseling sessions between student and counselor. The possibilities for description and form in this area are nearly endless. Such forms were not presented in the handbook because individual programs should design such forms to meet their own special programmatic needs. The handbook de-emphasizes form in and of itself, and emphasizes how the various forms and other software compliment the overall program goals and objectives.

The amount of money required to meet the educational and financial aid needs of minority/low-income students has never been adequately appropriated by Congress. At present, the federal government is consciously moving away from increasing federal funds for

equal access to higher education. Therefore, the concerned must look forward to doing a better job of providing services and giving assistance to minority students with proportionately fewer dollars. Clearly, higher education remains the most reliable avenue open to minorities seeking upward mobility in our society.

Herein lies a major force behind the handbook; precisely to develop and recommend improved approaches to providing higher educational opportunity for those minorities who are capable of meeting and benefiting from its challenge. The publication assumes that EOP administrators and staff must be committed to accepting the challenge of educating minority students previously excluded from or sparsely represented among college populations.

During a program's formative years, guidelines and procedures change frequently as goals are reshaped and directions clarified. Now, the time has come to set down in clear and useful terms, some routine guidelines and procedures for the purpose of assisting EOP directors with program management, administration and development.

The administrator's handbook addresses itself toward administrator self-development through the explication of program directions. Hopefully, it will serve to heighten the expertise of novice administrators, and will serve as a useful tool for experienced directors as well.

CHAPTER II

ASSESSMENT OF PROGRAM TRENDS

Past and current trends in EOP Programs reveal three specific areas of concern:

1. The Kitano Report--An Assessment of Educational Opportunity Programs in California Higher Education¹
2. Barriers to Higher Education
3. Characteristics and Academic Performances of Black and/or Underrepresented Students.

In order to develop a useful handbook for college and university EOP directors it was necessary to carefully examine these concerns.

The Kitano Report

This study developed information on existing educational opportunity programs in California and evaluated their effectiveness.

¹Harry Kitano and Dorothy Miller, An Assessment of Educational Opportunity Programs in California Higher Education (California: Joint Legislative Committee on Higher Education and the Coordinating Council for Higher Education, 1970).

The study addressed four major questions:

1. How should the educational opportunity programs of each segment of the California public higher educational system relate in view of the special mission of each segment?
2. What, if anything, should govern the direction of students to a particular segment of the California higher education system?
3. What is the potential of jointly conducted educational opportunity programs in which the university and/or perhaps state colleges, administer the counseling and tutoring aspect at the community college?
4. What programs are essential to maximize the efficiency of the educational opportunity program, and also, which programs and service components are desirable but are not essential?²

Kitano's research findings:

1. Despite recent attempts to increase enrollment of minority and/or low-income students in all three levels of higher education, the black and Chicano students remain grossly

²Ibid., pp. i-iii.

underrepresented in California's higher education institutions: they comprise 18.3 percent of the population of California, but only 3.8 percent of the university enrollment, and 5.8 percent of the state college enrollment, and 11 percent of the community college enrollment.

2. Of those minority students who are educationally eligible for a four-year college, only about one-fourth actually enroll. Of those who are educationally eligible for the university, less than one-third actually enroll.
3. Most EOP students are carefully screened for intellectual and academic ability. They represent high potential students, often able to meet regular admission standards, and do not constitute "bad academic risks" on campus.
4. In general, EOP students are as successful as non-EOP students when measured by both grade-point levels and rates of retention in their respective schools.
5. EOP students are badly in need of increased, stable, financial aid programs, realistically geared to meet their needs. Because they come from impoverished families they have no resources to fall back upon, and are, therefore, in constant jeopardy because of inadequate financial support.

6. Recruiting, tutoring and counseling are less important now to EOP than they were initially. EOP pioneered the gateway into higher education; many minority students are now motivated to attend providing adequate financial aid and informed group support can be maintained.

Recommendations: it was recommended that EOP Programs should be continued and expanded in years to come. Specific recommendations were made in the following areas: identification and recruitment; selection and admissions, supportive services; financial aid; and staff.

1. Identification and Recruitment--Recruitment and admissions committees should analyze carefully the desirability of a more "heterogeneous mix," rather than the perhaps safer method of restricting EOP to an intellectual elite. The degree of "risk" should, of course, be related to the resources of the individual program.
2. Selection and Admissions--Kitano recommended that additional criteria such as motivation, background, potential contributions to the university and to the ethnic community become part of the regular admissions criteria. He further recommended that perhaps a more individualized approach to admissions than is now conducted under EOP could be adopted as a part of the selection process for

at least a portion of the regular students.

3. Supportive Services--Kitano recommended the strengthening of academic advising, personal and social counseling, and tutorial assistance offered to EOP students. It was also recommended that EOP retain its initial focus of working with and maintaining relationships with the community. It was further recommended that a general housing and transportation allowance be incorporated into the EOP budget, which would enable students to make realistic financial arrangements. Lastly, it was recommended that EOP transfers from community colleges be given the highest admissions priority in the four-year institutions.
4. Financial Aid--It was recommended that efforts be made to provide direct financial assistance to EOP students from state grant-in-aid funds to supplement the existing federal financial aid program funds. Kitano made the point that it is important to have a special financial aids officer working with EOP.
5. The Staff--The various purposes and goals of EOP are a reflection of the diversity of training and backgrounds brought to the programs by the directors and their staffs. There is no common professional background--and perhaps there never will be, nevertheless an attempt should be

made to provide them with training opportunities and an impetus toward developing an organization. Further, on each campus it was recommended that workshops and seminars be developed to improve staff effectiveness within EOP Programs. Kitano recommended the development of a "professional organization." EOP staff should be given released time and funding to participate in professional activities.

The Kitano Report recommended that selection criteria for EOP students should bring about a more "heterogeneous mix" of students enrolled in the program, rather than a homogeneous grouping of "low risk" students. The basic concept of developing an operational definition of the students to be recruited by EOP was drawn from this recommendation.

The input component in the handbook includes specifics on how to develop operational definitions and selection criteria. The Kitano recommendation that efforts be made to maximize available direct funding, further influenced the development of the financial aid section in the handbook. The handbook emphasizes that financial aid awards must adequately meet the realistic needs of enrolled students as an additional impetus for program directors to aggressively explore funding avenues and allocations.

Possibly the most significant contribution drawn from the Kitano Report directly affected the development of the purpose of the

handbook. Addressing the issue of staffing with EOP Programs, the report urges that directors and their staff personnel be given the opportunity, while on the job, to develop useful skills to enhance their delivery of services to students. Shaping the handbook into a working manual was a direct spin-off of Kitano's on-the-job training idea. The director's handbook was developed to serve as a management tool for administrative program organization. The management format, 'A Systems Approach', was also influenced by Kitano's report. Kitano concludes that EOP programs are operative. However, he implies that students enrolled in EOP will have a better chance to complete college if the leadership within EOP can grow. Competent administrators can further improvements in the critically costly areas of planning, management, and development of supportive services.

Barriers to Higher Education

Race has emerged as the most identifiable barrier to higher education which minority groups must confront. A leading expert on minority students in higher education, K. Patricia Cross, concluded that race has been and continues to be one of the major barriers to higher education. She further stated that frequently, membership in an ethnic minority group, coupled with low family income, low parental occupational and educational status, poor school achievement, and low test scores, poses a near-insurmountable

barrier to college for thousands of young people.³

A College Entrance Examination Board panel reviewing opportunities for low-income and minority students in higher education reported that in 1972, it was apparent that equal opportunity is still an unrealized goal.⁴ The poor, even those of highest ability, do not enter higher education at the same rate as the rich. Minority students continue to have far less chance to enter and remain in college than majority students. Bayer and Boruch found that 56 percent of the Blacks and only 14 percent of the non-Blacks were from homes in which the parental income was less than \$6,000 per year in 1968.⁵

A leading minority educator, Rene Nunez, stated that underrepresentation of minority groups among college attenders was not so much a problem of recruitment of minority students as of providing space for specially admitted students and the funds necessary for

³K. Patricia Cross, "Planning for New Students to Higher Education in the 70's," Educational Research: Prospects and Priorities, Committee on Education and Labor House of Representatives (Washington, 1972), pp. 149-150.

⁴College Entrance Examination Board, Toward Equal Opportunity for Higher Education (New York, 1973).

⁵A.E. Bayer, "The College Drop Out: Factors Affecting Senior College Competition," Sociology of Education (1968), pp. 305-316.

both tuition and survival. He suggested that high school education provides the greatest barrier, however, because high schools for disadvantaged lose an estimated forty to fifty percent of their black and brown students, and their high school counselors do not direct minority students to college.⁶

Several documents in the literature refer to the absence of influence and power Blacks have in predominantly white institutions as being important factors creating barriers to higher education for Blacks. It is important to understand that Blacks in white colleges and universities have less power, fewer role models and advocates, and less success than their peers in black schools.⁷ In predominantly white institutions, black students face an enormous lack of control and influence. Without a viable voice on campus, black students can do little to remove barriers confronting themselves or potential classmates.

Two barriers to higher education confronting minority students indicated in the literature are addressed in the handbook for EOP Program directors--the effects of race on educational opportunity and

⁶Rene Nunez, "Recruitment and Admission of Minority Students: The Glaring Reality," in The Minority Student on the Campus: Expectations and Possibilities, Altman and Snyder (Boulder: Western Interstate Commission for Higher Education, 1971), pp. 127-140.

⁷William M. Boyd, II, Access and Power for Blacks in Higher Education (1972), pp. 1-2.

the lack of quality high school education for minorities.

In light of the far-reaching effects of racism, the handbook points out the need for EOP programs to expand their efforts to offer educational opportunities to minorities. Administrators are encouraged to counter the effects of racial discrimination at all levels. One idea is for the recruitment component to counsel or engage in dialogues with high school students concerning available educational opportunities.

The following statement appears in the handbook section, Defining Students to be Recruited: "Minority/low-income college recruitment programs can serve to enlighten students about educational alternatives." (p. 18) The problem of minorities entering college with inadequate high school preparation is dealt with in the Input and Treatment Components.

Characteristics and Academic Performances
of Underrepresented Students

In a study conducted at forty colleges and universities across the United States during the 1972-1973 academic year, William Boyd of the Educational Policy Center in New York found that the following characteristics applied to at least eighty percent of the black college students interviewed: Black students are graduates of public high schools (ninety percent), and are not married (ninety-one percent). Most black students go to college in their home area, attend and

participate in classes at least as much as other students, and maintain at least a "C" average. Two-thirds to three-quarters of black students indicated that obtaining sufficient funds to finance a college education is a critical problem.⁸

Boyd also found inadequate college preparation to be a problem for Blacks. Seventy-one percent of black students would prepare differently, if they could do it again, to eliminate deficiencies in their high school experience. Boyd also reported in his findings that neither parent of fifty-nine percent of black students attended college. Fifty-six percent of black students come from large cities. The families of fifty-four percent have income of less than \$10,000. Fifty-two percent rate their preparation for college as fair or poor. Fifty percent feel that they are "special admits."

Brooks and Sedlacek focused their study on Blacks attending predominantly white campuses because these institutions have the financial footing, broad curricula and the capability of making the biggest difference with respect to the recruitment, enrollment and policies regarding black students.⁹ Astin reported that a nation-wide

⁸William M. Boyd, II, "Black Student, White College," College Board Review (Winter, 1973-74), p. 21.

⁹Glenwood C. Brooks, Jr. and William E. Sedlacek, College Admissions and the Black Student: Results of a National Survey. Research Report (1970).

survey indicated that the percentage of Blacks enrolled as freshmen dropped from its peak of 8.7 percent in the fall of 1972, to 7.8 percent in the fall of 1973. Speculation on the reasons for the decrease focused on the general inadequacy of student aid for low-income students and on a possible shift in student-aid priorities. In addition, some institutions may be concentrating their recruiting efforts toward more academically traditional students.¹⁰

In a study of black students at predominantly white colleges, a researcher found that Blacks attending colleges increased eighty-five percent between 1964 and 1968, compared to an enrollment increase of forty-six percent for all students.¹¹ He further states that one of the most serious problems has been what Egerton terms the "unpreparedness of colleges and universities."¹² These institutions tend by their very nature to be slow to change. Egerton concluded that few of those he studied have demonstrated "either the skill or the determination to educate students who differ markedly from the

¹⁰Alexander W. Astin, "Enrollment of Black Freshmen Slowed, This Year, Study Indicates," The Chronical of Higher Education (February 11, 1974), p. 3.

¹¹John A. Centra, Black Students at Predominantly White Colleges. Research Bulletin 70-19 (Princeton, New Jersey: Educational Testing Service, 1970).

¹²John Egerton, "Higher Education for High Risk Students" (Atlanta: Southern Education Foundation, 1968), p. 24.

middleclass white students they are accustomed to having."

An attempt to get at the question of college admissions and the black students, Sedlacek and Brooks found that very few Blacks (three percent of 1969 entering freshmen) were entering the large, primarily white universities; and, while many schools had established special programs for Blacks, the admissions procedures used for these programs and for regular black admissions remain very traditional.¹³

In an evaluation of disadvantaged students who were admitted to highly selective institutions by relaxing traditionally stringent admissions criteria, Astin reported that their persistence rate was only slightly lower than the overall rates.¹⁴ Bayer presented data from his study of 100,000 participants in the Project Talent test battery that socioeconomic status is a minimal factor in the prediction of college completion.¹⁵ Rossman and Kirk provided similar findings in their study of the fall 1966 freshmen class at the University of California and state that withdrawers and persisters

¹³ Brooks and Sedlacek, College Admissions and the Black Student: Results of a National Survey.

¹⁴ Alexander W. Astin, "Recent Findings from the ACE Research Program: Implications for College Choice and Admissions," College and University (1969), 41, pp. 341-356.

¹⁵ Bayer, Sociology of Education.

shared similar family backgrounds.¹⁶

In contrast, other studies in 1966 and in 1967 associated low attrition with affluence and social level.¹⁷ Panos and Astin reported both father's and mother's educational levels as being predictors of completing four or more years of college.¹⁸ Astin found that students who drop out of college come from lower socio-economic backgrounds, have lower ranks in high school, plan initially to get lower college degrees, and apply for relatively fewer scholarships than do students who do not drop out.¹⁹

Bowers reported on the comparative predictability of grade-point average for regularly admitted and Special Education Opportunity Program (SEOP) freshmen by regressing grade-point average on high

¹⁶ Jack E. Rossman and B.A. Dirk, "Factors Related to Persistence and Withdrawal Among University Students," paper presented at the American Educational Research Association, Los Angeles, February, 1969.

¹⁷ A.G. Nelson, "College Characteristics Associated with Freshmen Attrition," Personnel and Guidance Journal (1966), 44, pp. 1046-1050; J.W. Trent and L.L. Medsker, Beyond High School: A Study of 10,000 High School Graduates (Berkeley, California: Center for Research and Development in Higher Education, University of California, 1967).

¹⁸ Robert J. Panos and Alexander W. Astin, "Attrition Among College Students," American Educational Research Journal (1968), pp. 57-72.

¹⁹ W.H. Astin, "Personal and Environmental Factors Associated with College Dropouts Among High Aptitude Students," Journal of Educational Psychology (1964), 55, pp. 219-227.

school percentile rank. SCAT verbal scores were found to be significant predictors of grade-point average for all groups. SCAT quantitative scores were a significant predictor of grade-point average for regularly admitted men only. High school percentile rank was a better predictor for regularly admitted freshmen than for SEOP freshmen. SCAT verbal scores were better predictors for men, while within the regularly admitted sample SCAT verbal scores were a better predictor for women.²⁰

Eowers conducted a two-year longitudinal evaluation of SEOP students admitted as freshmen in 1969 at the University of Illinois at Urbana-Champaign. He stated that the overall academic achievement of students entering SEOP is predictable from customary predictors such as high school percentile rank and standardized test scores (SCAT Verbal and SCAT Quantitative). These measures were all found to be valid predictors of overall grade-point averages for SEOP students.²¹

²⁰John Eowers, "The Comparison of G.P.A. Regression Equations for Regularly Admitted and Disadvantaged Freshmen at the University of Illinois," Journal of Educational Measurement (1970), 4, pp. 219-225.

