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ABSTRACT

The Research Office of American River College, Los Rios Community College District in Sacramento was asked by the Chancellor's Office to develop a common form, or forms, to be used by the community colleges in the State awarded Economic Opportunity Programs and Services (EOPS) grants. This report is a description of that project and contains the objectives, procedures, results, and recommendations. The results are: EOPS Form #1-Student Data; EOPS #2-Student Data; EOPS #3-Institutional Data; and EOPS Application and Questionnaire. (Author/SGM)

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EOPS Special Project

#73-101

**Development of EOPS Data Collecting
and Transmittal Forms for Statewide Use**

June, 1974

Presented to :

**Ralph Matthews
Dean for Student Affairs
Chancellor's Office, California Community Colleges**

**American River College
Los Rios Community College District**

**Lorine A. Aughinbaugh
Project Director**

JC 740 198

With sincere appreciation to the following:

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Development of EOPS Data Collecting and Transmittal Forms for State-wide Use

Background

The diversity of data collection among the community colleges in California has posed a problem whenever comparative state-wide data has been needed. The staff of the Chancellor's Office, California Community Colleges, responsible for reporting the effects of the expenditure of state funds (Senate Bill No. 164, 1969) to assist disadvantaged college students found it extremely difficult to collate unlike data from 87 colleges into a meaningful report.

Information related to EOPS grantees has been requested and collected by the Community Colleges Chancellor's Office since the program was first funded in 1969. The forms used have been developed by EOPS staff in an effort to capture information which the legislature and Coordinating Council of Higher Education have desired. As a result the questions have not always been framed in ways that meet the data collecting capacities of many community colleges. Although ad hoc committees of community personnel (both research and financial aid) have been drawn together to react to the data collecting forms, the forms are still difficult to use and confusing to the community college personnel in the field.

An evaluation of Extended Opportunities Programs and Services for 1971-72 prepared and presented to the Board of Governors of the California Community on February 21-22, 1973, reflected the need for a more uniform system of reporting data as follows:

Conclusion No. 6. "The level of consistency and reliability of reporting methods on a number of community college campuses needs improvement."

Recommendation No. 2. "Standardized procedures should be established for consistent identification of EOPS students and for better reporting."

An additional problem area - that of cost effectiveness was also recognized in Recommendation No. 1. "Individual colleges and districts should develop measures of program assessment to determine better which services are most effective in helping disadvantaged students."

As a follow-up to these recommendations, the Research Office of American River College, Los Rios Community College District in Sacramento was asked by the Chancellor's Office to write two special projects; one to develop a common form, or forms, to be used by the community colleges in the state awarded Economic Opportunity Programs and Services (EOPS) grants, the other to review and test the tentative cost effectiveness of EOPS program components. The proposals were prepared, and recommended by the EOPS Advisory Committee to the Board of Governors of the California Community Colleges for funding during the 1973-74 budget year. On April 12, 1973, the Board of Governors allocated \$15,000 for EOPS Project #73-101 and \$10,000 for EOPS Project #73-102.

The American River College Research Office agreed to coordinate the Forms Development Project and the Northern California Research Group (Nor Cal), through Shasta College, agreed to coordinate the Cost Effectiveness Project. As it was recognized that the later project would be dependent upon the data to be collected, once the new forms were developed, arrangements were made to keep the development of the two projects closely related.

Objectives

The objectives of the form development project were to:

1. Develop three forms
 - a. EOPS Applicant and Recipient Form (for each student applying for and receiving aid)
 - b. Institutional Transmittal Form (for each college to use in transmitting EOPS data to the Chancellor's Office)
 - c. EOPS Annual Summary Report Form (for use by the Chancellor's EOPS staff in preparing reports on the status of the state-wide EOPS program)

2. Develop the above forms so that data can be transferred directly from one to the other without loss of accuracy or reliability of the basic data.

Procedures

On May 5, 1973, at the CJCA Research and Development Conference at Asilomar, the project was outlined and selected colleges representing large and small enrollments, rural and urban communities, single and multiple campus districts, and northern and southern state locations were asked to indicate their interest in participating if administrative approval were received. On May 17, 1973, letters (see Appendix I) were sent to eight colleges (American River College, Cosumnes River College, Los Angeles City College, Sacramento City College, Santa Barbara City College, San Jose City College, San Francisco City College, and Shasta) stating the purpose of the project, the responsibilities of the participants, the honorarium to be paid the participants, and the date for the first workshop. All eight colleges indicated their willingness to participate even though the first meeting was set for July 6 and 7 which meant that some of the participants had to interrupt vacation plans. The list of participating colleges was approved by the Chancellor's staff representative on May 22.

1st Workshop - July 6 and 7 (see Appendix II)

Seventeen people, representing eight colleges and the Chancellor's Office met at American River College on July 6. After a general review of the purpose of the project, the responsibilities of the participants and the proposed time schedule for the completion of certain aspects of the project, the work on the individual student data form was started.

Through the use of the Delphi Technique (see Appendix III, the following characteristics of the form itself were determined to be important and ranked.

Form Characteristics Considered Most Important

- Rank 1. Should show compliance with all state requirements (income level, citizen, etc.)
- Rank 2. Should be brief
- Rank 3. Should not duplicate items collected - if easily accessible to EOPS Director
- Rank 4.5 Should be easily understood by EOPS applicants
- Rank 4.5 Should provide for data accumulation
- Rank 6. Should provide for program evaluation
- Rank 7. Should use only one side of form for student use

After the characteristics for the card were agreed upon, the Delphi Technique was again used to determine the items to be included (see Appendix IV). Each participant listed 30 or more items which he felt were essential. A committee of participants the first evening collated the items, gave each a number, and arranged them under these headings:

- A Identification
- B Personal Information
- C Family Information
- D Educational
- E Recurring Information Needed Each Semester

The project director arranged the lists by subject areas, by number of times listed and set them up for new ratings and divided the data into two columns: the data the student would have to supply and the data the EOPS office should provide. The project secretary duplicated this material before the group started to work the next morning.