²¹John Eowers, The Evaluation of a Special Opportunities Program for Disadvantaged College Students, U.S.H.E.W. Project 9-E-136 (Urbana, Illinois: Measurement and Research Division, Office of Instructional Resources, University of Illinois at Urbana-Champaign, 1971).

Despite the handicapping factors, particularly low socioeconomic background, the attrition of black students appears to be relatively small. Reports of persistence for underrepresented students cite persistence at: 62 percent in 7 formerly all-white state colleges and universities in Tennessee after a 21 month period;²² 40 percent of the participants in an Upward Bound Pilot Program, after 2 years;²³ 89 percent for freshmen educational opportunity students, as compared with an approximate 75 percent persistence rate for the University of Missouri-Columbia freshmen class as a whole;²⁴ 85 percent of the educational opportunity students admitted to the Berkeley campus at the University of California,

²²N.E. Bradley, "The Negro Undergraduate Student: Factors Relative to Performance in Predominantly White State Colleges and Universities in Tennessee," Journal of Negro Education (1967), 36, pp. 15-23.

²³H.S. Dyer, "Toward More Effective Recruitment and Selection of Negroes for College," Journal of Negro Education (1967), 36, pp. 216-229.

²⁴L.L. Phodes and R.B. Caple, "Academic Aptitude and Achievement of Educational Opportunity Grant Students," Journal of College Student Personnel (1969), 10, pp. 387-390.

after three-quarters;²⁵ 85 percent of the students who did not meet the usual admissions requirements at Mount Holyoke, after 4 years;²⁶ and 80 to 85 percent of the students participating in Harvard's "high risk" program.²⁷

The studies above were conducted to carefully examine the characteristics of minority students in higher education. These studies, which focus primarily upon Blacks, were used to delineate for the handbook the characteristics which potential and current EOP students should exhibit.

In other studies the focus was on academic performances of EOP type students on college campuses. These studies emphasized the magnitude of academic success which minority/low-income students are achieving nationally. The research suggests that despite the adjustment of entrance factors for underrepresented students, EOP students on the whole are overcoming high school deficiencies and actively competing with the majority college population. The effectiveness of the EOP Program organization is central to the rate and extent to which its students progress academically.

²⁵B. Somerville, "Can Selective Colleges Accommodate the Disadvantaged? Berkeley says 'yes.'" College Board Review (1967), 65, pp. 5-10.

²⁶Carolyn R. Ludwig, "How 'calculated risks' fare at Mount Holyoke," College Board Review (1966), 61, pp. 21-22.

²⁷John Egerton, "High Risk," Southern Education Report (1968), 3, pp. 3-14.

The overall positiveness of many of the reports concerning obstacles which minority/low-income students face, was additional assurance that developing a handbook could serve a needed and useful purpose by aiding the key individuals who determine the final direction of EOP programs. Clearly, even though many programs are not functioning at completely comprehensive levels, significant numbers of program participants are gaining a college education.

The findings indicate that while the struggle for equal educational opportunity is still very operative, programs and their students are actively engaged in confronting, overcoming, and eliminating barriers. Such heartening findings inspired the positive framework on which the handbook was formed.

CHAPTER III

DEVELOPING A HANDBOOK FOR EOP PROGRAM ADMINISTRATORS

Many persons working in minority higher education programs have criticized the lack of research and techniques specifically related to their professional areas in current publications. In general, both staff personnel and administrators of minority student programs work in an environment which is hostile, therefore, they need all the help and supportive references available.

Presently, no national publication focuses on the various minority higher education components (recruitment/admissions, financial aid, orientation, academic advising, tutoring, counseling and career development). The existing evaluative reports prepared by professional researchers are usually submitted to college governing boards, state legislative bodies or special committees for the purpose of fiscal year reports on the programs. However, little or no sharing of such research or publications goes beyond the local groups involved.

Now, more than at any other time, colleges and universities are declaring their need for assistance in the development of new and existing programs designed to assist minority students. Programs

for minority/low-income students are being asked to account for themselves and for the quality of services they provide to students. Thusly, there has been generated a need for communication and the sharing of skills by individuals working with minority students on college campuses.

The handbook for EOP Program administrators attempts to further communication and skills exchange among programs. The contents of the manual were based on personal experiences directing and working in several EOP Programs throughout the country and the pertinent literature. What follows is a study incorporating the writer's experience and the evidence in the literature of the development and management of educational opportunity programs for minority/low-income students.

Program Planning

One of the principal hurdles when developing a compensatory program at the post-secondary level is some resolution of the debate on whether institutions of higher education should attempt to educate the disadvantaged.¹ Opponents of such programs generally argue that colleges and universities are designed to provide education only for those who can satisfactorily perform in a traditional program.

¹Egerton, "Higher Education for High Risk Students," p. 11.

Opponents also point out that it is not the responsibility of the college to teach skills which students should have acquired at an earlier stage in their educational program, or basics which are offered in community colleges and adult education programs.

Proponents of educational opportunity programs have generally used one or more of the following statements in support of their demands. Public colleges are supported by all of the public. Therefore, everyone should have access to the programs of such institutions. Colleges have set precedents for admitting students whose educational history varies significantly from the average by admitting foreign students or students with special talents in non-academic areas. Others supportive of the EOP concept have articulated their belief that even private institutions have a responsibility to offer educational opportunities to a more representative cross-section of the population. Generally, supporters argue that what is at issue is the resolution of major policy questions which arise from the dilemma of elitism versus universal access, in favor of diffuse admissions.

Once the decision to develop an educational opportunity program is made, several questions and issues arise. What will the first step be in developing the program? The first step in program development should be to identify goals or objectives for the program. Without valid, clearcut objectives, the remaining functions and

activities of management are relatively meaningless.² Yet, many programs have been started without carefully stated goals and objectives. Once underway, issues of management become important. At the point in which objectives are identified, they should meet several generalizable criteria.

Objectives should be compatible with the general institutional objectives. Program objectives should be feasible. They should be intelligible and acceptable to those who must achieve them and to those persons who are responsible for the overall objectives of the institution. The objectives should be measurable by as many quantifiable criteria as possible. Someone should be explicitly responsible for achieving the objectives. And the objectives should be flexible enough to accommodate change.³

For example, an educational opportunity program might adopt such objectives as:

To enroll 200 minority/low-income students in the 1974 freshmen class and to provide guidance and other related personal, vocational, and educational services which will

²George I. Morrissey, Management by Objectives and Results (Burlington, Massachusetts: Addison-Wesley, 1970), p. 61.

³Ibid., pp. 52-61.

insure that at least 160 of them have earned 30 semester hours of college credit by the end of one academic year. This objective contains elements of specificity, is quantifiable or measurable, and provides some direction in establishing program goals. First of all, the program must be designed to recruit, admit, and enroll a specific number of a specific kind of student. The program must provide general kinds of services (i.e., personal, vocational, educational) to enable a designated number of students to achieve a certain number of college credit hours by a specified length of time.

The sample objective can now be sub-divided into program components which can be classified as "input component," the characteristics of the minority/low-income students one wants to bring into the program and the activities and resources needed to bring them to the program; "treatment component," the characteristics of the services and processes one wants to bring to bear upon the students and the activities and resources needed to provide these services and processes; and, "output component," the characteristics which one wants students to exhibit after the treatment, and how these will be identified.

There are two additional component areas which must be included in programs being developed to offer access and equal opportunity at the post-secondary level to minority/low-income

students. These are a "research component" and a "feedback component." In the former, the concern is with the activities and resources needed to evaluate in meaningful, intelligible terms the performance in the input, treatment, and output areas. The results of the evaluation process should be fed back into the program components through use of activities and resources in the "feedback component" of the program (see Diagram).

Each program should have input, treatment, output, research, and feedback components. Generally, the activities performed and resources used within each of these areas will overlap in most programs. However, in planning a program one should find it useful to state objectives for the entire program and goals for each component of the program.

The identification of resources needed to accomplish the stated objectives is the second step in program planning. The term "resource" is used to include all of the direct and indirect support a program requires. Resources include personnel, salaries, space, supplies, and all other things needed to accomplish program objectives. For purposes of planning, these needs are translated into dollar equivalents.⁴ Identification of resources should be closely related

⁴Manual H. Pierson, statement made in an MBO Presentation for the Short-Term Training Institute for Developing Educational Opportunity Program Administrators, University of Iowa, August 7, 1973.

to stating objectives in order to assure "attainability," one of the criteria for developing good objectives. One cannot reach a goal if no resources are available or accessible to achieve that goal.

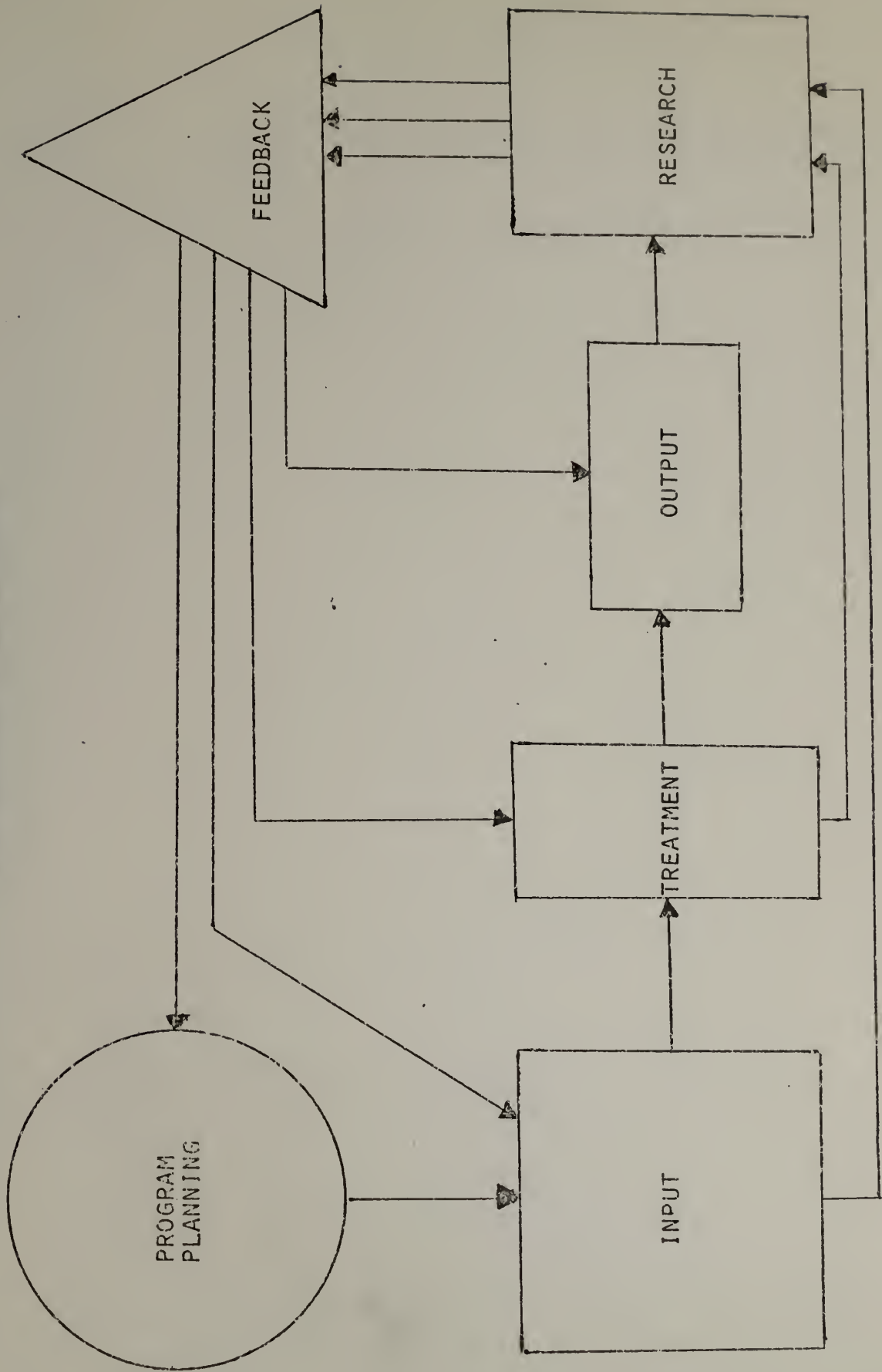
Planning for the future becomes a difficult task for program directors when funds have not been committed beyond the current fiscal period. Indeed, contingency budgets are highly recommended when preparing an EOP Program budget. Three budget plans are recommended. One which reflects projected growth in the program's student enrollment along with increased supportive services. A second budget based on no growth and minimal increases in funds for operational expenses. And a third contingency budget reflecting project cuts in selected program areas.

In the remaining pages an outline of considerations of activities for each component of a hypothetical educational opportunity program (i.e., input, treatment, output, research, feedback) will be offered in order to provide the planner with some possible variables for model construction.

The Input Component

EOP Program administrators and their staffs should be cognizant of the different labels used to identify low-income and/or minority students.

FOR PROGRAM CYCLE DIAGRAM



As used in higher education, the term disadvantaged is vague and increasingly unacceptable to those deemed disadvantaged by others. It remains, however, the term generally used to designate groups of students from ethnic or socioeconomic backgrounds that have in the past been underrepresented in American colleges and universities.⁵

In view of the connotations of cultural superiority and bias which use of the term disadvantaged has for many persons, it has been generally discarded in favor of a less evaluative term, minority/low-income, to refer to students described in the paragraph above. Minority/low-income as a designation can be applied to students who are members of an ethnic group which has been underrepresented in colleges and the society at large. It can also be applied to members of a group which is not an ethnic minority but is comprised of individuals whose socioeconomic status has placed them at a disadvantage with regard to learning in a traditional school environment. Whether students are members of a minority group, a poverty group or both, they tend:

. . . to lack in the social experiences which our present school curriculums assume to be common to all students. This means that their experiences in the society are marked by sharp differences from the "normal" or "regular" pattern

⁵Sam A. Kendrick and Charles L. Thomas, "Transition from School to College," Review of Educational Research, 40:1 (1970), pp. 151-173.

assumed by the middle-class oriented school.⁶

One basic definition of the EOP student presented in Title 5 of the Administrative Code, Chapter 5 of the California State Colleges, states:

The term disadvantaged student means a student who comes from a low-income family, has the potential to perform satisfactorily on the college level but who has been and appears to be unable to realize that potential without special assistance because of his economic, cultural, or educational background or environment.⁷

The program planner must develop an operational definition of the students the program will serve. These designated students will vary among institutions. The planner must keep the following points in mind when defining the students to be served by the program: the students' prior academic preparation for college; the academic expectations of the college; and the comprehensiveness of the program's supportive services or treatment component.

Generally, the program planner will identify prospective students as "persons who are members of an ethnic minority, from a specific geographic region, and who have parental family incomes at the poverty level for that region of the country." He might further

⁶Edmund W. Gordon and Doxey A. Wilkerson, Compensatory Education for the Disadvantaged (New York: College Entrance Examination Board, 1965), p. 125.

⁷Kitano and Miller, An Assessment of Educational Opportunity Programs in California Higher Education, p. 125.

define these students in comparison to the common academic characteristics of the college's typical freshmen class. For instance, using Scholastic Aptitude or Achievement test scores as determiners, an EOP student could be described as "a student who scores at least two standard deviations below regular freshmen mean scores on the admission tests."

The vast majority of minority students, Blacks in particular, recruited by white colleges in the late 1960's came from families with low-income backgrounds. While socioeconomic status diminished slightly during this period as a factor in determining college enrollment rates, considerable gaps in opportunity remained between students from low and high income families.⁸ The descriptive characteristics of EOP students should be well thought out and developed because they are a significant part of the input component and have a direct bearing on the treatment component. When minority students are actively sought from high need financial categories, then this descriptive characteristic, "high need," as input, has direct implications for the treatment component. To the extent that the college's student financial aid program is limited so will the number of minority/low-income students the college can enroll be limited.

⁸College Entrance Examination Board, Toward Equal Opportunity for Higher Education, p. 10.