Each participant then rated the 73 items by selecting the first 20 items from the entire list which he felt were essential, the next 20 which he considered important, and the next 20 which would be nice to know. A committee of the participants again evaluated and scored the material which was then

ready for the director and data processing consultant to use to develop the first data collecting form.

Two other tasks were accomplished during the first workshop. Each participant who held the responsibility for filing the annual October report with the Chancellor's Office was asked to review the report and the original application for an EOPS grant and send suggestions for improvement or change to the Project Director by July 25, 1973. This material was submitted to the director and is covered later in this report.

The other task completed at the first workshop was to determine the data which should be included as transmittal information to the Chancellor's Office and subsequently to the legislature (see Appendix V).

Again through the use of the Delphi Technique each participant was asked to pretend that he was a legislator, and to frame ten questions which he felt the California Community Colleges EOPS staff should be able to answer about the state-wide program. The results were again collated by a sub-committee and 21 questions were presented to the total group for review. Each participant was then asked to select the ten most important questions and rate them. Each question was weighted on the basis of a first to tenth choice. The weighted values ranged from 126 to 6. The group agreed to eliminate all questions weighted less than 35. The following eleven questions remained:

<u>Rank</u>	<u>Weight</u>	<u>Question</u>
1.	126	How many students are being helped?
2.	87	What evidence do you have that the EOPS program is effective?
3.	73	What are overall costs, analyzed by categories and sources of funds?
4.	72	What are characteristics of students being served?
5.	66	What are retention rates by program?
6.	63	How many eligible students needed help and didn't get it?

<u>Rank</u>	<u>Weight</u>	<u>Question</u>
7.	54	What are average costs per student?
8.	53	Which services are most effective?
9.	51	How many students accomplish their goals?
10.	44	Is there duplication of effort (state, federal, local, etc.)?
11.	35	What provisions were made for identification of EOPS students?

After some discussion, it was agreed that a group of the participants with research skills would meet again on Sunday, July 22 to determine if the items selected by the group for inclusion on the student forms could be used to answer the eleven questions above, and if not, what other data or steps should be taken.

The next step was to develop the first form and send it out to the field for testing. During the next two weeks the Project Director and the Data Processing Consultant worked with the forty items considered "essential" and "important" by the workshop participants and considered many different formats. It was finally agreed that the data should be divided into that which the student would provide as he applied for EOPS assistance and that which the EOPS Director would cumulate from semester to semester. Certain items which had not been included, but were essential, such as a code for the college itself, were added. The first sample form, with a set of instructions for use, were sent to the eight colleges on July 25, 1974, and each was asked to review for omissions and clarity and, if possible, to pilot test on a few students. When the results of the first trial were received, Student Data Form #1 and instructions were revised and forms were delivered to the eight colleges in early August for their use in the fall semester of 1973. The Student Data Form #1 as prepared for use in 1974-75 has gone through a total of seven revisions. The instructions have been reworked

three times and the format for the keypunch operator, four times. The later revisions have been minor in nature, but each has been at the request of one or more of the participating colleges to insure greater uniformity and accuracy in data collection. It is anticipated that other minor changes will continue to be made as the form is put into use state-wide.

A sample of an EOPS Form 1 - Student Data card, its instructions, and keypunch format are included under Results in this report.

The second EOPS Student Data Form which was developed for the use of the EOPS Director in cumulating data on their students, with its instructions and keypunch format, was also completed on July 24 and mailed out for revisions and corrections. It, too, was revised in August and mailed in time to be put into use during the fall semester. While Form #1 was ready for keypunching during the fall semester, Form #2 could not be keypunched until after the close of the first term as it requires the entry of the semester's GPA, hours of services provided, and the student's other accomplishments completed during, or at the end of, the semester.

The second workshop on July 22 involved the research personnel from American River College, Cosumnes River College, Los Angeles City College, San Francisco City College, San Jose City College, and Shasta College and the Data Processing Consultant from Los Rios Community College District. One of the purposes of this workshop was to determine if the data to be captured on Forms #1 and #2 would be sufficient to answer the eleven questions which the participants had felt were of interest to the legislature. The second purpose was to plan for coordination between the Form Development and Cost Effectiveness projects.

Several important decisions were made during the day -

1. The colleges participating with the Cost Effectiveness Project would also be invited to test the forms. This would widen the scope and provide more data against which to recommend cost effectiveness guidelines. The colleges which agreed to pilot test the forms included Butte College, El Camino College, Laney College, Orange Coast College, and Santa Rosa Junior College, thus increasing the participating colleges to thirteen. It is to be noted that complete data was finally submitted from seven of the original colleges (San Jose City College completed only Form #1 due to a computer breakdown) and four of the cost effectiveness colleges (El Camino College collected the data but did not get it keypunched in time to be processed on the first computer run).
2. The colleges would be asked to keypunch the data and submit it to the Chancellor's Office for processing, in lieu of completing a transmittal form related to the data. It was felt that all data would then be treated in the same fashion and with but one interpretation. (This suggestion was subsequently approved by the Chancellor's staff and a budget has been approved for a state-wide summary print-out of all data from all colleges for 1974-75.)
3. It was determined that all of the questions, with the exception of #6 (related to unmet need), could be answered from the data to be collected. A consistent estimate of unmet need could be made by each college by use of census tract data, but would be less reliable each year as it uses data developed in 1970. The only reliable way to determine each student's unmet need would be to give a college-wide income questionnaire by student name and to have each student indicate his desire for help. Many districts feel that to ask a student's income, if he has not applied for financial aid, is an invasion of his privacy. A solution to this problem has not been found to date.