Other immediate implications of the descriptive characteristics relate to the identification, recruitment, selection and enrollment of the type of students the program planners want to attract, in the numbers they can serve. Over the years there has been a growing trend for colleges to compete for academically prepared minority/low-income students. Therefore, planners ought to carefully assess their competition for the limited number of highly able students. Both the numbers and the academic readiness of the yield from the admitted students are very important for the recruitment and admissions processes.

Colleges and universities will vary in their approaches to the question of who recruits EOP students for the program. Some colleges have resolved this question by employing the services of black admissions officers to particularly recruit minority students. Still other institutions provide resources for direct use under their EOP Program. In this case, the EOP Program director, staff, and often students currently attending the college will recruit new students.⁹

The present major problem in recruitment is the coordination of processes from the time a student becomes interested, files an

⁹Kitano and Miller, *An Assessment of Educational Opportunity Programs in California Higher Education*, p. 15.

application, and is accepted. If the procedures are not closely programmed many more students will be encouraged to file applications than can be admitted to the institution. This results in disappointment and further disillusionment for those denied entry. One of the goals of the recruiting team should be to attract those individuals who appear to have a chance of being accepted into the institution through the EOP Program. This approach simply requires that the planners of the program have a solid grasp of the type of student the program can assist in successfully competing at the institution.

Committees handling the admission of minority/low-income students should be familiar with indicators for predicting success during the freshmen year. While few indicators are accurate, particularly for minority students, the high school record is the best single predictor of success in college. When the high school record and one or more scholastic aptitude tests are combined, the efficiency of prediction increases. The use of biographical data is useful but varies with the nature of data collected and the institutions where the students enroll.¹⁰

The program planner should recognize that while high school grades are generally the best single predictor of success in college (as measured by freshmen grade point averages) there is evidence that

¹⁰Kendrick and Thomas, "Transition from School to College."

high school grades do not consistently make the greatest contribution in predicting college grades of black students, perhaps particularly of men, whereas they do for whites.¹¹

Candidates for admissions to an EOP Program should be made aware of the materials required to complete an application, that is, a special application for the program, high school transcript, test scores, letters of recommendation, autobiographical statement, and whether or not a personal interview is required. All applicants should be contacted if they do not have a completed application by a designated date. Planners should anticipate the need for clerical assistance during this period. Giving the candidates individual attention throughout the admissions process will undoubtedly increase the number of potentially acceptable students.

Part of the function of the input component is to identify from among the applicants those students who are not educationally qualified, but who are intellectually competent and who could, with some support and tutoring, enter with a high potential for success. One experienced educational opportunity program administrator offers the following EOP admission criteria:

Admissions Criteria for EOP Students. I must very honestly say that after having worked in this area for almost three years, I

¹¹Charles L. Thomas and Julian C. Stanley, "The Effectiveness of High School Grades for Predicting College Grades of Negro Students," Journal of Educational Measurement, 6:4, (1969), pp. 203-215.

really don't know the answers. I have attended a variety of meetings across the nation, where this kind of thing has been discussed and this seems to be the foggiest area of concern. I can say with some degree of assurance that no one has found any objective criteria that is sufficiently predictive, that it will allow us to make generalized decisions. As a matter of fact, I would go a step farther and say that for EOP-type students, we can at the very start disregard objective criteria. Let's take for instance the most commonly used objective criteria, that is, grade point average and ask ourselves what this means in terms of college prediction. Do A's and B's in high school really mean that they have conformed to the establishment? Or does it mean that this student's parent was the president of the PTA? Do these things really determine college success? There are, however, a few areas that one might investigate:

1. Motivation--One of the most elusive characteristics of humans is this thing called motivation. There has yet to be enough study in this area, but it seems to be a quality that all of us can identify, but no one can measure. I would look for motivation in terms of things called "guts" and "self-propelled" student.
2. Desire--Desire seems to differ from motivation in that desire has lasted for maybe a different length of time than motivation. Desire appears to be something more verbal while motivation is an internal characteristic, however, one needs to know that the student has and is willing to verbalize this higher education desire.
3. Family situations--I would investigate the family situation to determine what kind of high school or junior college life this student led in a particular family context. That is, it seems to me quite different that one student has a 2.5 grade point average, while having all the luxuries of middle class life, and another has a 2.5 grade point average and was the eldest of seven children who never turned off the television, etc. So we are talking about looking at a student as not only an academician in its isolated sense, but in its social, economic, and cultural sense.¹²

¹²Washington, Educational Opportunity Program, p. x.

In summary, for the input component, the planner should develop an operational definition of the student he wants to attract. The operational definition should be as specific as possible. This is especially important in regard to financial characteristics because available money is a crucial variable in determining how many students can be enrolled in the program. The selection process should take into account the aptitude, achievement, and interests of the student in as specific terms as possible, and these characteristics should be related to the "treatment component" of the program. Recruitment of the students will be facilitated by using the EOP staff and students who are attending college. If such personnel are not available, recruitment can be accomplished through routine admissions office operations. The student who finally appears on campus must be recognized as having individual strengths as well as deficiencies.

The Treatment Component

This component is the heart beat of a comprehensive college based EOP Program. The treatment component generally involves some combination of the following services: tutoring, counseling, academic advising, and developmental courses. These kinds of supportive services strengthen the academic weaknesses of program students. The treatment component is designed to facilitate an EOP student's transition from dependency to independence.

Specific "treatment" goals differ among the various college EOP Programs through the country. The overall or general goal of any EOP treatment component is to provide the services necessary for EOP students to achieve at their potential levels in their college course work, within a reasonable period of time. The University of California literature on their 1971-1972 EOP states:

The purpose of the Educational Opportunity Program is to enroll able people from minority and/or low-income backgrounds, finance their education when need exists, and make available academic support (in the form of tutoring and counseling) to help insure their success as university students.¹³

The treatment component should be determined by student needs and interests and the goals of the program. However, the treatment component will finally be shaped by available resources. Therefore, the decisions regarding what special treatments will be offered the students and who will provide these services must be made simultaneously since treatments are dependent upon resources.

The coordination and cooperation between the input component (specifically admissions) and the treatment component is of vital importance to a smoothly run program. For example, the admissions committee has reviewed the completed applications of five students interested in the School of Social Science. Letters of recommendation as well as high school transcripts and standard test scores

¹³Timothy S. Knowles, "Opportunities in Higher Education in California for Minority Students" (Irvine, California--University of California at Irvine, 1972), 2nd ed. of EOP Program Brochure, p. 6.

support above average performances in the social science areas for all five applicants. The applicants have submitted all the required information and if accepted to the program, financial aid is available to them. Each student has indicated his major (political science, sociology, etc.) in the autobiographical statement. Two of the five student applicants appear to be very weak in math. Both received below average grades in a limited number of math courses and their test score results were in the lower 20th percentile.

The committee is concerned because the School of Social Science requires nine math and computer science courses for all of its majors. The math sequence begins with a first year course in calculus, and includes three computer courses. In order to make the best decision concerning the two applicants with math problems, it is vital that the admissions committee be cognizant of the treatment component capacity. The admissions committee must be able to answer the following question: Can the tutorial program successfully assist these two students so that they can earn passing grades in the required math courses? The committee should make its final decision based on the ability of the "treatment" facilities to strengthen the weaknesses identified in the two applicants in question.

Any counseling service must be staffed with capable and experienced personnel. A counselor working with black students, will need to know several things, according to Mitchell:

They (the counselors) need to know about and admit to the racist posture of this country, which has denied humanity to blacks for over three hundred years, and to think about the implications of that fact. They need to know about how the black student perceives himself and his place in America. They need to know about the institution in which they work in terms of the effects of its practices and procedures on black students. But most of all, they need to know themselves. They need to know their own prejudices and fears and seek solutions to their own hang-ups; they need to get themselves together first. If they are not willing to do these things then they have no business counseling black students.¹⁴

A well developed counseling program will help students achieve a smooth transition from high school to college. Counseling services also provide EOP students with assistance in personal and social problem solving as well as academic direction while in college.

In summary, program planners must develop treatments based upon the needs of the students, the resources available, and the goals or objectives of the program. Students who have needs that the program cannot meet should be carefully screened by the admissions committee. Program personnel and those who will be in continued contact with the students should be flexible, compassionate, imaginative, and have a good understanding of their own strengths, weaknesses, and prejudices, when they relate to these sensitive

¹⁴Horace Mitchell, "The Black Experience in Higher Education," The Counseling Psychologist, 2:1, pp. 30-36.

students. Finally, the program should assist every student to become "independent" of the program's services.

The Output Component

The output component is primarily concerned with the characteristics the students exhibit after "treatment." In general, having specified the overall objectives of the treatment component, the program planners must concern themselves with individual student progress as it is reflected in the output component. The changed characteristics of an EOP student may or may not result in the student becoming less dependent upon the program. The desirable output consequence would result in a greater independence amongst program participants.

The "outputs" of an EOP Program are multitudinous, but the planners should concern themselves primarily with those that relate to the objectives set forth as primary goals of the program. For instance, if an objective of the program is for a certain number of students to complete a certain number of credit hours of college work by a specified time, the measure of output will be a function of students, credit hours, and time. No other measures of output would be needed to determine if this objective was satisfied.

While little research has been done on student "outputs" of Educational Opportunity Programs, there have been studies done on output in other areas of education. Astin and Panos observed

differences among institutions in their student "outputs," (proportion of graduates who go on to get the Ph.D.) may result, in part at least, from differences in their student "inputs," (the characteristics of the students they enroll) rather than solely from differences in institutional impact on the students.¹⁵ It seems reasonable to suggest to program planners that the actual "output" of EOP will to a large extent depend on the type of students accepted by the program.

An important function of the output component is to provide a periodic assessment of objectives and student output. All facets of an educational opportunity program, particularly the treatment component, are vitally dependent upon output determinations so that the various program areas can continually address themselves to immediate as well as long range needs.

In most cases, the EOP director will have to rely heavily on his staff's subjective evaluations of students' changed characteristics, the institution's grading system, and the students' self-evaluations to obtain output results. A review of the literature indicates that researchers frequently measure output by its student "drop-out rates" and "failures." The director should not limit

¹⁵Alexander Astin and Robert Panos, The Educational and Vocational Development of College Students (Washington, D.C.: American Council of Education, 1969), p. 2.

assessment to these two variables, but should consider other student outputs. Kitano and Miller found that "a simple drop-out study would not adequately evaluate the EOP Program results." They concluded that:

Most of the students we saw in state colleges would never have been able to attend without special encouragement and financial support. Further, many of these young people are so overwhelmed with personal, family and financial problems not found among white middle-class college students that the fact they remain in college even for a year is in itself remarkable.¹⁶

In order to insure positive output, the educational opportunity program must match student needs.

Several questions can be raised and answered to help planners establish their output objectives:

What are the qualities of the objectives which must be stated?

Output objectives must be measurable, quantifiable, and feasible.

What is an output objective?

An output objective might be to bring the student's study skills, abilities and interests in academic matters to a point where he is virtually independent of EOP.

¹⁶Kitano and Miller, An Assessment of Educational Opportunity Programs in California Higher Education, p. 36.

How and when will satisfaction of output objectives be measured?

Student progress reports should be supplied by tutors, counselors, and instructors. A student self-evaluation would be expected as a part of this measurement.

In summary, there will be educational benefits and detractions as a result of EOP Programs. However, those "outputs" which will be of primary concern to the planners should be the ones which are distillations of stated objectives. Good administrators will transform the "output" results into terms which incorporate the political realities of the existing system.

The Research Component

Research is simply controlled inquiry concerning a certain event or events with the purpose of furthering and/or verifying knowledge that will help scientists achieve their goal. Educational research has the same general goals as other research and follows the same scientific method of investigation. It is, of course, restricted in scope to educational issues.¹⁷ Travers states that "the scientific goal of educational research is to discover laws or generalizations

¹⁷ Irvin Lehmann and William Mehrens, Educational Research (New York: Holt, Rinehart and Winston, 1971), p. 2.

about behavior which can be used to make predictions and control events within educational situations."¹⁸ The research component in the EOP Program cycle (see Diagram) therefore is primarily concerned with examining applied functions of the "input," "treatment," and "output" components, in order to evaluate the components' effectiveness in achieving stated goals.

A staff researcher would provide the program personnel with continuous feedback obtained from on-going data collection. This aspect of research is vital for the fullest use of the output component. In situations where the data indicates that the projected goals are not being met, appropriate adjustments can be made immediately to solve the problem. This type of research, directed toward the solution of currently existing problems is applied research. Applied research is undertaken to solve an immediate practical problem and the goal of adding to scientific knowledge is secondary.¹⁹

Particular interest groups will want to know how effective the program has been. The researcher is responsible for the response. The researcher ascertains program effectiveness by collecting and analyzing the program data. Interested parties might include the

¹⁸Robert Travers, An Introduction to Educational Research, 2nd ed. (New York: Macmillan, 1964), p. 5.

¹⁹Ibid., p. 4.

students, the program staff, the college officials, the funding agency (if other than the college), the educational researchers, and, in some instances, the larger minority community both on and off campus. Each of these groups will have its particular concerns.

The students are likely to need concrete evidence of their progress or lack of progress. If a student is not developing his/her full potential, the director or other staff must be able to help the student delineate the reasons for that lack of progress. The program staff needs to know how students have been approached in order to reinforce or alter these efforts. The college will need to know if the program has met its objectives and how college resources are being used. Educational researchers will want to know what techniques or activities were productive so that they can replicate them. The minority communities need accurate accounts of how their efforts, if any, have contributed to the successes or failures of the program.

The research component function is to research the literature, examine program objectives, review components, evaluate the data, and report findings so as to add to the scientific knowledge about EOP Programs and directly affect overall program development and direction. To this end, it would be an invaluable asset for an educational opportunity program to hire as a part of its staff,

a full-time director of research if funds are available.

Much of the success met by this component will depend on the college's procedures on institutional research and studies. If an office on campus has been designated to carry-out all institutional studies, it becomes imperative that the EOP administrator utilizes the data collecting mechanism and analytical skills of that office. Indeed, on-going data collection and analysis can be easily handled through the proper use of available computer services.

The Feedback Component

The feedback component includes all information received and the dissemination of information within and outside the program. Its importance is substantial. The feedback component is the communication link between the internal segments of the program.

The director of the program will have the greatest responsibility for keeping others informed about program progress. In this respect, he will need to engage in regular communication with the chief executive of the college. This may be done through brief weekly memos of developments and activities of the program and through periodic conversations with the chief executive. History has shown that most EOP type programs come under attack or encounter difficulty from time to time. Therefore, it is imperative that the President or Chancellor be kept informed of program developments.

When possible, successes of the program should be brought to the attention of the administration. It will be considerably easier to present the case for new resources and refunding if the administration is fully informed about program concerns.

The faculty and general college community should also be kept informed about program progress. A well informed faculty and college community will be more willing to offer their assistance to the program. Selected members of the faculty should be actively recruited to serve as faculty-fellows, volunteer tutors, and academic advisors. College faculty should be on the EOP mailing list. Regular meetings for all students in the program ought to be scheduled to keep students informed about the program. For relatively small programs, periodic meetings are an excellent means of bringing students and staff into close contact with each other. Research results can be made available to other educators and educational researchers through attendance at educational conferences and publication of findings. The program director or his researcher will want to circulate general public news releases through the college's Public Relations Office. It is important for program credibility to have program information for circulation cleared through the central EOP office, where it should be carefully checked for accuracy and validity.

Feedback strengthens the program components by providing information which enables the components to do a self-evaluation. An

examination of the feedback concerning the input component will help the program staff refine the selection process each year. Given the treatment objective, to move students from dependents to independents, accurate feedback from the output component into the treatment component will give "treatment" facilitators a measured account of the results of their remediation efforts. Often a particular area of EOP will need some minor adjustment in order to maximize its effectiveness. Carefully researched and documented feedback on that particular area should point up minor problems. There is the possibility that feedback will indicate aspects of the program which may need drastic overhaul. Conversely, feedback is essential to the program as a positive reinforcer.

CHAPTER IV

DETERMINING USEFULNESS OF HANDBOOK

The study was designed to determine the usefulness of An Administrative Handbook for EOP Program Directors.

The basic procedural design for the study includes:

- (1) A preliminary search for materials being used by selected colleges and universities in their EOP Programs which specifically are geared towards administration and program management
- (2) The development of a handbook containing administrative guidelines and procedures for operating an EOP Program.
- (3) The development of an evaluative questionnaire
- (4) The collection of data from the questionnaire results
- (5) The analysis of the data in terms of handbook usefulness

Pilot Study

In the pilot study, twelve multi-campus institutions were contacted (see Appendix B). Each institution was sent a letter requesting information on their regional campuses' EOP Programs. The specific request for information focused on materials available which could assist this study in the development of an EOP administrator's handbook. In addition, each central administrative

office was asked to return a roster of the 1974-75 EOP directors in their system. A total of eleven responses were received.

In all instances, my letter to the central offices was transferred to local campus programs. The materials returned came from EOP Program administrators. In some cases, a system-wide EOP coordinator responded. Only one responding institution sent materials which addressed the issue of managing an EOP Program.* All other materials submitted focused on brochures and pamphlets which were student-oriented and primarily designed to provide informational substance for students. The scarcity of administrative materials strongly supported the idea that little work has been done in the area of developing materials for managers of EOP Programs.

A second observation made as a result of the pilot study was whether or not directors perceive the need for some form of EOP administrative guidelines. In many of their responses, directors expressed an interest in the results of the study. The following are a sampling of the comments received:

I hope this response meets the spirit of your request. I would appreciate receiving the results of your study when it is completed.

Good luck and much success with your important study.

*General Plan for the Organization, Development Coordination, and Operation of the Educational Opportunity Programs of State University of New York for 1974-75.

Please do share with us a copy of your study when it is completed.

We would appreciate very much your willingness to share the results of the study once it has been completed.

In summary, the pilot study served to reinforce one assumption made by this author when the handbook concept was originally conceived: that there is little in the available literature which specifically addresses the crucial issue of EOP Program management. In addition, the study generated the names of current directors at multi-campus institutions which have system-wide EOP Programs. Lastly, there was interest shown in definite positive comments regarding the planned handbook introduced in the letter of inquiry.

Final Formative Product Evaluation

The formal evaluation of the handbook was conducted by randomly selecting forty (40) EOP directors and requesting that they read the handbook and complete a questionnaire. A letter of transmittal, a questionnaire, and a self-addressed stamped envelope was mailed to each potential respondent with the handbook. (See Appendix C.) The total response was good. Twenty-two (22) questionnaires were returned; the results of which are included in the next section of this chapter.

Follow-up telephone calls were made on two different occasions to directors who had not returned the questionnaire by the deadline date. In all, thirteen calls were made to individuals. The calls

produced generally positive responses from directors; most of whom indicated that they had either recently mailed the questionnaire or would complete it and return it immediately. Several EOP directors had been out of town or on vacation.

EOP Directors Respond

The purpose of this study was to develop a handbook for EOP Program administrators and to assess its usefulness by conducting a survey of forty program directors. A total of twenty-two directors returned questionnaires and their responses comprise the data used in the study. This data has been compiled and is presented in Tables 3 through 16, corresponding with Questions 1 through 14 of the questionnaire. A description of the methods used to analyze the data and the results of this data are contained in the body of this section.

The set of scores for each question presented in Tables 3 through 16 is organized under a frequency distribution format. This method of describing the data was chosen because it offers in varying forms the number of occurrences of the options presented for each question in the questionnaire. The "absolute frequency," "relative frequency," "adjusted frequency," and "cumulative adjusted frequency" were used in the analysis of each question. Missing values were recorded and included in the absolute and relative

frequency calculations.¹

According to the directors' responses, the single most important fact derived from the questionnaire results was that the majority of directors saw the handbook as something they would use. Table 3 shows 86 percent of the directors indicating a willingness to use the handbook. Three directors were undecided as to whether or not they would make use of the handbook, while none of the directors responded negatively to this question.

Questions two and three centered on the clarity of the stated purpose and the extent to which the purpose was evident throughout the handbook. Responses to these questions demonstrated the complete satisfaction of the directors with the way in which the purpose of the handbook was handled. Questions two and three in Tables 4 and 5 which queried the statement and usefulness of the purpose of the handbook received 22 out of 22 yes responses each.

Question four was designed to establish how the directors perceived the general layout of the handbook. Table 6 indicates that 68 percent of the respondents felt the layout was appropriate and that 32 percent were undecided as to the appropriateness of the layout.

Questions five through eleven were specifically designed to facilitate the rating of individual sections of the handbook. To achieve this goal, directors were given the following instructions

¹Jimmy R. Anos, Foster L. Brown, Oscar G. Mink, Statistical Concepts: A Basic Program (New York, Evanston, and London: Harper & Row Publishers, 1965), p. 21.

TABLE 3

Question 1. Is this Handbook something you would use?

Options	Absolute Frequency	Relative Frequency	Adjusted Frequency	Cumulative Adjusted Frequency
a. Yes	19	86%	86%	86%
b. No	0	0	0	0
c. Undecided	3	14%	14%	100%
Missing Values	0	0	---	---

n=22

TABLE 4

Question 2. Was the purpose of the Handbook clearly stated?

Options	Absolute Frequency	Relative Frequency	Adjusted Frequency	Cumulative Adjusted Frequency
a. Yes	22	100%	100%	100%
b. No	0	0	0	0
c. Undecided	0	0	0	0
Missing Values	0	0	---	---

n=22

TABLE 5

Question 3. Was the purpose evident throughout the Handbook?

Options	Absolute Frequency	Relative Frequency	Adjusted Frequency	Cumulative Adjusted Frequency
a. Yes	22	100%	100%	100%
b. No	0	0	0	0
c. Undecided	0	0	0	0
Missing Values	0	0	---	---

n=22

TABLE 6

Question 4. Was the general organization (layout) of the Handbook appropriate?

Options	Absolute Frequency	Relative Frequency	Adjusted Frequency	Cumulative Adjusted Frequency
a. Yes	15	68%	68%	68%
b. No	0	0	0	0
c. Undecided	7	32%	32%	100%
Missing Values	0	0	---	---

n=22

for answering the questions:

Rate questions 5 - 11 using the scale beginning 'Very Effective' and ending 'Not at all Effective.' Circle the letter of your response.

Tables 7 through 13 correspond with questions five through eleven in the questionnaire.

Table 7 shows the results of the questionnaire on the handbook sections concerned with the Model for EOP Program Cycle.

Thirteen directors indicated that they felt the model was either "effective" or "very effective." These two groups of responses comprised 59 percent of the total responses to question five. Another seven or 32 percent felt the model was "somewhat effective," while there were two directors or 9 percent who indicated that they had "no opinion" about the model for the program cycle.

The section on Program Planning, Table 8, received a combined total of seventeen absolute frequencies in the categories of "Very Effective" and "Effective." This total was the highest absolute frequency rating received by any question directly rating the individual sections of the handbook. Eight directors or 36 percent indicated a "Very Effective" rating on this section of the handbook. Nine checked "Effective" for the question, which was 41 percent of the total responses. The 77 percent cumulative response is a strong indication that the majority of the directors felt the section on program planning in the handbook to be effective. One director indicated in a note accompanying the questionnaire, that the program

TABLE 7

Question 5. Section on: Model for EOP Program Cycle

Options	Absolute Frequency	Relative Frequency	Adjusted Frequency	Cumulative Adjusted Frequency
a. Very Effective	6	27%	27%	27%
b. Effective	7	32%	32%	59%
c. No Opinion	2	9%	9%	68%
d. Somewhat Effective	7	32%	32%	100%
e. Not at all Effective	0	0	0	0
Missing Values	0	0	---	---

n=22

TABLE 8

Question 6. Section on: Program Planning

Options	Absolute Frequency	Relative Frequency	Adjusted Frequency	Cumulative Adjusted Frequency
a. Very Effective	8	36%	36%	36%
b. Effective	9	41%	41%	77%
c. No Opinion	0	0	0	0
d. Somewhat Effective	5	23%	23%	100%
e. Not at all Effective	0	0	0	0
Missing Values	0	0	---	---

n=22

planning section of the handbook was "extremely well done."

Question seven had a unique spread of responses to the section dealing with The Input Component in the handbook. Table 9 indicates that the relative frequency for "Very Effective" to be 36 percent, "Effective" to be 32 percent, "Somewhat Effective" to be 23 percent and "No Opinion" at 9 percent. The wide spread of responses may have resulted because the input section of handbook could not specifically address the needs of any single program. Each program has to finally compose its own definition of the students it plans to serve.

In their responses to the section of the handbook on The Treatment Component, a majority of the directors, 55 percent, indicated that they found this section to be either "Very Effective" or "Effective." Table 10 also shows that seven directors concluded that the treatment section of the handbook was "Somewhat Effective," while three raw scores were reported under the "No Opinion" option.

Table 11 indicates that every director felt that the section on The Output Component was at least "Somewhat Effective" in its content within the handbook. The absolute frequency breakdown indicates "Effective"--9, "Very Effective"--7, and "Somewhat Effective"--6. The cumulative adjusted frequency for "Very Effective" and "Effective" responses was 73 percent.

The Research Component results are shown in Table 12. A total of sixteen directors, out of the twenty who responded to

TABLE 9

Question 7. Section on: The Input Component

Options	Absolute Frequency	Relative Frequency	Adjusted Frequency	Cumulative Adjusted Frequency
a. Very Effective	8	36%	36%	36%
b. Effective	7	32%	32%	68%
c. No Opinion	2	9%	9%	77%
d. Somewhat Effective	5	23%	23%	100%
e. Not at all Effective	0	0	0	0
Missing Values	0	0	---	---

n=22

TABLE 10

Question 8. Section on: The Treatment Component

Options	Absolute Frequency	Relative Frequency	Adjusted Frequency	Cumulative Adjusted Frequency
a. Very Effective	5	23%	23%	23%
b. Effective	7	32%	32%	55%
c. No Opinion	3	14%	14%	69%
d. Somewhat Effective	7	32%	32%	100%*
e. Not at all Effective	0	0	0	0
Missing Values	0	0	---	---

n=22

*Actual cumulative was 101 because figures were rounded off to nearest whole number.

TABLE 11

Question 9. Section on: The Output Component

Options	Absolute Frequency	Relative Frequency	Adjusted Frequency	Cumulative Adjusted Frequency
a. Very Effective	7	32%	32%	32%
b. Effective	9	41%	41%	73%
c. No Opinion	0	0	0	0
d. Somewhat Effective	6	27%	27%	100%
e. Not at all Effective	0	0	0	0
Missing Values	0	0	---	---

n=22

TABLE 12

Question 10. Section on: The Research Component

Options	Absolute Frequency	Relative Frequency	Adjusted Frequency	Cumulative Adjusted Frequency
a. Very Effective	6	27%	30%	30%
b. Effective	10	46%	50%	80%
c. No Opinion	0	0	0	0
d. Somewhat Effective	4	18%	20%	100%
e. Not at all Effective	0	0	0	0
Missing Values	2	9%	---	---

n=22

question ten, recorded "Very Effective" and "Effective" responses to this section of the handbook. Two questionnaires had "Missing Values" for question ten. The cumulative adjusted frequency for the combined absolute frequencies of "Very Effective" and "Effective" was 80 percent. Four directors, 20 percent, indicated that they felt this section of the handbook was "Somewhat Effective."

Table 13 shows the results of the questionnaire on the Feedback Component. The largest absolute frequency total for a single option was 14. It was recorded under this question by the "Effective" option. One director had "No Opinion" and "Missing Value" was recorded. The adjusted frequency for "Very Effective" responses was 10 percent, "Effective" was 67 percent, and "Somewhat Effective" registered 19 percent.

Table 14 contains the results of question twelve of the questionnaire. This question was concerned with the respondents' opinion of the breadth of the handbook. Directors who felt that there were managing situations not addressed in the handbook were given the opportunity to list such areas. A total of twenty-two responses were recorded from directors for this question. Seven directors, 32 percent of the total group, indicated that the handbook in their opinion did not address certain management situations faced by EOP Program directors. Comments made by five directors about specific areas missing in the handbook follow:

Housing and Transportation

Communications

TABLE 13

Question 11. Section on: Feedback Component

Options	Absolute Frequency	Relative Frequency	Adjusted Frequency	Cumulative Adjusted Frequency
a. Very Effective	2	9%	10%	10%
b. Effective	14	64%	67%	77%
c. No Opinion	1	5%	5%	82%
d. Somewhat Effective	4	18%	19%	100%*
e. Not at all Effective	0	0	0	0
Missing Values	1	5%	---	---

n=22

*Actual cumulative was 101 because figures were rounded off to nearest whole number.

TABLE 14

Question 12. From your experience, are there any situations regarding managing an EOP Program which the Handbook does not address?

Options	Absolute Frequency	Relative Frequency	Adjusted Frequency	Cumulative Adjusted Frequency
a. Yes	7	32%	32%	32%
b. No	15	68%	68%	100%
Missing Values	0	0	---	---

n=22

The unavailability of funds at the beginning of the semester. Dealing with a non-supportive person, whose ability to function is crucial to the success of the program.

Too numerous to list!

It gives a good basis from which to work. However, it doesn't, perhaps cannot, or should not, address itself to the problem of changing EOP student population, attitude, etc.

Results of question thirteen asking directors to rank the handbook (as a whole) are shown in Table 15. Eleven directors, 50 percent, ranked the handbook "Good." A total of seven directors, 32 percent, saw the handbook on the whole as "Very Good." Four, 18 percent, viewed the handbook as "Average." None of the directors indicated "Poor" or "Very Poor" responses to this question.

Question fourteen asked directors to comment on whether they found the examples and samples easy to understand. If a respondent did not find them easy to understand, the question asked for an explanation. Twenty-one directors responded by indicating that they were able to easily understand the examples and samples presented in the handbook. The single "Missing Values" was accompanied by an explanation. The respondent noted, "examples were too simplistic." Another comment of a more general nature by the same individual included the following:

There are some useful suggestions but any director should be doing many of those things already.

In summary, the responses to the questionnaire suggest that the handbook does offer useful guides and procedural approaches for the effective management of an EOP Program. The questionnaire

TABLE 15

Question 13. How would you rank the Handbook (as a whole) on the following scale?

Options	Absolute Frequency	Relative Frequency	Adjusted Frequency	Cumulative Adjusted Frequency
a. Very Good	7	32%	32%	32%
b. Good	11	50%	50%	82%
c. Average	4	18%	18%	100%
d. Poor	0	0	0	0
e. Very Poor	0	0	0	0
Missing Values	0	0	---	---

n=22

TABLE 16

Question 14. Did you find the examples and samples provided, generally easy to understand?

Options	Absolute Frequency	Relative Frequency	Adjusted Frequency	Cumulative Adjusted Frequency
a. Yes	21	95%	100%	100%
b. No	0	0	0	0
Missing Values	1	5%	---	---

n=22

results pointed out the fact that directors are interested in using the handbook. This fact is a positive indicator of the potential high usage of the handbook if it were made available to FOP Program directors nationally.

CHAPTER V

IMPLICATIONS, CONCLUSIONS, AND RECOMMENDATIONS

This study was carried out in the belief that EOP Program directors, nationally, would find a manual such as, An Administrative Handbook for EOP Program Directors, a useful tool for planning and implementing program operations. In this writer's opinion the development of the handbook and its subsequent evaluation, establishes a new reference for future contributions to the professional field of Educational Opportunity Program administration. Because significant publications geared towards the various aspects of program planning, organizational design and procedures do not exist, this study has been successful in achieving a major step towards fulfilling a vital higher education administrative need. The handbook was developed and enthusiastically received and evaluated by EOP Program administrators.

The responses generated by the writer's initial search and requests for appropriate literature, and by the event of the handbook itself clearly indicate that this study successfully completed its two primary goals:

The development of an EOP administrative handbook

The assessment of the handbook's usefulness

The initial investigation into the development of the handbook definitely indicated that few program directors had as part of their programs, administrative guidelines or procedural manuals on EOP Program administration. Therefore, the handbook obtained its design, content, and theoretical implications primarily from a research of related literature and the author's first hand experiences as an EOP Program administrator.