The third workshop of all participants was called on February 9, 1974, for the purpose of

1. Collecting the keypunched cards from Form #1.
2. Determining from the field the problems found in using Form #1, its instructions, and keypunch format prior to the final revision for 1974-75.

3. Review the use of Form #2.
4. Set deadline dates for submission of Form #2 data.
5. Give instructions on the responsibilities of the participants to edit the printouts generated for each college from the Form #1 and Form #2 data.

One of the data processing programmers from the Los Rios Community College District was in attendance at the February workshop, and later completed the programs which summarized: 1) the characteristics of the EOPS students for each college and 2) the cost effectiveness data for each college. This material will form the basis of the work which will be done during 1974-75 to develop the cost effectiveness guidelines for the EOPS program.

An additional Form #3 was developed also to be submitted by each institution at the time it sends in its keypunched cards. The college data, thus provided is necessary to complete the cost effectiveness data. For example, it is necessary to compare the total institutional GPA against the mean GPA earned by the EOPS students. A copy of this form is shown under Results.

On May 4, 1974, a meeting of representatives of both projects - Forms Development and Cost Effectiveness - met to review final revision suggestions for Forms 1, 2, and 3 and to study the printouts on Cost Effectiveness data from participating colleges. The projects programmer was also present and was able to clarify several questions related to the need for editing by a representative from each college prior to the final printout.

Results

The EOPS Project #73-101 has resulted in the following products:

1. EOPS Form #1 - Student Data
2. Instructions - EOPS Form #1
3. Key Punch Format - EOPS Form #1
4. EOPS Form #2 - Student Data
5. Instructions - EOPS Form #2
6. Keypunch Format - EOPS From #2
7. EOPS Form #3 - Institutional Data
8. Data Processing Program - Student Characteristics
9. Modifications in EOPS Application
10. Modification in EOPS Questionnaire

Samples of the first eight products follow.

The last two are already in use.

PRINT



(1) Sec. Sec. No.

--	--	--	--	--	--

(10) NAME LAST FIRST INITIAL
 (35) BIRTHDATE No. DAY YR. (41) MALE FEMALE

(42) ETHNIC BACKGROUND:
 _____ AFRO-AMERICAN, BLACK, NEGRO
 _____ AMERICAN INDIAN
 _____ ASIAN
 _____ CHICANO, MEX. AMER., SPANISH SURNAME
 _____ OTHER WHITE
 _____ OTHER NON WHITE - SPECIFY _____

(43) ADDRESS No. STREET CITY STATE ZIP

(14) ARE YOU A U. S. CITIZEN? YES No

(15) MARITAL STATUS: SINGLE MARRIED

HIGH SCHOOL LAST ATTENDED: NAME STATE

(16) YEAR LAST ATTENDED: 19 _____

(17) HIGHEST GRADE COMPLETED

(20) H S DIPLOMA? (D) GED? (G) NON-GRAD? (N)

HAVE YOU ATTENDED OTHER COLLEGES? IF SO, WHERE? NAME(S)

(21) YEAR LAST ATTENDED COLLEGES 19 _____

(23) SEMESTER UNITS (25) QUARTER UNITS

DEGREE EARNED? YES No

EOPS FORM 1 - STUDENT DATA

(56) COLLEGE

(27) ARE YOU A NEW EOPS STUDENT? (A) COMPT. EOPS HERE? (B) CONTINUED FROM OTHER COLLEGE? (C) RETURNING EOPS? (D)

(28) ARE YOU A VETERAN? YES No DISCHARGE DATE? 19 _____

(29) YOUR TOTAL MONTHLY INCOME \$ _____

SOURCES OF INCOME (INCLUDE SOURCES SUCH AS WELFARE, VETERANS, SALARIES, FAMILY, ETC.)

(33) SPOUSE'S MONTHLY INCOME \$ _____

(37) No. OF CHILDREN DEPENDENT ON YOU _____

COMPLETE THE FOLLOWING ITEMS ONLY IF YOUR PARENTS PROVIDE ANY OF YOUR SUPPORT (INCLUDING ROOM AND BOARD).

(38) FATHER'S TOTAL MONTHLY INCOME (FROM ALL SOURCES) \$ _____
 (42) MOTHER'S TOTAL MONTHLY INCOME (FROM ALL SOURCES) \$ _____
 (46) No. OF BROTHERS AND SISTERS UNDER 21 LIVING AT HOME _____
 (47) No. OF OTHER FAMILY MEMBERS LIVING AT HOME _____

(48) HAVE YOU FILED A FINANCIAL AID APPLICATION AT THIS COLLEGE? YES No

(49) HAVE YOU APPLIED FOR A BASIC EDUCATION OPPORTUNITY GRANT (BEOG)? YES No
 (50) DATE BEOG FILED No. DAY 19 _____

WHY DID YOU DECIDE TO COME TO THIS COLLEGE? _____

WHO TOLD YOU ABOUT EOPS AT THIS COLLEGE? _____

SPECIAL SKILLS (SUCH AS MUSIC, TYPING, ETC.) _____

PARENTS' ADDRESS No. STREET CITY STATE ZIP

DATE SIGNATURE

EOPS FORM 1 - INSTRUCTIONS

THIS FORM HAS BEEN DESIGNED TO COLLECT BASIC DATA ABOUT EACH EOPS STUDENT AS HE APPLIES FOR, OR IS ACCEPTED FOR EOPS SERVICES. SOME OF THE INFORMATION MAY BE DUPLICATED ON THE COLLEGE APPLICATION FORM OR ON THE GENERAL APPLICATION FORM FOR FINANCIAL AID. FORM #1 WILL BE COMPLETED BY EACH STUDENT, WITH HELP IF NECESSARY, AND WILL BE MAINTAINED IN THE EOPS DIRECTOR'S OFFICE AS HIS MASTER EOPS STUDENT FILE.

SOCIAL SECURITY No. AND NAME (OR OTHER NUMBER USED BY COLLEGE FOR IDENTIFICATION)

STUDENT SHOULD BE ASKED TO CHECK HIS SOCIAL SECURITY No. AND NOT RELY UPON HIS MEMORY. EACH NUMBER SHOULD BE CAREFULLY WRITTEN. NO NICKNAMES SHOULD BE USED.

BIRTHDATE - ENTER AS REQUESTED (EXAMPLE - 4/10/55)

MALE OR FEMALE - CHECK ONE.

ETHNIC BACKGROUND - CHECK ONE.

(CAUCASIANS CHECK OTHER WHITE UNLESS THEY HAVE CHECKED CHICANO, MEXICAN AMERICAN, OR SPANISH SURNAME. IF STUDENTS OF MIXED RACIAL BACKGROUND ASK WHERE TO CHECK, SUGGEST CHECKING UNDER OTHER NON WHITE.)

ADDRESS - ENTER AS REQUESTED. DO NOT ACCEPT POST OFFICE BOX No. IN LIEU OF A STREET ADDRESS.

PHONE No. - IF NONE, WRITE NONE

BIRTHPLACE - CITY, STATE OR CITY, COUNTRY, IF FOREIGN BORN.

U. S. CITIZEN - CHECK

MARITAL STATUS - CHECK. (DIVORCED, SEPARATED, OR WIDOWED - CHECK SINGLE)

HIGH SCHOOL LAST ATTENDED - SCHOOL NAME AND STATE IN WHICH LOCATED.

YEAR LAST ATTENDED - COMPLETE 19__.

HIGHEST GRADE COMPLETED - 9TH, 10TH, 12TH, ETC.

HIGH SCHOOL DIPLOMA - CHECK APPROPRIATE BLANK.

ATTENDED OTHER COLLEGES? - GIVE NAME OR NAMES OF THOSE ATTENDED.

YEAR LAST ATTENDED COLLEGE - DATE OF LAST COLLEGE ATTENDED OTHER THAN THIS COLLEGE.

SEMESTER UNITS - EARNED AT ALL OTHER COLLEGES.

QUARTER UNITS - EARNED AT ALL OTHER COLLEGES. **DEGREE EARNED**, IF ANY EARNED, CHECK YES.

EOPS STUDENT - NEW - FIRST TIME ON PROGRAM ANYWHERE?

CONTINUING HERE - WAS AN EOPS STUDENT LAST TERM.

CONTINUED FROM OTHER COLLEGE - AN EOPS STUDENT BEFORE TRANSFERRING

RETURNING - WAS AN EOPS STUDENT AT THIS COLLEGE BUT NOT THE LAST TERM.

VETERAN - CHECK AS REQUESTED. GIVE YEAR OF DISCHARGE.

YOUR TOTAL MONTHLY INCOME - FROM ALL REGULAR SOURCES - SALARY, WELFARE, VETERAN'S ASSISTANCE, VOCATIONAL REHABILITATION, ALIMONY, FAMILY, ETC.

SPOUSE'S MONTHLY INCOME - IF MARRIED.

No. of CHILDREN DEPENDENT ON YOU - ENTER NUMBER (EXAMPLE - 5)

THE FOLLOWING FOUR ITEMS (FATHER'S INCOME, MOTHER'S INCOME, NUMBER OF BROTHERS AND SISTERS UNDER 22, AND NUMBER OF OTHER FAMILY MEMBERS LIVING HOME) ARE TO BE COMPLETED ONLY IF PARENTS PROVIDE ANY OF STUDENT'S SUPPORT. IF STUDENT LIVES AT HOME AND DOES NOT PAY ROOM AND BOARD, HE MUST COMPLETE THE FOUR QUESTIONS.

FINANCIAL AID APPLICATION - CHECK AS APPROPRIATE.

BOGS APPLICATION - CHECK AS APPROPRIATE - DATE OF APPLICATION IS VERY IMPORTANT. GIVE APPROXIMATE DATE, IF ACTUAL DATE IS NOT KNOWN.

WHY DID YOU DECIDE TO COME TO THIS COLLEGE? - GIVE MAIN REASON. FUNDS, PROGRAM, TRANSPORTATION, ETC.

WHO TOLD YOU ABOUT EOPS? - RECRUITER, FRIEND, TEACHER, ETC.

SPECIAL SKILLS - SUCH AS MUSIC, TYPING, AUTO MECHANICS, ETC.

PARENTS' ADDRESS - IF PARENTS DO NOT LIVE TOGETHER GIVE ADDRESS OF ONE (OR SOMEONE ELSE IN YOUR FAMILY) WHO WOULD BE MOST APT TO KNOW HOW TO REACH YOU.

COLLEGE - ENTER COLLEGE NAME IN UPPER RIGHT HAND CORNER

EOPS FORM I - CARD FORMAT (CARDS A AND B)