Given the large task of developing the handbook without any previous models for reference, it was with a great deal of satisfaction that the development of, An Administrative Handbook for EOP Program Directors, was completed within the time limitations for its phase of the study. Because the development of the handbook sets a precedent for further growth in the field of EOP administration, the assessment of the handbook's usefulness by EOP directors then became a second, equal goal for this investigation.

Presented in this chapter are: (1) implications of the study and (2) conclusions and recommendations based on the findings.

Implications

The trend in higher education during the second half of the 70's will be for an even greater scrutiny of special access programs begun in the 60's. Many EOP Programs were originally started as the result of a combination of minority pressure and predominantly white institutional social guilt feelings. Enrolling

increased numbers of underrepresented ethnic minorities was a way for higher education to absolve itself of some grave educational inequities. The wave of 'social accommodation' for colleges and universities is now in its final stages. Complicated by sweeping budgetary cutbacks due to inflation in the economy, EOP Programs, which have always been in adjunct and precarious positions, now face a double jeopardy. A key indicator for program health is the current call for increased accountability for EOP Programs. Today, programs which have or can establish their goals in behavioral terms for objective assessments are better off than those programs which are not setting and meeting goals.

The handbook, developed as part of this study, stresses the importance of EOP Programs critically evaluating themselves so that they can demonstrate excellent performance and meet future as well as presently stated objectives. The literature on management by objectives emphasizes the need for a clear and concise definition of mission as the basis for an effective operation. The time has come for EOP Program directors to include in their focus a thorough understanding of management techniques.

Because EOP Programs must anticipate increased budget limitations and in some cases phasing out into the general college administration, a necessary shift will be from quantity to quality. The best way for directors to meet the current challenges and to

further program viability is to embrace the idea of program refinement through administrative expertise.

Concerns continue to be raised regarding the impact of racism within systems of higher education and the cause and effect patterns which result from its existence. Given the varying levels of sensitivity from one institution to another individual EOP Programs must determine how the consistent condition of institutionalized racism will effect the productivity of the program. Racism must be countered. However, the approach should be worked out with the EOP staff, students, and concerned general campus parties. In most instances a positive approach would be to employ a neutralizing strategy in dealing with racism. Racist attitudes can be countered by better run programs. There will be less ground for attack by detractors if programs are effective and produce results. The students enrolled through EOP will of course only benefit by quality programs.

Several directors who returned completed questionnaires expressed their concerns regarding the future circulation of the handbook in its present copy or an edited edition. They expressed an urgent need for such a publication to be widely circulated. Other directors who took the liberty to share the handbook with staff members indicated that a number of constructive 'management' discussions had been generated.

The definitely positive response by directors to the handbook's usefulness is not surprising. Most EOP directors have never seen a single document which attempted to address the crucial areas affecting the operation of an EOP Program. This is true even after many programs have been in operation for more than a half decade.

The questionnaire results show clearly the basic need for the handbook, even though many programs have broadly different structural designs and serve a wide range of academically prepared students, comprised of varying ethnic groups. The common cord, however, seems to be the lack of professional communication and sharing particularly through printed administrative guidelines.

Conclusions

As a result of a search of the literature and a subsequent pilot study which showed that few studies have been conducted in the specific area of EOP Program administrative procedures, it was this writer's opinion that there were some clear and open indications of the need for the proposed administrator's handbook.

A broad conclusion drawn from this study might be that additional research should be carried out for development of administrative manuals which address specific areas not covered in this study. Such areas might include staff development, budgetary

preparation, and student supportive service units, i.e., tutoring counseling, academic advising.

The writer believes that during this period of growing economic scrutiny within higher education, special programs in particular, must begin to support each other by sharing administrative expertise and program experiences. It is this writer's opinion that more research is needed which is complimentary to the diverse approaches and needs of colleges and universities with EOP type programs. A clustering of institutions according to selected common variables and characteristics would enhance a researcher's ability to develop guidelines and procedures better suited for individual program staff, budget and political concerns. A regional approach would require more specific needs assessments in order to determine particular areas requiring attention.

The writer would suggest to any researcher these key EOP Program and host institution characteristics as significant indicators to be used in the development of supportive administrative materials:

- Public or private sector of higher education
- Four year or two year institution
- Major university (20,000 students), regional, state college, or private institution

- EOP Program staff size
- Institution-wide resources geared towards helping minority/low-income students
- Number of ethnic minority non-EOP students enrolled on campus
- Actual size of budget and categories of funds available
- General sense of effectiveness of present program
- A statement of mission, goals and objectives for the EOP Program

The writer suggests several more specific conclusions, which are as follows:

1. The EOP Program Cycle Diagram can be modified to meet the needs of an individual program.
2. There are degrees of similarities in attempts to meet the academic, financial, and personal needs of minority/low-income students, and these similarities can be addressed in a handbook.
3. Guidelines for writing behavioral objectives should be stressed whenever and wherever professionals involved in EOP Programs meet together, as well as in publications designed to assist in the operational aspects of EOP Programs.
4. A systems approach appears to be well accepted by current administrators as one way to organize EOP Programs on college and

university campuses while meeting the challenge of accountability.

5. Increasingly, better and more research within programs must be fed back into the ongoing operation of the EOP Program so that significant improvements can occur at a minimal cost to the students, the program, and the institution.

Recommendations

This study was undertaken to produce a program management handbook which would be evaluated according to its usefulness by current EOP directors. After carefully reviewing the questionnaire results and comments, this investigator makes the following recommendations:

1. This study should be replicated by geographic region according to institutional and EOP Program characteristics. More detailed attention could then be given to specific areas not included in the more broad national study.
2. The handbook should be widely distributed in order to further share its content with EOP Program administrators not involved as study subjects.
3. A follow-up study should be conducted which addresses the specific needs noted in the directors' written responses on the questionnaire.

4. EOP Program directors and the greater institution should concur on the establishment of program mission and goals.

5. A critical bibliography should be developed and nationally circulated as an aid to EOP professionalism. A definite need for such a bibliography was indicated on the questionnaire responses.

APPENDIX A

AN ADMINISTRATIVE HANDBOOK
FOR EOP PROGRAM DIRECTORS:
'A SYSTEMS APPROACH FOR
PROGRAM MANAGEMENT'

TIMOTHY S. KNOWLES

THIS HANDBOOK IS INTENDED FOR PRIVATE CIRCULATION
AND SHOULD NOT BE QUOTED OR REFERRED TO IN PUBLICA-
TION WITHOUT PERMISSION OF THE AUTHOR.

MAY, 1975

AMHERST, MASSACHUSETTS

TABLE OF CONTENTS

PREFACE	1
INTRODUCTION	2
CHAPTER ONE - A MODEL EOP PROGRAM CYCLE	4
EOP Program Cycle Diagram	6
CHAPTER TWO - THE PROGRAM PLANNING COMPONENT	7
Defining Mission	7
Management	9
Forecasting	9
Setting Goals and Objectives	10
Programming Objectives	13
Budgeting	14
Controlling	15
Diagram	16
CHAPTER THREE - THE INPUT COMPONENT	17
Recruitment	17
Defining Students to be Recruited	17
Admissions/Selection Criteria	19
Selection Mechanism	20
Financial Aid	22
Diagram	24
CHAPTER FOUR - THE TREATMENT COMPONENT	25
Summer Orientation/Skills Development	25
Tutorial Program	26
Academic Advising	28
Personal and Social Counseling	30
Special Curriculum and Courses	31
Diagram	32

CHAPTER FIVE - THE OUTPUT COMPONENT	33
Measuring Output	33
Ideal Performance	34
Measuring Student Progress	37
Corrective Action	37
Diagram	39
CHAPTER SIX - THE RESEARCH COMPONENT	40
Evaluative Research	40
Applied Research	42
CHAPTER SEVEN - THE FEEDBACK COMPONENT	44

PREFACE

This Handbook is designed primarily for the Educational Opportunity Program (EOP) Administrator (Manager) who is charged with the responsibility of directing a college or university program serving minority/low-income students. The EOP directorship is a vital yet precarious position. A director, if not careful, can easily get caught between two complex forces on a campus - the administration and the minority students. Because of the intricate nature of their jobs, EOP directors are continually seeking ways to effectively manage their programs.

The specific focus of this Handbook is geared towards the director, who occupies the "hot seat" within an EOP Program. Whenever anything goes wrong, (regardless of how or why), the director is called upon to respond. As chief administrator, the manager must be sensitive to all aspects of the program. The director should know what is going on within EOP at all times.

An EOP director can only be as effective as the organizational structure of the EOP Program. In order for any EOP Program to provide solid supportive services, it must have a competent and dedicated staff. Students enrolled in college through EOP need to be committed to the tasks associated with academia. Sufficient resources are needed to support crucial program functions. The director is the most influential individual in terms of setting the operation into motion and being responsible for its success or failure.

INTRODUCTION

Over the past ten years increased numbers of minority/low-income students have become part of the unprecedented growth of post-secondary educational institutions. Colleges and Universities have established special services programs to address the needs of students recruited and enrolled as special undergraduate students on their campuses. Managing Educational Opportunity Programs (EOP) is now a central issue for educational leaders. Accountability is the key term used in discussions concerning the future of EOP Programs. Increasingly, directors are being asked to substantiate their budget requests, report on student performance, and to evaluate the level of services provided to program students. Directors must accept the challenge to strengthen existing programs by learning to manage EOP Programs for performance.

Even though they are not designated as managers, EOP directors and administrators must in fact exercise the management function and are paid for managing programs. Prevalent management concepts are:

1. managing service institutions for performance
2. management by objectives (MBO)
3. manager development
4. program planning and budgeting

Increasing numbers of program directors are being asked to operate their programs under a more "management conscious" format.

Initially EOP directors were selected primarily for their visibility and leadership qualities. Often they were expected to perform as supermen. Individuals are important to any program. But what is needed now and for the future are:

1. clearly defined objectives
2. stated policies for carrying-out objectives

3. administrators who can employ creative management techniques to produce results

In order for an EOP Program to be truly effective, program direction must be crystallized. The best manager can experience poor results with an ill defined system.

Because EOP Programs must continually justify their existence (by proving that non-eligible high potential students can succeed in post-secondary educational institutions), it is vital that a program have the means to evaluate its effectiveness for itself, for the important "others" who have a say in funding, and as an aid to general public acceptance. It is important to note that achievement is difficult to measure without developing specific, limited, and clearly defined objectives. The nature of individual EOP Programs is relative to allocated resources. All EOP Programs must be accountable.

This handbook is intended as a working manual for EOP Program managers. I offer here a Systems Approach for managing an EOP Program, a definition of the properties of that system, and techniques for measurement.

The systems approach is a way for directors to better structure and account for their program operations. There is room for differences in problem solving within the systems approach. Managers should adapt the suggested methods to individual program needs, or use the guidelines as a reference to develop new methods. Hopefully, the concepts presented in this handbook will stimulate discussion and action.

A MODEL EOP PROGRAM CYCLE

The EOP Program Cycle has six Components:

1. Program Planning
2. Input
3. Treatment
4. Output
5. Research
6. Feedback

Each component has its own definition and distinct characteristics. The components are a part of a cyclical system which reflects the association the components share with one another. Taken one at a time, a description of each component will be developed in order to fully describe its functional application to the administration of an EOP Program.

The Program Planning Component establishes the requirements for all activity in an EOP Program. The planning efforts for a program are ongoing and serve to offer guidance in defining roles and missions within the program.

The Input Component is concerned with the activities and resources needed to bring minority/low-income students into the EOP Program and the individual and general characteristics of those students who matriculate.

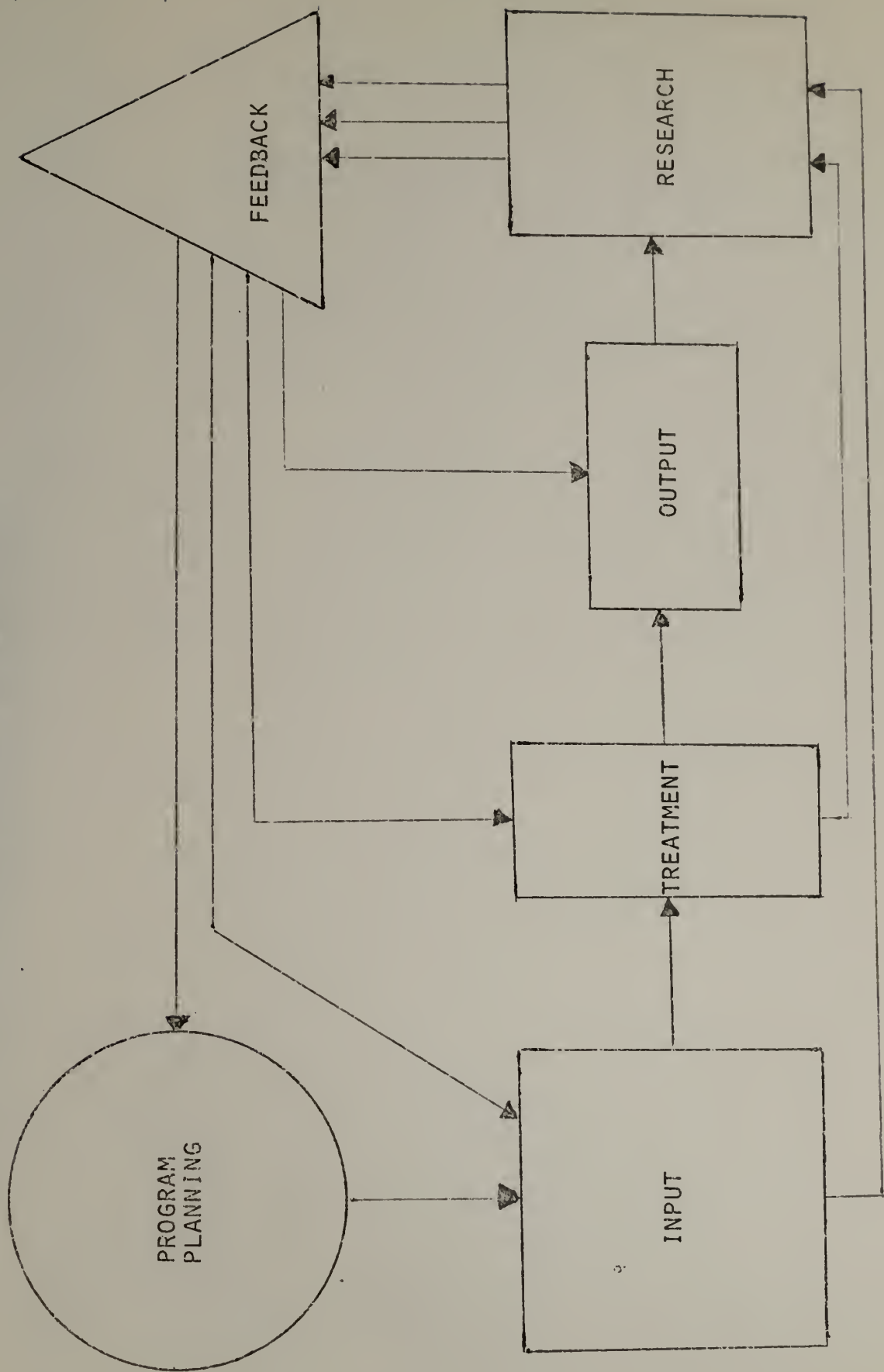
The Output Component consists of determining the desired characteristics students ought to exhibit after the treatment, and how these characteristics will be identified.

The Research Component is concerned with the methods and resources needed to evaluate defined measurements of performance, both in the students as well as in the program components. Research seeks out performance visibility and measures it against established standards.

Through the Feedback Component results of the evaluation process are filtered back into the program. The activities and resources in Feedback are used to build self-control throughout the program.

EOP Program life is directly related to the ability of programs to prove their soundness and achieve their stated objectives. EOP Programs must take a critical look at themselves now so that they can demonstrate good performance and meet future as well as present objectives.

EOP PROGRAM CYCLE DIAGRAM



PROGRAM PLANNING

Program planning, due to differences in program structures and needs, will vary from one program to another. However, EOP Programs need to develop general program management standards for specific performance outcome. Managing and planning are interconnected responsibilities of the EOP director.

Management techniques in EOP are used for effectiveness. This is to be distinguished from total efficiency goals sought by many businesses. It is 'effectiveness' and not 'efficiency' which the EOP Program quite often lacks. Some managers strive for efficiency through cost controls. If the program is run in a superficially businesslike fashion, looks good on paper, and students are quiet, the higher administrative officers are often content. All too often, underlying the quiet, efficient management is an ineffective program.

Programs can and will differ. Some will be seemingly efficient, some not so efficient. Some will be noisy and some quiet. But all EOP Programs, because of the vital nature inherent in their original creation, must be effective and produce results. When desired results are not being realized, different approaches to old problems should be explored. Program costs should be reasonable, but if additional funds are justified, they should be sought. EOP is concerned first with educating. Program planning and management must be geared to that end.

DEFINING MISSION

The starting point for program planning is a definition of mission. A good way to develop the mission statement is by responding to the question, "What is our business"? When a program director cannot answer this question because he sees or is offered several possible answers, he fails to meet a crucial initial planning step. Instead of avoiding the question, the director and staff should examine alternative definitions and out of them, either choose one over the others or develop a compromise resolution which answers, "What is our business"?

A concise and comprehensive statement of mission for the entire program provides the base from which the components can derive their goal statements. The following step-by-step process is recommended as a logical approach by which an EOP Program director can prepare a statement defining the program's mission:

1. Identify particular college or university role and missions either from formal statements (catalog, etc.) or by your own analysis.
2. Determine that portion of your supervisor's (Academic Affairs, Student Affairs, President's Office) stated mission for which you can reasonably be held accountable.
3. Identify the missions of major functional units with which you are associated (Financial Aid Services, Admissions, Student Skills Center, Housing, Counseling Center, etc.).
4. Prepare a draft of your mission statement and review it with your supervisor and key staff.
5. Modify mission as appropriate. Duplicate and distribute copies to those directly concerned.
6. Review mission statement at least once a semester or term and whenever major changes in your staff or students to be served takes place. Update as appropriate.

SAMPLE MISSION STATEMENTS

Mission 1

Our mission is to develop and implement programs designed to assist and encourage minority/low-income students recruited and enrolled at Peoples University, to complete an undergraduate degree program of study; and to provide academic support services, financial aid, and personal and social counseling as needed.

Mission 2

The Parkland State College EOP Program is designed to pro-

vide academic supportive services for students from grades 10 through 16 who are disadvantaged by reason of educational circumstances, environmental conditions, and economic limitations.

Mission 3

The Special Services Program at Green College is committed to offer comprehensive educational services to fifty (50) high risk minority freshmen students each year by conducting a summer skills development program. The skills program will conduct additional courses during the students' freshman year on campus. It is our intention to meet their financial needs with grants and scholarship funds only, and to provide tutoring services on a one-to-one ratio of tutor to tutee.

MANAGEMENT

It is difficult to determine achievement within an EOP operation unless specific, limited, clearly defined performance targets are set. If targets are accurately defined resources can be somewhat specifically allocated, priorities and deadlines can be set, and a measure of accountability can be brought to bear. An effective program manager must be concerned largely with specifics. Managers must know exactly what the program is designed to do and must see that the program's staff clearly elaborates and fulfills their duties.

FORECASTING

Forecasting is "estimating the future". It is a daily task. Some planning should be done for each full day ahead. Forecasting is basically, an exercise in logic, since it involves drawing together pertinent factors, analyzing their relationships to each other, and reaching probable conclusions. The shorter the time period between the forecast and the event, the more accurate the planning estimate is likely to be. The reason for the greater accuracy is because there are more known factors available.

For example, determining the number of tutors required to assist students enrolled in math/science courses during the fall term can be more accurately done after students have preregistered for fall term courses. The additional information derived from

preregistration insures a better estimate than one made earlier, prior to registration.

Long-term forecasting is necessarily broader in scope than short-term forecasting. Long-term forecasting is employed when deadlines for budget requests have to be met without the best available information for future estimates. A director needs to allow for some future adjustment of long-term forecasts.

SETTING GOALS AND OBJECTIVES

Program goals are general statements developed out of the overall mission statement. Goal statements address individual program parts or units within the total EOP structure. A goal gets its direction from the overall mission statement and makes a more specific, often time limited statement about the aim of the unit it represents.

An objective, drawn directly from the goal statement, is simply a statement of results to be achieved. There are two aspects to the task of setting objectives for EOP:

1. Identifying the objectives (includes assignment of priorities).
2. Writing the objectives in a form that will make them effective management tools.

The objective should flow from the stated goal. The following example contrasts the difference between a goal and an objective:

Goal

To develop and implement by October 15, 1976, and continue over a two-year period, a recruitment program to identify and select sufficient students to maintain EOP new student strength at 200 students annually using established university and EOP guidelines.

Objective

To identify, recruit and select sufficient students by May 15, 1977, to produce a yield of 200 entering students for

the fall, 1977 term who have the potential for successful completion of an academic program of study at the post-secondary level.

Once goals have been stated for the several different EOP units, the next step is to identify objectives. As stated above, an objective is a statement of results to be achieved. Design objectives as steps to be taken to carry out goal statements. Careful statement of objectives is what is most essential.

Objectives must be written in a manner that will make them effective working tools for program operation. The following is George L. Morrisey's (Management by Objectives and Results, 1970), 16 point guideline for writing objectives:

GUIDELINES FOR WRITING OBJECTIVES

Under normal circumstances, a well formulated objective meets the following criteria.

1. It starts with the word "to", followed by an action verb.
2. It specifies a single key result to be accomplished.
3. It specifies a target date for its accomplishment.
4. It specifies maximum cost factors.
5. It is as specific and quantitative (and hence measurable and verifiable) as possible.
6. It specifies only the "what" and "when"; it avoids venturing into the "why" and "how".
7. It relates directly to the accountable manager's roles and missions and to higher-level roles, missions, and objectives.
8. It is readily understandable by those who will be contributing to its attainment.
9. It is realistic and attainable, but still represents a significant challenge.
10. It provides maximum payoff on the required investment in time and resources, as compared with other objectives

being considered.

11. It is consistent with the resources available or anticipated.
12. It avoids or minimizes dual accountability for achievement when joint effort is required.
13. It is consistent with basic company and organizational policies and practices.
14. It is willingly agreed to by both superior and subordinate, without undue pressure or coercion.
15. It is recorded in writing, with a copy kept and periodically referred to by both superior and subordinate.
16. It is communicated not only in writing, but also in face-to-face discussions between the accountable manager and those subordinates who will be contributing to its attainment.

Here is a sample goal statement and three objectives developed from the goal statement:

SAMPLE GOAL AND RESULTING OBJECTIVE STATEMENTS

Goal

To implement a Graduate and Career Counseling Program which will advise EOP students about options available upon college graduation.

Objective 1

To implement a counseling program during the summer which will acquaint students with graduate exams, resume development, interviewing techniques, job market trends, placement services and graduate programs.

Objective 2

To develop by January 15, 1977, four career seminars for persons with sophomore, junior and senior status, dealing with graduate school, job placement, and management life space for long range development.

Objective 3

To develop a cooperative program by September, 1976 with the Park State College on and off campus community to provide career work experience for students.

PROGRAMMING OBJECTIVES

Programming an objective is, in effect, laying out the route to be followed in order to accomplish the objective. This process can be broken down into three important sequential steps:

1. Rationale
2. Method
3. Timetable

Drawing up a plan of action is the final test for the objective. An objective which initially appears to be one of extreme importance can change its complexion drastically once it has been programmed.

The Rationale is a statement based on the goal which justifies the planned objectives. A manager needs to develop a rationale in order to properly defend the program.

The Method determines the procedures to be followed in order to carry out the objectives. Necessary staff and their duties are identified.

Setting up a Timetable is the final step when programming objectives. Time restrictions and deadlines are the crucial factors in the timetable.

SAMPLE OBJECTIVE PROGRAMMINGObjective

To implement by July 1, 1976 a Communication Skills Center (CSC) which will provide an opportunity for students to improve basic skills while at the same time acquiring an understanding of the fundamental principles and concepts

of core subjects.

Rationale

To provide for the immediate reinforcement of learning concepts in a non-competitive atmosphere.

Method

The director and coordinator of the Communications Skills Center will hire a pool of tutors. The coordinator and director will conduct inservice workshops required of all tutors. Each tutor will work 15-20 hours weekly and be responsible for progress reports, faculty reports and mid-term grade reports.

Supplementary courses will be taught by selected math and science instructors.

Timetable

1. April 1 - May 30, interview and hire staff.
2. July 1 - August 15, process students through diagnostic tests.
3. September 1, three day tutor workshop.
4. September 15, program opens on 1st day of classes.

Once these programming techniques have been organized, the objectives can then be implemented.

BUDGETING

Adequate funds are essential for an effective EOP Program. Nonetheless, budgeting is one of the most misunderstood concepts in EOP programming. Regardless of how a program is funded, budgeting is primarily a function of the program manager-director. Prior to funding designations (Government Acts, solicited grants, portion of campus fees, faculty donations, etc.), the main concern is about how much money will be allocated for the program. After the yearly budget assignments are made, staff energies should be marshalled to best address the question, "what do we do with what we've got"?

The best insurance for continued funding is a smoothly running program that demonstrates an ability to get the best mileage out of existing resources. Hence, the importance of "program

planning" at all levels of development and operation within an EOP Program.

CONTROLLING

Controlling is the next planning area to receive administrative attention. Controlling, as a management function, serves to assure the effective accomplishment of objectives.

In order for a manager to compare results of any kind against a specific objective, there has to be a defined measurement of performance or performance standard established. Without performance standards, there is no clear way to know whether objectives are being met. When possible, performance standards should be included in the objective statement. The factors to be measured must be reasonable realistic indicators of successful student performance and must be quantifiable.

SAMPLE STUDENT PERFORMANCE STANDARDS

All entering EOP students will be expected to meet weekly with an assigned tutor for the entire first semester in the program.

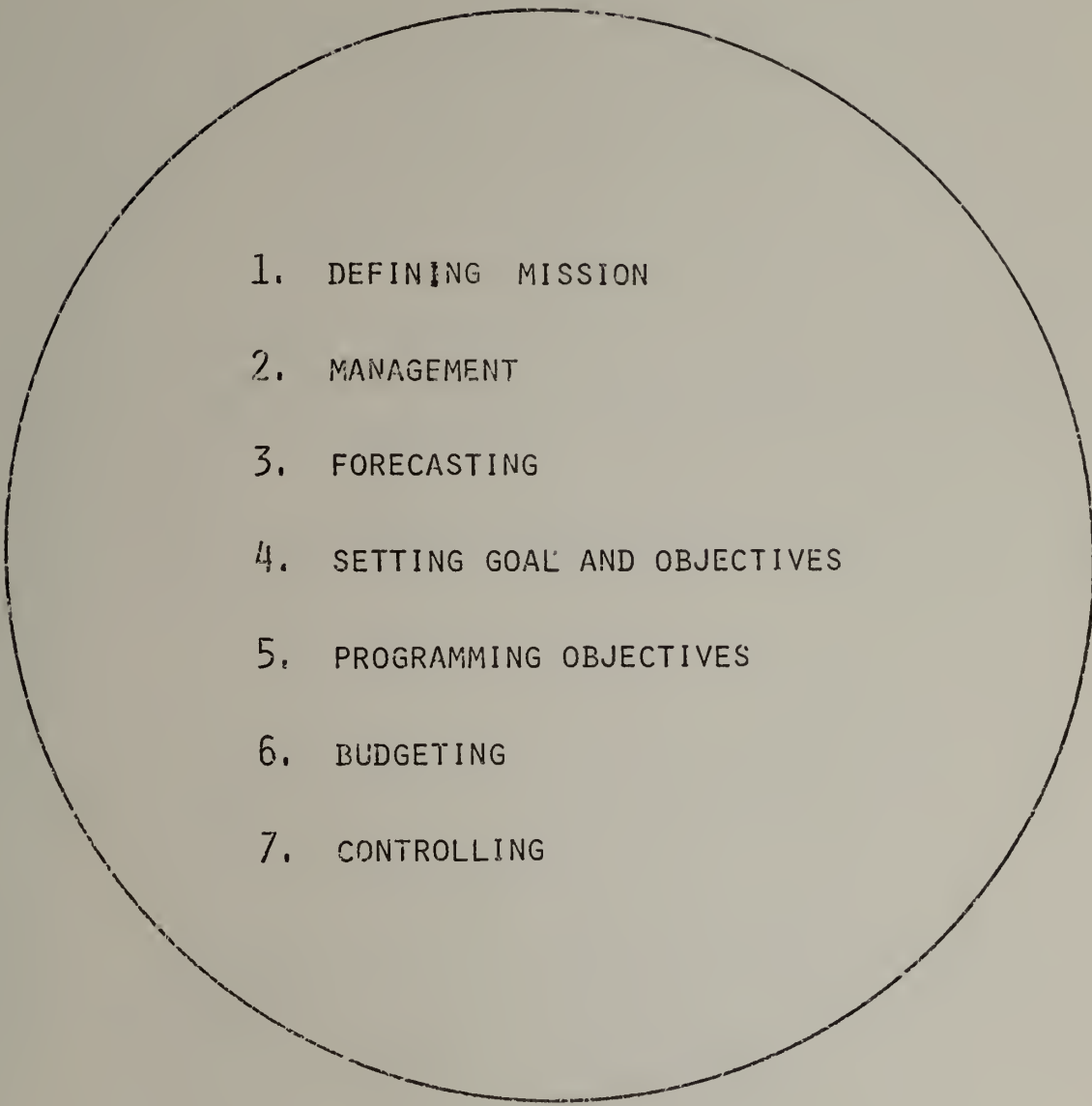
A minimum of 12 credits must be taken each semester to remain in good standing with the program. Special consideration for reduced credit load must be approved in writing by the appropriate EOP Academic Counselor.

All students will be expected to attend planned seminars, special academic developmental sessions, and other meetings called by the program.

Class attendance will be a requirement for all students participating in the EOP Program.

Student performance has to be the primary concern for EOP. An EOP Program is not an entity unto itself. Above all else, student performance tells how well an EOP Program is functioning. To this end, specific performance standards should be set and used as 'red flag' indicators when students fall short. As a rule, whenever the majority of EOP students are having great difficulty achieving in regular college courses, the program operation should be viewed as non-functioning. Immediate program evaluation and overhaul are indicated.

THE PROGRAM PLANNING COMPONENT

- 
1. DEFINING MISSION
 2. MANAGEMENT
 3. FORECASTING
 4. SETTING GOAL AND OBJECTIVES
 5. PROGRAMMING OBJECTIVES
 6. BUDGETING
 7. CONTROLLING

THE INPUT COMPONENT

One essential function of this component in the EOP Program Cycle is to develop an operational definition of the students to be recruited by the program. The Input Component delineates the characteristics of the students to be served by the program and outlines the kinds of activities and resources needed to bring them to the institution.

RECRUITMENT

It is important for any EOP Program to recruit students who have the potential to compete and complete a college degree. A vital aspect of recruitment should be the effort to attract financially needy minority students who meet the regular college admissions criteria. A good number of academically strong students within a program can form the nucleus of student-self support. These particularly able students can function as the core group for tutors, dorm counselors and big brother-sister partners.

Only students which the program can support financially and academically should be recruited. If recruited students have special academic deficiencies, EOP Programs must be prepared to provide the means for students to make up their deficiencies, or not admit them.

Specific funds should be designated for program recruitment. Within an EOP budget there should be enough money allocated to insure thorough recruitment methods. The objective should be to seek students which the program is geared to best serve.