- 1 - 9 SOCIAL SECURITY No.
- 10 - 23 LAST NAME
- 24 - 33 FIRST NAME
- 34 MIDDLE INITIAL
- 35 - 40 BIRTHDATE (MM DD YY)
- 41 SEX (M F)
- 42 ETHNIC BACKGROUND X = 1 AFRO-AMERICAN, BLACK, NEGRO
2 AMERICAN INDIAN
3 ASIAN
4 CHICANO, Mex. AMERICAN, SPANISH SURNAME
5 OTHER WHITE
6 OTHER NON WHITE
- 43 - 60 STREET ADDRESS
- 61 - 72 CITY
- 73 - 74 STATE
- 75 - 78 ZIP
- PHONE No. AND BIRTHPLACE (DO NOT ENTER)
- 79 NOT USED
- 80 CARD CODE (A)
- 1 - 13 DUP FROM CARD A
- 14 U.S. CITIZEN (Y N)
- 15 MARITAL STATUS (M S)
- HIGH SCHOOL LAST ATTENDED (DO NOT ENTER)
- 16 - 17 YEAR LAST ATTENDED HIGH SCHOOL (Y Y)
- 18 - 19 HIGHEST GRADE COMPLETED (XX)
- 20 DIPLOMA (D) OR GED (G) NON-GRADUATE (N)
- NAME OF COLLEGE ATTENDED (DO NOT ENTER)
- 21 - 22 YEAR LAST ATTENDED COLLEGE (Y Y)
- 23 - 24 UNITS COMPLETED (SEMESTER) (XX)
- 25 - 26 UNITS COMPLETED (QUARTER) (XX)
- DEGREE EARNED (DO NOT ENTER)
- 27 EOPS STATUS (NEW, CON'T. HERE, CON'T. FROM OTHER COLLEGE, AND RETURNING)
(A - NEW, B - HERE, C - OTHER, D - RETURN)
- 28 VETERAN (Y N)
- DISCHARGE DATE (DO NOT ENTER)
- 29 - 32 YOUR MONTHLY INCOME (XXXX)
- SOURCES OF INCOME (DO NOT ENTER)

- 33 - 36 SPOUSE'S MONTHLY INCOME (XXXX)
- 37 No. of CHILDREN DEPENDENT ON YOU (X) (IF MORE THAN 10 - USE A)
- 38 - 41 FATHER'S MONTHLY INCOME (XXXX)
- 42 - 45 MOTHER'S MONTHLY INCOME (XXXX)
- 46 No. of BROTHERS AND SISTERS UNDER 21 AND LIVING HOME (IF MORE THAN 10 USE A)
- 47 No. of OTHER FAMILY MEMBERS LIVING HOME (IF MORE THAN 10 - USE A)
- 48 HAVE YOU FILED A FINANCIAL AID APPLICATION? (Y N)
- 49 HAVE YOU FILED A BEOG APPLICATION? (Y N)
- 50 - 55 DATE BEOG FILED (MM DD YY)
- WHY DID YOU DECIDE TO COME TO THIS COLLEGE? (DO NOT ENTER)
- WHO TOLD YOU ABOUT EOPS AT THIS COLLEGE? (DO NOT ENTER)
- SPECIAL SKILLS (SUCH AS MUSIC, TYPING, ETC.) (DO NOT ENTER)
- PARENTS' ADDRESS (DO NOT ENTER)
- 56 - 61 INSTITUTION CODE (XXXXXX) (SEE UPPER RIGHT HAND CORNER - USE STATE CODE NO. ASSIGNED TO YOUR COLLEGE)
- 62 - 79 NOT USED
- 80 CARD CODE (B)

FIFTH TERM

(34) Date _____ (37) Academic Status _____
 (38) U. A. _____ U. C. _____ Sem/Otr. GPA _____
 (47) Cum. GPA _____ Unit Total _____
 Major _____ (53) Term in College _____

EOPS SERVICES RECEIVED

(54) Re-recruited _____ Hrs. Tutorial _____ Hrs.
 (58) Counseling _____ Hrs. Other Services _____ Hrs.

(62) TOTAL FINANCIAL NEED ESTIMATE FOR TERM \$ _____

(65) EOPS Grant \$ _____ Eligible BEOG? Yes _____ No _____ \$ _____
 (72) Show Other Financial Aid: SEOS \$ _____ NDSL \$ _____ COG \$ _____
 Scholarship \$ _____ BIA \$ _____ SS \$ _____ Other \$ _____
 (14) EOPS Work Study: Hours _____ Rate \$ _____ Earned \$ _____
 (20) Date Withdrawn _____ Reason _____
 (21) Student Goal _____
 Work Assignment _____ (22) Funded by _____
 Comments: _____

SIXTH TERM

(34) Date _____ (37) Academic Status _____
 (38) U. A. _____ U. C. _____ Sem/Otr. GPA _____
 (47) Cum. GPA _____ Unit Total _____
 Major _____ (53) Term in College _____

EOPS SERVICES RECEIVED

(54) Re-recruited _____ Hrs. Tutorial _____ Hrs.
 (58) Counseling _____ Hrs. Other Services _____ Hrs.

(62) TOTAL FINANCIAL NEED ESTIMATE FOR TERM \$ _____

(65) EOPS Grant \$ _____ Eligible BEOG? Yes _____ No _____ \$ _____
 (72) Show Other Financial Aid: SEOS \$ _____ NDSL \$ _____ COG \$ _____
 Scholarship \$ _____ BIA \$ _____ SS \$ _____ Other \$ _____
 (14) EOPS Work Study: Hours _____ Rate \$ _____ Earned \$ _____
 (20) Date Withdrawn _____ Reason _____
 (21) Student Goal _____
 Work Assignment _____ (22) Funded by _____
 Comments: _____

SEVENTH TERM

(34) Date _____ (37) Academic Status _____
 (38) U. A. _____ U. C. _____ Sem/Otr. GPA _____
 (47) Cum. GPA _____ Unit Total _____
 Major _____ (53) Term in College _____

EOPS SERVICES RECEIVED

(54) Re-recruited _____ Hrs. Tutorial _____ Hrs.
 (58) Counseling _____ Hrs. Other Services _____ Hrs.

(62) TOTAL FINANCIAL NEED ESTIMATE FOR TERM \$ _____

(65) EOPS Grant \$ _____ Eligible BEOG? Yes _____ No _____ \$ _____
 (72) Show Other Financial Aid: SEOS \$ _____ NDSL \$ _____ COG \$ _____
 Scholarship \$ _____ BIA \$ _____ SS \$ _____ Other \$ _____
 (14) EOPS Work Study: Hours _____ Rate \$ _____ Earned \$ _____
 (20) Date Withdrawn _____ Reason _____
 (21) Student Goal _____
 Work Assignment _____ (22) Funded by _____
 Comments: _____

ACCOMPLISHMENTS

(29) Certificate: Date _____ Field _____
 (36) Degree: Date _____ Field _____
 (43) Trans. to _____ College _____ Date _____
 (53) Employed: Date _____ Where _____
 Other: _____

GENERAL COMMENTS

EOPS FORM 2 - INSTRUCTIONS

THIS FORM HAS BEEN DESIGNED TO CAPTURE A RUNNING RECORD ON EACH EOPS STUDENT. WHILE FORM #1 IS TO BE COMPLETED BY THE STUDENT AND FILED IN THE EOPS OFFICE, FORM #2 IS TO BE COMPLETED BY VARIOUS STAFF MEMBERS AND WILL ALSO BE FILED IN THE EOPS OFFICE WITH FORM #1.

NAME AND SOC. SEC. NO. (OR OTHER NUMBER USED BY COLLEGE FOR IDENTIFICATION) WILL BE PICKED UP FROM FORM #1 BY A CLERK EARLY IN THE TERM AND RECORDED ON FORM #2. **COLLEGE** - ENTER NAME OF COLLEGE. AT THE SAME TIME THE CLERK SHOULD DETERMINE THE PROPER TERM BLOCK FOR THE STUDENT AND RECORD THE **DATE** OF THE TERM, (FALL '73 - SPRING '74, ETC.) ON THE FIRST LINE OF THE BLOCK SELECTED. THE BLOCKS ARE TITLED **FIRST TERM, EOPS; SECOND TERM, ETC.** **FIRST TERM** MEANS THE FIRST TIME THE STUDENT IS ELIGIBLE FOR AND BECOMES AN EOPS STUDENT - EITHER THROUGH EOPS SERVICES, THROUGH AN EOPS GRANT, OR A COMBINATION OF BOTH. HE COULD BE A THIRD TERM COLLEGE STUDENT AND BE SHOWN AS A FIRST TERM EOPS STUDENT. HOWEVER, MOST OF YOUR STUDENTS WILL NO DOUBT BE NEW TO COLLEGE WHEN THIS FORM IS STARTED. THE ITEM **TERM IN COLLEGE** WILL CLARIFY THIS BY SHOWING THE ACTUAL **NUMBER OF TIMES** THE STUDENT HAS ENROLLED IN ANY COLLEGE - INCLUDING SUMMER SCHOOL. THIS ITEM CAN ALSO BE COMPLETED AT THIS TIME.

ACADEMIC STATUS - INDICATE THE STUDENT'S ACADEMIC STATUS AS HE STARTS THE TERM: **GOOD STANDING, SPECIAL ADMIT, PROBATION, OR FORMERLY DISQUALIFIED OR DISMISSED; U.A. (UNITS ATTEMPTED); U.C. (UNITS COMPLETED); SEM./QTR. GPA; CUM. (CUMULATIVE) GPA; AND UNIT TOTAL (ALL COLLEGE UNITS EARNED)** CAN NOT BE RECORDED UNTIL THE END OF THE TERM. IF YOUR COLLEGE USES STICKER LABELS FOR TRANSCRIPTS, YOU COULD PROBABLY ARRANGE TO RECEIVE A SET OF LABELS WITH THE ABOVE INFORMATION. IF NOT, IT WILL HAVE TO BE RECORDED BY HAND AS SOON AS POSSIBLE FOLLOWING THE TERM'S END. **MAJOR** (TO BE RECORDED BY COUNSELOR, OR FROM A COMPUTER PRINTOUT, IF AVAILABLE.)

EOPS SERVICES RECEIVED

READINESS/RECRUITMENT, TUTORIAL, COUNSELING, AND OTHER WILL REQUIRE A CAREFUL RECORD OF THE ACTUAL SERVICES PROVIDED EACH EOPS STUDENT. ARRANGEMENTS TO HAVE A RECORD OF ALL EOPS SERVICES, BY STUDENT AND BY HOUR, WILL NEED TO BE MADE WITH THE APPROPRIATE STAFF. THIS INFORMATION WILL BE A VITAL PART OF THE COST EFFECTIVE STUDY AND MUST BE AS ACCURATE AS POSSIBLE.

INITIAL READINESS/RECRUITMENT: FIRST TERM STUDENT IS ON EOPS.

RE-RECRUITMENT: IF THE EOPS STUDENT LEAVES THE COLLEGE AND IS BROUGHT BACK THROUGH A RECRUITMENT EFFORT.

THE **HOURS** FOR BOTH OF THE ABOVE ARE COMPUTED AS FOLLOWS: TAKE THE TOTAL EOPS BUDGET FOR THE RECRUITMENT PROGRAM AT YOUR COLLEGE, DIVIDE THAT FIGURE BY THE COST PER HOUR OF RECRUITMENT TO GET THE TOTAL NUMBER OF HOURS SPENT ON RECRUITMENT. DIVIDE THE TOTAL NUMBER OF HOURS SPENT ON RECRUITMENT. DIVIDE THE TOTAL NUMBER OF RECRUITMENT HOURS BY THE NUMBER OF STUDENTS RECRUITED. THIS ANSWER WILL BE THE FIGURE USED FOR EACH STUDENT RECRUITED FOR A PARTICULAR TERM.