DEFINING STUDENTS TO BE RECRUITED

When defining students to be recruited and ultimately served by an EOP Program many factors need to be considered:

1. Program expectations.

2. Ethnic and geographical backgrounds.
3. Social maturity.
4. Financial Needs.
5. Local available alternative post-secondary educational opportunities.
6. Regular college admissions, academic standards, and available curriculum.
7. How comprehensive is the supportive services system.
8. Available campus-wide student resources.
9. Program size.
10. Summer "Prep" Programs.

Recruitment for EOP can and should be more than just attracting 12th grade high school students. EOP recruitment can make students aware of specific college opportunities and at the same time offer general college preparatory guidance.

Minority/low-income college recruitment programs can serve to enlighten students about educational alternatives. All too often minority/low-income students become involved in educational programs which don't meet their needs. Students find themselves attending colleges which don't have the majors that they wish to pursue, or attending college when they really should have chosen an alternative educational or employment training route.

Great care should be taken to keep accurate recruitment records. Data on high school visitations, college day programs, and referral persons can be useful. This kind of data can be critical at budget meetings and planning sessions.

The EOP director must be concerned about the overall thrust and direction of recruitment policy development. Recruitment policies should mirror program objectives. It is essential that recruitment and admissions/selection be closely coordinated.

ADMISSIONS/SELECTION CRITERIA

EOP Programs which recruit students who are not regularly admissible must carefully identify and admit only those students for whom their program's Treatment Component has been funded and staffed to serve. There are a host of criteria from which selection of "special admission" EOP students can be made. In a 1973 national study by Kenneth R. Mares entitled, Higher Education and the Disadvantaged Student, EOP administrators ranked fourteen student selection criteria in order of preference. The administrators indicated the following preferences:

A RANKING OF STUDENT SELECTION CRITERIA

1. A willingness to accept some measure of personal responsibility for achievement or failure.
2. Intense motivation to improve the circumstances of one's life.
3. Evidence of ability to handle academic work.
4. Achievement motivation.
5. Recommendation of high school counselor, clergymen, teachers, coaches and social workers.
6. Subjective evaluations accruing from personal interviews.
7. Positive perception of self-worth.
8. Emotional toughness evidenced by perseverance in the face of frustrating circumstances.
9. An ability to distinguish realistically between what is desired and what is possible.
10. The capacity to think and plan creatively.
11. Success in any activity which has required sustained effort.
12. Lack of severe personal problems.

13. Indication of leadership potential.
14. A special talent.

Every admissions committee should rank its specific selection criteria in terms of priority. All staff persons need to fully understand the program's selection criteria and selection process.

It is important to note that with increased pressure for accountability within EOP, the manager is wise to review the selection criteria operative in the program. A program that demonstrates success in reaching its goals and objectives is likely to be one which has clearly defined admissions and selection criteria, which the program can support.

SELECTION MECHANISM

The EOP selection mechanism determines how favorably matched the student, the college and the EOP Program are in terms of academic growth potential in any given applicant. Ideally, incoming students should have the potential to become fairly, if not completely, independent of the special services program within a reasonable period of time after entering college. After becoming independent, program students can begin to directly help other incoming students. The following is a listing of the selection mechanism areas to be considered:

1. THE STUDENT

- a. Personal goals
- b. Academic background
- c. Family situation
- d. Previous work experience

2. THE COLLEGE OR UNIVERSITY

- a. Majors offered by the institution
- b. General and specific academic requirements
- c. Academic standards
- d. Commitment to EOP students

3. THE EOP PROGRAM

- a. Available academic services
- b. Financial Aid
- c. Personal and social counseling staff
- d. Program size
- e. Projected student enrollment through EOP

The example below is used to point out some of the many criteria and considerations which an admissions selection committee must weigh.

EXAMPLE:

William Young is a freshman applicant who is interested in a major within the School of Social Sciences. His high school transcript indicates that he earned "C" grades in the following college preparatory courses:

Biology
Algebra I & II
History
Government

William did considerably better in his Social Problems and Community Affairs classes where he earned grades of "A" and "B" respectively. He took Chemistry for one semester, but did not pass the class. His SAT verbal score is 380 and the math score is 300. William indicated in his autobiographical statement that he was interested in earning a degree in sociology or social work in order to work with people in the black community through a social agency.

The EOP Admissions Committee composed of three EOP staff members, two faculty members, and two students, decided not to admit William Young to the college through the EOP Program for the following reasons:

1. The College of Social Sciences at the university requires that its majors take three years of mathematics related courses, beginning with Calculus for Social Sciences and ending with a year of Computer

Science Programming. While William seems to have some aptitude for courses in the social science area, the School of Social Sciences curriculum at this institution has a decidedly quantitative orientation. The degree in sociology offered here is not geared toward working with people, but is primarily concerned with the study and analysis of systems and structures of the society.

2. The EOP Program has found from previous experience that students who have taken only one year of high school algebra are unable to compete successfully in the required math courses with students who have had three to four years of college preparatory math. In addition, the developmental math course offered by EOP is geared toward giving students a survey of mathematical concepts only. There are no available vehicles to prepare William for a successful attempt at completing the rigorous mathematics sequence of courses required by the School of Social Sciences.
3. The overall deficiencies in solid college preparatory courses and the not so strong SAT scores were indicators of minimal chance for success at this university given the level of academic supportive services available through the EOP Program.

FINANCIAL AID

In the past it was not uncommon for an EOP student to receive up to 100% of their financial aid package in the form of grant and scholarship. However, the tenor of financial aid packaging for minority/low-income students has changed drastically over the past half decade. The greater percentage of an EOP student's award now is in the form of "self-help". Grants and scholarships have been reduced. Work-study assignments and loans have increased. Generally EOP students are assuming a larger part of their personal financial burdens.

Financial aid awards should adequately meet the basic educational needs of the enrolled college student. It is imperative that the EOP Financial Aid Officer include proper management of awarded funds as an integral part of financial aid counseling. The award given to an EOP student, when properly managed, should enable the student to concentrate his/her attention on learning and meeting the every day challenge of class assignments.

Financial aid awards should be made with care. Deadlines for distribution of funds should be well planned. Deadlines should be met by both students and staff officials. Procedures for payment of educational expenses should be worked out in advance. Policies regarding short-term loans and work loads for EOP students should be established by the program director and the EOP staff.

All other financial aid related policies and procedures should be clearly stated and adhered to. Parents and students should be encouraged to view a college education as a financial investment into the future of the student.

THE INPUT COMPONENT

1. RECRUITMENT
2. DEFINING STUDENTS TO BE RECRUITED
3. ADMISSIONS/SELECTION CRITERIA
4. SELECTION MECHANISM
5. FINANCIAL AID

THE TREATMENT COMPONENT

This component is the 'heart beat' of a compensatory program serving minority/low-income students in colleges and universities. The Treatment Component generally includes some combination of the following program services:

1. Summer Orientation/Skills Development
2. Tutorial Program
3. Academic Advising
4. Personal and Social Counseling
5. Developmental Curriculum Courses

The needs of program students have to be continuously assessed so that the supportive services provided will match the students needs. An EOP Program must remain flexible at all times. If a treatment developed to service a specific need, does not get the job done, a different approach should be implemented.

SUMMER ORIENTATION/SKILLS DEVELOPMENT

Summer programs for EOP students need special planning and organizing because of the high cost per student and the short time span. There is a limit to what can be done to prepare students for their initial year of college within a four to eight week period. It is likely that the summer orientation and skills development courses will vary from year to year. One of the better aspects of summer programs is that they can concentrate on the special needs of each new group of EOP freshmen.

There are some alternatives to the traditional residential summer program:

Summer Correspondence Course

1. Develop a variety of reading materials to be sent to students (College catalog, study tips, reading lists etc.).

2. Review students understanding of the assigned material through mail correspondence or pre-arranged telephone conferences.
3. Minimal cost would be involved in this type of venture.

Parent-Student Meetings

1. Pre-arranged meetings with small groups of students and their parents to discuss EOP, college, financial aid, student motivation, etc. Staff can possibly travel to key areas where incoming students are located.
2. A single weekend orientation involving students and parents. The orientation can be held on campus at a minimal cost to the program.

Since most summer programs are planned a year in advance in order to meet budget specifications, the summer 'treatment' is somewhat pre-determined for entering students. The selection mechanism needs to be cognizant of this fact.

TUTORIAL PROGRAM

Tutoring an EOP student often determines whether a student meets with a margin of success during the initial college term. There are numerous approaches to operating EOP tutorial services. However, certain directional characteristics do prevail and warrant mentioning:

1. A tutorial program generally functions as a supplement to course instruction and personal study time.
2. Effective tutoring can only be achieved when a set of prerequisites have been met by both the student and the tutor.
 - A. STUDENT
 - Regular class attendance
 - Motivated to grasp material
 - Establish dialog with professor
 - Keep good class notes
 - Keep up to date (if not ahead) on reading assignments
 - Commitment to tutor

B. TUTOR

- Sound knowledge of course content and professor's approach
- Access to course books
- Understanding of tutorial program objectives
- Commitment to student

Tutoring sessions should be held in locations where there can be free verbal exchange. A greenboard should also be available in the study room when possible. The tutorial program should have the mechanism to 'reach-out' to students before they get behind in their course work. There should be regular tutorial staff meetings.

The tutor's role should be clearly defined and guidelines should be set for students being tutored. Carefully developed working plans for both tutors and tutees can be a tremendous boost to the overall success of a tutorial program. The following are samples of handouts which can be prepared for both students and tutors:

GUIDELINES FOR STUDENTS BEING TUTORED

1. Your tutor will contact you by phone to arrange a time to meet with you.
2. Be sure to get your tutor's name and phone number so that you may call him/her if time changes are necessary, or you want to discuss a course matter.
3. Do not be late for your tutorial sessions. If, for any reason, you expect to be late or can't attend, NOTIFY your tutor and/or the Tutor Coordinator the day before your session.
4. If your tutor does not appear for your appointment, NOTIFY the Tutor Coordinator. Wait at least fifteen minutes after appointment time in case your tutor has been delayed, and then check with the Tutor Coordinator.
5. You will be asked to complete a questionnaire on the tutorial sessions at the end of the semester. The questionnaire is designed to help us improve the EOP Program and the Tutorial Program.

6. Contact the Tutor Coordinator at the EOP Office if you have any questions or problems with your tutor.

TUTOR ROLE

The tutor will act as a model for his/her tutees and must demonstrate at all times to be academically oriente, dedicated to the success of the students, and willing to help the student to solve problems.

1. Tutors will be allowed to use their own descretion in selecting a suitable place to meet with their tutees.
2. The tutor is responsible for following up on his/her tutee's progress in a course by making contact with the instructor when progress in the course is not being met as a result of one to one tutorial sessions.
3. A student progress report will be required on students receiving tutorial services at the end of the fourth week of the semester and every two(2) weeks thereafter.
4. Tutors are expected to keep accurate records of the time spent on tutoring related assignments.
5. The tutor is responsible for maintaining open and productive communications with the tutor coordinator, the students, and faculty.

Finally, the overriding philosophy of a tutorial assistance program must focus on helping each student progress academical-ly to the point where there is no longer a need for tutorial help. An Eop Program director has to continually emphasize to the faculty-at-large and to the EOP staff the Program's commit-ment to helping students become virtually independent of special supportive services. A conscientious effort must be made to encourage EOP students to become academically indepen-ent of the program. This type of student development is to be viewed as a milestone in the deliverance of quality supportive services.

ACADEMIC ADVISING

Academic advising is integral to all phases of the Treatment

Component services, i.e., summer orientation, tutorial services, personal and social counseling as well as academic counseling. When developing the academic advising unit consideration must first be given to the existing academic advising provided by the institution. Next should come budget, staff size and expertise, and EOP student academic profile.

EOP Programs should attempt to have at least one or more staff members discuss individual semester schedule of classes with entering students. Even when the college or university handles freshmen advising, which is generally the case, an EOP staff member should be equipped to focus in on the advising concerns which are unique to EOP students. Students should be made aware of and encouraged to take courses offered by the program or the college specifically designed to inhanse skills deficiencies.

A well structured academic advising system is crucial to a functioning EOP. It would be a mistake for an EOP Program to rely totally on the general campus advising system. EOP students all too often get lost in the shuffle. When students receive excellent academic advising from the EOP Program, they tend not to rely so heavily on the peer advising system, which does have its limitations.

A current issue for academic advising is the area of control or final determination over an EOP student's progress in his/her major as well as in the general college requirements. An EOP director is well advised to review the following problematical questions and take them up with the academic departments on campus and with the EOP staff too. These kinds of important questions should be resolved and formulated into program policy so that students do not become caught in the middle between EOP and the college.

ACADEMIC ADVISING OR CONTROL

Should the EOP student be advised during his first semester on campus by an assigned faculty advisor according to the student's choice of major?

Who is responsible for the courses taken during the first semester by an EOP student?

Should the EOP academic counselor become involved at the junior and senior levels in finalizing a course of study within a student's major field or should this be a function of the student's major department advisor?

What authority to sign-off on graduation requirements should exist within the EOP Program?

Resolution of these and similar questions will vary from institution to institution. However, to insure good working relationships with deans of academic departments, dialog should be established and guidelines effected and continually reviewed.

PERSONAL AND SOCIAL COUNSELING

Along with helping the EOP student make the necessary personal and social adjustments to college, this division must also help the student to cope with the realities of his/her academic responsibilities. A well organized counseling service dealing with problems and issues of personal and social origin within the EOP student population can be critical. The counseling program should effect positive attitudes toward class attendance, good study habits, healthy roommate relations, and decent human relations between members of the EOP Program and the college community.

Each individual program must assess the prevailing counseling needs of its students. A priority for every counseling service should be to assist students in making a smooth transition from high school to college. Staff members should have the flexibility to develop and require attendance at counseling sessions as the need presents itself in individual students cases.

The EOP director should consult with many different offices and officials throughout the campus community in order to create a cooperative atmosphere for helping EOP students adjust their lives to meet the rigorous academic challenge. Students having difficulty adjusting to college life because of personal reasons should be identified and provided with counseling as soon as possible. All EOP students should be made aware of the confidentiality of counseling sessions with an EOP Program counselor.

Thus, the goal of the counseling service is to help the EOP student mature and develop his/her personal goals while a being a student.

SPECIAL CURRICULUM AND COURSES

Curriculum development is a relatively new facet of EOP. Based upon the profile of incoming students, a number of exciting developmental courses might be introduced into the curriculum through EOP. These developmental courses would be designed to reach students with particular academic deficiencies.

In the past, concerted efforts have been made to improve the skills of EOP students in the area of reading, composition, mathematics competencies, science foundation, and general study habits through tutoring and workshops for students. The trend now is moving towards an established curriculum which could offer full courses to meet the academic needs of able students. All too often a student is blocked in his/her progress toward higher education, not because of an inability to learn, but because of the unavailability of solid developmental courses. EOP can fill this void.

Credit should be built into all courses taken by EOP students which are of the developmental nature. In essence, these developmental courses would function as pre-requisites to the more advanced courses required by the college. Most college students find themselves taking a few "filler" courses to meet graduation credit completed requirements. It is completely plausible that EOP students should be granted credit for EOP developmental courses they might elect or be asked to take.

These courses would be pre-introductory in content, but they could serve to help students begin an academic career by comprehensively meeting their initial academic needs. Solid course grounding would encourage students to attempt programs they might otherwise have avoided.

Funds for EOP developmental curriculum courses can be included in the budget request. Additional resources for instructors can be secured from academic departments.

THE TREATMENT COMPONENT

1. SUMMER ORIENTATION/
SKILLS DEVELOPMENT
2. TUTORIAL PROGRAM
3. ACADEMIC ADVISING
4. PERSONAL AND SOCIAL
COUNSELING
5. SPECIAL CURRICULUM
AND COURSES

THE OUTPUT COMPONENT

The Output Component is primarily concerned with the characteristics the students exhibits after TREATMENT. After having specified the goals and objectives of the different services within the Treatment Component, the next step for the EOP Program is to concern itself with individual student progress. The ideal changed characteristic of an EOP student is a decrease in the student's need for special supportive services.

MEASURING OUTPUT

In order to measure or identify OUTPUT, specific progress standards must be set. Students need then be interviewed and records reviewed at the end of the term to determine student performance in light of the standards.

The following is a list of student performance characteristics or ideal 'treatment' end products:

1. Student can work independently of an EOP designed study schedule and tutorial assistance.
2. Student has progressed sufficiently in developmental English Composition course to effectively write required term papers and to successfully take more writing courses if desired or needed.
3. Student has developed sound dialog with a departmental advisor.
4. Student is willing to contact the professor if any difficulties arise regarding attendance, assignments, or lecture notes.

5. Student frequently exchanges telephone numbers with classmates for possible group study sessions or as a source for information when a class meeting is missed.
6. Papers written outside class are always typed and proof read before they are handed in.
7. Student is familiar with and utilizes other college resources; i.e., library, communication skills center, review examination center, etc.

Ideal student performance should be determined according to the individual institution and its EOP student population.

Measurement of OUTPUT is dependent upon accurate records. Data collected from the Input and Treatment Components should be recorded and carefully filed. Tutor reports, course progress reports, and counseling session comments should be entered into permanent student files.

IDEAL PERFORMANCE

All colleges and universities establish policies governing the level of acceptable academic performance required of their students. These performance standards affect a student's progress toward the degree over a four or five year period. For example, a college which requires students to complete 12 credits each semester (while maintaining a 2.0 or C average), to remain in 'clear' standing, is in effect setting a 10 semester or 5 year undergraduate program for its students rather than the normally accepted standard 4 year program of study.

Probation, warning, suspension or dismissal may result when standards of performance are not met. In most cases this also includes EOP students. Sometimes, when the director finds good reason, he might request that an EOP student attend summer school or spend an additional semester in college, in lieu of suspension or dismissal. Specific performance standards for EOP students should be spelled out prior to the beginning of each academic year. When performance standards for EOP students differ from overall college standards, clear, functional policies must be worked out between the EOP Program and the appropriate academic offices on campus.

A student accepted to college through EOP who lacks certain basic writing and study skills, must be helped to overcome or improve in these weak areas. The process of moving students to a performance level where they no longer depend upon the program for their survival and success in the classroom necessarily takes time. In general, the more severe the deficiencies, the longer it will take before the student can make academic progress at fairly independent levels.

Below are two model plans to meet graduation requirements of 120 credits in 4 years and in 4½-5 years:

<u>IDEAL PERFORMANCE</u>		
<u>Freshmen</u>	<u>Credits to be Earned</u>	<u>Courses taken (Credit)</u>
1st. Semester	15	9 CORE (min.) 6 EOP Developmental
2nd. Semester	15	12 CORE 3 EOP Devel.
<u>Sophomore</u>		
3rd. Semester	15	12 CORE 3 Elective
4th. Semester	15	12 CORE 3 Elective
<u>Junior</u>		
5th. Semester	15	15 CORE
6th. Semester	15	15 CORE
<u>Senior</u>		
7th. Semester	15	15 CORE
8th. Semester	15	15 CORE
TOTAL = 120 CREDITS		

(Summer credits count toward total)
(CORE courses include major department requirements and general education courses requirements)

MINIMUM EXPECTATION

<u>Year One</u>	<u>Credits to be Earned</u>	<u>Courses taken(Credit)</u>
1st. Semester	12	9 EOP Developmental 3 CORE
2nd. Semester	12	9 EOP Devel. 3 CORE
<u>Year Two</u>		
3rd. Semester	12	6 EOP Devel. 6 CORE
4th. Semester	12	6 EOP Devel. 6 CORE
<u>Year Three</u>		
5th. Semester	12	12 CORE
6th Semester	15	12 CORE 3 Elective
<u>Year Four</u>		
7th. Semester	15	12 CORE 3 Elective
8th. Semester	15	12 CORE 3 Elective
<u>Year Five</u>		
9th. Semester	15	12-15 CORE
10th. Semester	ONLY IF NEEDED!	

The EOP student should be advised that as long as academic progress which matches the minimum expectation of the program is being made, pressure will not be applied by the institution to force the student to take more credits than he or she can handle in any one semester. It is important that EOP students understand that a five year program of study is quite common among college graduates. They should not feel pressured to graduate in four years if they enter college with high school deficiencies.

MEASURING STUDENT PROGRESS

An important function of the Output Component is to provide a periodic assessment of student output as it relates to program objectives. If a positive change has taken place in one or more students, it is an indication that some degree of success is being realized by the efforts of the program components. A review of EOP student progress can also indicate when components are not meeting their objectives.

Success for an EOP Program and its students normally means 'clear' progress towards graduation. But, it can be defined relative to stated program component objectives as well.

The correlation between student progress and services provided by EOP must be identified and evaluated. The Output Component can help in adjusting or modifying the stated objective of program components. Each director must ask, "Are students being successful as a result of the EOP Program achieving its stated goals and objectives?" Modification of Treatment or changing the selection criteria for EOP students can be a direct result of the careful evaluation of the student progress.

CORRECTIVE ACTION

Taking corrective action is as important a step as identifying failure to meet objectives. The director should impress upon the EOP staff that corrective action is the means by which the program adjusts its performance to assure the satisfactory accomplishment of its objectives. To be effective, the EOP Program must take into consideration the causes, as well as the symptoms, of the variances in performance of individual program students. Whenever possible, staff member should be encouraged to explore self-correction as a practical means of

improving the success ratio among students in the program. Corrective action is also generated as a result of activities and findings common to the Research Component.

THE OUTPUT COMPONENT

1. MEASURING OUTPUT
2. IDEAL PERFORMANCE
3. MEASURING STUDENT PROGRESS
4. CORRECTIVE ACTION

THE RESEARCH COMPONENT

This component is primarily concerned with the methods and resources needed to evaluate defined measurements of performance on the part of both the students and the program components. A well organized Research Component can greatly assist a program to appraise itself and respond to inquiries concerning program merit and direction in a clear and concise manner. Because research is so essential to public relations, (which can sometimes mean life or death to a program), any research carried out by the program to examine the applied functions of Input, Treatment, and Output should be done with the approval of the director. For large programs, it is recommended that an individual be hired to specifically handle the tasks of data collecting and research for the program.

A researcher for EOP needs to have the ability to formulate meaningful problems, design studies, use appropriate statistics, and write clearly and concisely. In programs where the director must conduct the research, he/she will have to familiarize himself/herself with fundamental research techniques.

The Research Component is essentially controlled inquiry into EOP services in order to measure specific student and program performance levels. Research results are then used to help each component achieve its goals and objectives. The forms of research most commonly used within an EOP Program are, evaluative research and applied research.

EVALUATIVE RESEARCH

Evaluative research refers to the systematic procedures used to collect and analyze data regarding the effectiveness of particular phases or services within an EOP component. A substantial part of the Annual Reports from the following program areas contain results derived from evaluative research: Recruitment and Admissions; Tutorial Program; Academic Advising;

Career Placement Services.

The grade point average is used most often to measure student achievement. Other means for evaluating student progress are:

1. Course load attempted and completed
2. Retention rate
3. Withdrawals
4. Academic disqualifications
5. Academic probation
6. Clear academic standing
7. Graduation rate

Each program should decide in advance which variables it plans to evaluate and include the variables in the statement of objectives. Then, a systematic procedure can be used to collect and analyze data on the achievement of designated objectives.

Isaac and Michael (Handbook In Research And Evaluation, 1974) suggest three basic steps as part of planning and evaluation strategies for program research. The steps are as follows:

1. State the objectives in clear, observable term. This identifies the target so you can tell whether you are hitting it. It also indicates what type of training or instruction will be beneficial, since only those specific objectives will be assessed.
2. Spell out the procedures and techniques by which you expect to reach these objectives. In particular, what will you do to improve the performance of the learner in hitting the target objectives? What materials, what environmental contingencies and conditions will be most effective?
3. Build in evaluation measures and feedback devices to monitor progress and assess outcomes in terms of the stated objectives.

Program research can flow easily if objectives are identified, and procedures mapped out in advance.

The data collection and analysis done by an EOP Program is needed for decision making. For example, if the number of admissions applications received prior to the deadline date is far below the targeted number, or if a review of the applications indicates a potentially low ratio between students accepted and enrollment yield, administrative decisions concerning admissions of new students must be made. Consideration might be given to any one or more of the several options available in this situation:

1. The deadline for receiving admissions applications could be extended.
2. Direct recruiting can be continued.
3. Students who were sent applications for admissions might be contacted again if their application has not been received.
4. If supportive services could be guaranteed, students who normally would not be accepted, could be considered as "high risk" candidates for admissions.

Data being collected and analyzed helps the Input Component better control and gear its recruiting and admissions processes towards program capabilities. In addition, decisions regarding kinds of students admitted, high school visits, and the nature of financial aid packaging, can be made based on current data which has been examined for numbers and trends rather than by capricious actions. The term, "decision oriented", is synonymous with evaluative research.

APPLIED RESEARCH

Applied research is generally undertaken to solve an immediate practical problem which has been identified. Similar to evaluative research, other components benefit from the careful use of applied research. Applied research contributes to program self-renewal and improvement on a daily basis. Its focus with-

in EOP is on how to adjust the program to reduce or eliminate problems. Applied research is a process.

Several examples are presented here to illustrate the types of problems that might arise and in turn be solved by Applied Research:

Example 1.

At the mid-term grade reporting period 12 of 13 EOP engineering majors enrolled in Chemistry 111 are not passing the course. The instructor reports that the most common problem the students have centers around their insufficient mathematic background. Only one-half of the semester remains for the EOP Program to work with these individuals.

Example 2.

Several EOP students were not pre-registered by the computer because they had outstanding bills with the college from the previous term. Classes will begin in three days. Normally, late registration results in the student being enrolled in almost none of the courses he/she considers as their first choice.

Example 3.

A few tutors are turning in unusually high hourly work for the week. There is some question about whether these tutors have actually made contact with EOP students at the rate in which they have been reporting on their time cards.

Research is used primarily as a problem solving device in cases like those just outlined above. The objective is to get at causes for problems and come up with solutions as quickly as possible. Personnel and budget problems can also quite often be resolved through the use of applied research.

THE FEEDBACK COMPONENT

The Feedback Component summarizes information gathered from all other components and distributes the results throughout the program as well as to the general college and public communities. Feedback is the conduit for new ideas within the program cycle. It is the center for program communication. Feedback facilitates the sharing of ideas, developments and issues. Regularly scheduled and called staff meetings are a vital part of the Feedback Component.

A key aspect of the Feedback Component is to improve communications about the activities and services offered by the program. This sometimes takes the form of a regular bulletin or can as elaborate as a newspaper put out by EOP. The purpose of the bulletin or newspaper is to share information and issues of importance to EOP with students in the program. The distinction should be made between this bulletin and a completely student run publication. An EOP bulletin is specifically an information disseminating organ for EOP.

Listed below are examples of topic headings for an EOP Program bulletin or newspaper.

Bulletin or Newspaper Topic Headings

1. Important Dates
2. Activities Announcements
3. Tutorial Program
4. Financial Aid
5. Notes from the Director
6. Academic Deadlines
7. Seminar Notices
8. Upcoming Events
9. Campus News
10. Job Announcements
11. Summer and Inter-Session Activities
12. Campus Cultural News
13. Academic Achievement Recognition

The EOP Program director is the central public relations figure for EOP. The director holds the greatest responsibility for keeping others informed about program progress. In this respect, some method of regular communication with the executive officers of the college needs to be developed. Communication can be facilitated by:

1. Brief weekly memorandums.
2. Reporting to campuswide groups on the EOP Program.
3. Circulation of an EOP Bulletin of Newspaper.
4. Periodic conversation.

Regular meetings for all EOP students should be scheduled to keep students informed about the program. These meetings should be utilized to keep student morale high and at the same time to make students aware of program developments, both negative and positive.

It is important for program credibility to have information for circulation cleared through the director's office, where it should be checked for accuracy and validity. This policy is particularly essential for those programs which have decentralized offices serving students. The director has to stay on top of data and information from all areas of the program so that he will be aware of what is happening in EOP at all times.

Finally, the Feedback Component has the potential to strengthen the overall effectiveness of services provided by each program component. Feedback allows for self-evaluation within components. An examination of the feedback operation might help the program's staff refine the admissions/selection process. If one of the goals of the Treatment Component is to move students from dependence to independence, accurate "feedback" from the Output Component into the Treatment Component will give treatment facilitators a measured account of the results of their directed efforts.

Indeed, not all services will need major overhauling in order to become effective and to meet stated objectives. Often a particular area of EOP will need only some minor adjustment in order to maximize its effectiveness. Feedback should be viewed as a positive reinforcement of the Mission, Goals, and Objectives of an Educational Opportunity Program - EOP.

A P P E N D I X B

PILOT STUDY INSTITUTIONS AND INSTRUMENT

University of California

The California State University and Colleges

University of Illinois

Indiana State University

University of Maryland

University of Michigan

City University of New York

State University of New York

The Ohio State University

The Pennsylvania State University

University of Texas

University of Wisconsin

A P P E N D I X C

May 22, 1975

Dear

The enclosed guide, AN ADMINISTRATIVE HANDBOOK FOR EOP PROGRAM DIRECTORS: A Systems Approach for Program Management, is part of a study on managing EOP Programs. The attached questionnaire is the second part of the study and is concerned with attitudes of EOP directors toward the handbook. I am particularly interested in your responses because of your experience in directing or working in an EOP Program.

Please review the handbook and return the Questionnaire in the enclosed stamped envelop at your earliest convenience, prior to June 2, 1975. The data from the Questionnaire will be used to complete the final draft of the handbook.

I welcome any comments that you may have regarding any aspect of EOP Program management not covered in the handbook. Thank you for your cooperation.

Sincerely,

Timothy S. Knowles
Doctoral Candidate
University of Massachusetts

QUESTIONNAIRE

Instructions:

Please read each question carefully and circle the answer you feel best describes your response. When asked to explain or list, please use additional paper as needed to complete your written responses.

QUESTIONS

1. Is this Handbook something you would use?
 - a. Yes
 - b. No
 - c. Undecided

2. Was the purpose of the Handbook clearly stated?
 - a. Yes
 - b. No
 - c. Undecided

3. Was the purpose evident throughout the Handbook?
 - a. Yes
 - b. No
 - c. Undecided

4. Was the general organization (layout) of the Handbook appropriate?
 - a. Yes
 - b. No
 - c. Undecided

Rate questions 5 - 11 using the scale beginning "Very Effective" and ending "Not At All Effective". Circle the letter of your response.

5. Section on: Model for EOP Program Cycle

- | | |
|-------------------|-------------------------|
| a. Very Effective | d. Somewhat Effective |
| b. Effective | e. Not At All Effective |
| c. No Opinion | |

6. Section on: Program Planning

- | | |
|-------------------|-------------------------|
| a. Very Effective | d. Somewhat Effective |
| b. Effective | e. Not At All Effective |
| c. No Opinion | |

7. Section on: The Input Component

- | | |
|-------------------|-------------------------|
| a. Very Effective | d. Somewhat Effective |
| b. Effective | e. Not At All Effective |
| c. No Opinion | |

8. Section on: The Treatment Component

- | | |
|-------------------|-------------------------|
| a. Very Effective | d. Somewhat Effective |
| b. Effective | e. Not At All Effective |
| c. No Opinion | |

9. Section on: The Output Component

- | | |
|-------------------|-------------------------|
| a. Very Effective | d. Somewhat Effective |
| b. Effective | e. Not At All Effective |
| c. No Opinion | |

10. Section on: The Research Component
- a. Very Effective
 - b. Effective
 - c. No Opinion
 - d. Somewhat Effective
 - e. Not At All Effective
11. Section on: Feedback Component
- a. Very Effective
 - b. Effective
 - c. No Opinion
 - d. Somewhat Effective
 - e. Not At All Effective
12. From your experience, are there any situations regarding managing an EOP Program which the Handbook does not address?
- a. Yes If Yes, please list:
 - b. No
13. How would you rank the Handbook (as a whole) on the following scale?
- a. Very Good
 - b. Good
 - c. Average
 - d. Poor
 - e. Very Poor
14. Did you find the examples and samples provided, generally easy to understand?
- a. Yes If No, please explain:
 - b. No

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