FORMULA

$$\frac{\text{TOTAL EOPS RECRUITMENT BUDGET}}{\text{COST PER HOUR OF RECRUITMENT}} \div \text{NUMBER OF STUDENTS RECRUITED} = \text{TOTAL HOURS PER STUDENT}$$

EXAMPLE

$$\frac{\$1,000 \text{ TOTAL BUDGET}}{\$2.00 \text{ PER HOUR}} = 500 \text{ HRS.} \div 100 \text{ STUDENTS RECRUITED} = 5 \text{ HOURS PER STUDENT}$$

TUTORIAL - ACTUAL NUMBER OF HOURS THIS STUDENT WAS TUTORED UNDER EOPS FUNDING. (PEER TUTORS, PARAPROFESSIONAL TUTORS, OR INSTRUCTORS)

COUNSELING - ACTUAL NUMBER OF HOURS THIS STUDENT WAS COUNSELED UNDER EOPS FUNDING. (PEER COUNSELORS, PARAPROFESSIONAL COUNSELORS OR PROFESSIONAL COUNSELORS)

OTHER - ACTUAL NUMBER OF HOURS OF ANY OTHER SERVICE PROVIDED FOR THE STUDENT UNDER EOPS FUNDING.

TOTAL OF FINANCIAL NEED ESTIMATE FOR TERM (FROM FINANCIAL AID OFFICE)

THIS IS THE ESTIMATE, OF THE STUDENT'S **TOTAL** FINANCIAL NEED TO ATTEND YOUR COLLEGE FOR ONE TERM. DIVIDE ANNUAL ESTIMATE BY 2 FOR SEMESTER SCHOOLS, BY 3 FOR QUARTER SCHOOLS, TO DETERMINE TERM ESTIMATE.

EOPS GRANT - THE AMOUNT OF THE EOPS GRANT TO THIS STUDENT FOR TERM ($\frac{1}{2}$ OR $\frac{1}{3}$ ANNUAL GRANT).

ELIGIBLE BEG - CHECK **YES** OR **NO**. IF YES, GIVE AMOUNT OF GRANT FOR TERM ($\frac{1}{2}$ OR $\frac{1}{3}$ ANNUAL GRANT).

SHOW OTHER FINANCIAL AID. ENTER AMOUNT OF GRANT WHERE APPROPRIATE (SS = SOCIAL SECURITY).

EOPS WORK STUDY - THIS INFORMATION WILL BE SOUGHT FROM THE APPROPRIATE STAFF MEMBER AND RECORDED AT THE END OF THE TERM. NOTE THAT COLLEGE WORK STUDY AND REGULAR STUDENT HELP ARE NOT WANTED HERE.

HOURS WORKED

RATE OF HOURLY WAGE

TOTAL AMOUNT EARNED ON EOPS WORK STUDY FOR TERM

DATE WITHDREW, REASON, STUDENT GOAL (WHAT STUDENT SAYS HE IS WORKING TOWARD), AND COMMENTS WILL BE COMPLETED BY THE COUNSELOR, OR THE EOPS DIRECTOR.

WORK ASSIGNMENT - WHAT DID STUDENT DO? CLERICAL, CAFETERIA, MAINTENANCE, ETC.

FUNDED BY - INDICATE HOW PAID. (EOPS, CWS, PART H, REGULAR STUDENT HELP, WORK EXPERIENCE, AND OTHER)

SECOND (OR NEXT) TERM - A NEW BLOCK WILL BE STARTED AND COMPLETED EACH TERM THE STUDENT REGISTERS AFTER THE FIRST ONE - EVEN IF HE NO LONGER RECEIVES EOPS SERVICES OR EOPS FINANCIAL AID. THIS IS NECESSARY TO SHOW THE STUDENT'S PROGRESS.

ACCOMPLISHMENTS (ON BACK OF FORM #2 FOLLOWING 7TH TERM) - WILL BE COMPLETED BY THE EOPS OFFICE STAFF WHENEVER IT IS FELT THAT THE STUDENT HAS TERMINATED HIS RELATIONSHIP WITH THE COLLEGE (ALWAYS AFTER 56 UNITS HAVE BEEN COMPLETED). WE ARE INTERESTED IN WHEN (DATE) AND WHAT HE ACCOMPLISHED. THIS INFORMATION WILL BE VITAL TO GOOD FOLLOW-UP STUDIES NEEDED TO PROVE THE SUCCESS OF THE WHOLE EOPS PROGRAM.

EOPS FORM 2 - CARD FORMAT (CARDS C AND D)

1 - 9	SEC. SEC. NO.		
10 - 23	LAST NAME		
24 - 33	FIRST NAME		
34 - 36	TERM AND YEAR	XYX	X = F - FALL W - WINTER S - SPRING U - SUMMER
37	ACADEMIC STATUS	X	X = 1 GOOD STANDING 2 SPECIAL ADMIT 3 PROBATION 4 FORMERLY DISQUALIFIED OR DISMISSED
38 - 40	U. A.	XX.X	
41 - 43	U. G.	XX.X	
44 - 46	SEMESTER/QUARTER GPA	X.XX	
47 - 49	CUM. GPA	X.XX	
50 - 52	UNIT TOTAL (ALL COLLEGE UNITS EARNED)	XX.X	(IF 100 OR MORE, USE 99.9)
53	TERM IN COLLEGE		(IF 10 OR MORE, USE A)
	MAJOR (DO NOT ENTER)		
	EOPS SERVICES RECEIVED		
54 - 55	INITIAL READINESS/RECRUITMENT OR RE-RECRUITMENT (HOURS)	XX.	
56 - 57	TUTORIAL HOURS	XX.	
58 - 59	COUNSELING HOURS	XX.	
60 - 61	OTHER SERVICES HOURS	XX.	
62 - 64	TOTAL FINANCIAL NEED FOR TERM	XXX.	
65 - 67	EOPS GRANT	XXX.	
68	ELIGIBLE BEOG	(Y N)	
69 - 71	BEOG GRANT	XXX.	
72	OTHER FINANCIAL AID	X	X = 1 SEOG 2 NDSL 3 COG 4 SCHOLARSHIP 5 BIA 6 SOC. SEC. 7 OTHER
73 - 76	GRANT AMOUNT	XXXX	
77 - 79	NOT USED		
80	CARD CODE C		

EOPS FORM 3—INSTITUTIONAL DATA

1. COLLEGE NAME _____
2. OVERALL COLLEGE WITHDRAWAL RATE WITHIN SEMESTER _____ %
3. OVERALL COLLEGE GPA _____
(TOTAL UNITS ATTEMPTED DIVIDED BY TOTAL NUMBER OF GRADE POINTS EARNED)
4. ESTIMATED HOURLY RATE AT YOUR COLLEGE
- | | |
|--------------------|-------|
| FOR TUTORIAL | _____ |
| FOR COUNSELING | _____ |
| FOR OTHER SERVICES | _____ |
5. TOTAL EOPS BUDGET _____
6. AMOUNT OF EOPS FUNDS EXPENDED FOR (GIVE EXPENDED, NOT BUDGETED, FUNDS.)
- | | | |
|---------------------|-------|--------|
| PROGRAM MAINTENANCE | _____ | PART A |
| RECRUITMENT | _____ | PART B |
| TUTORIAL | _____ | PART B |
| COUNSELING | _____ | PART B |
| OTHER SERVICES | _____ | PART B |
| GRANTS TO STUDENTS | _____ | PART C |
| EOPS WORK STUDY | _____ | PART C |
7. SEMESTER _____
- QUARTER _____

Data Processing Program - Student Characteristics

The program for compiling and printing the student characteristics has been completed by personnel from the Los Rios Community College District Data Processing Services.

Samples of the experimental "printouts" will be forwarded to participating schools during July, 1974. It is to be noted that these are for EOPS students registered in the Fall, 1973 only. The summary report for the eleven schools will be submitted to the Chancellor's Office staff at the same time.

EOPS Application and Annual EOPS Questionnaire

On October 15, the Project Director submitted some suggestions to the Chancellor's staff for the simplification and clarification of the EOPS Questionnaire which each college prepares in the fall for the preceding year. These suggestions were used in the Fall, 1973 report for the 1972-73 grant year. Once the keypunched cards on each student are submitted to the Chancellor's Office, this questionnaire can be eliminated.

On November 2, the Project Director was invited to participate as a member of an ad hoc committee to review and revise the 1974-75 EOPS Application. The suggestions sent in by the project participants were presented to the ad hoc committee and most of them were incorporated into the application.

Recommendations

It is recommended that EOPS Form #1 - Student Data, EOPS Form #2 - Student Data, and EOPS Form #3 - Institutional Data be put to use in all EOPS grant colleges by August 1, 1974.

This will necessitate

1. A distribution of Form #1 - Student Data prior to the opening of the fall term, 1974.
2. A training session for the Chancellor's Office EOPS staff late in June or early July, 1974.
3. Regional training sessions for all colleges on the use of the three forms - to be scheduled as soon as staff time permits.
4. Assurances to all financial aid officers that only summary data, not individual records, will be maintained and used at the state level.
5. Careful study of available data by EOPS staff to determine format for report on data to Post Secondary Commission and Legislature.
6. Correction of current Data Processing programs to incorporate the BEOG information added to the forms in May.

Bibliography

An Assessment of Educational Opportunity Programs
in California Public Higher Education, Feb. 1973.
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MacMillan, Thomas F., "The Impact of EOPS Programs: In Defense of Research Strategies of Reporting Results"
Speech presented to the Second Annual Conference
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MacMillan, Thomas F., Nor Cal Project Phase I Final Report, 1969

MacMillan, Thomas F., Nor Cal Project Phase II Final Report, 1970

Appendixes

Appendix I Invitational Letter

Appendix II Instructions for Participants

Appendix III Characteristics - Forms Used in 1st Workshop

Appendix IV Ratings - Forms Used in 1st Workshop

Appendix V Transmittal - Forms Used in 1st Workshop



AMERICAN RIVER COLLEGE

4700 COLLEGE OAK DRIVE, SACRAMENTO, CALIFORNIA 95841

KENNETH D. BOETTCHER, *President*
 ROBERT E. ALLERTON, *Dean of Student Personnel*
 OWEN S. STEWART, *Dean of Instruction*
 C. MAX McDONALD, *Dean of Administration*

May 17, 1973

As you know from the report given at the CJCA R & D Conference at Asilomar in May, American River College has been funded for the EOPS Special Project #73-101 for the "Development of EOPS Collecting and Transmittal Forms for Statewide Use." The project was written at the request of the Chancellor's Office EOPS staff, and should make it possible for those of us in the field to participate in the development of forms which are consistent with available data.

I am very pleased that you and your college have agreed to work with us, along with six other community colleges in the state. The roster of colleges currently includes: American River College, City College of Los Angeles, Cosumnes River College, Sacramento City College, San Francisco City College, San Jose City College, Santa Barbara City College, and Shasta College.

Each of the eight colleges will have two representatives. The person assigned to institutional research and either an EOPS Director, a Financial Aid Director, or someone else on your staff who has worked with the requests for information from the Chancellor's Office during the past three years. Will you please let me know immediately the name of the second person from your staff you would like to have work with us?

Reimbursement for services will be as follows:

Payment for five days of consulting time	\$500 each
Attendance at Workshops	
3 days - 2 in June or July	
- 1 at end of 1st Semester	
1 day - pilot testing of forms	
1 day - evaluation of forms	

Reimbursement for travel to workshops
 Economy air or mileage - whichever is less
 Per diem costs up to \$25.00 day - out-of-town

As the first workshop will be called for a Friday and Saturday, if you would normally be paid for Friday, you may wish to arrange with your district for "leave without pay" for that day, and for any other period when you will be paid by the project for your services. Of course when you work for us on Saturday, or during vacation periods there would be no problem on "double jeopardy."

Funds will be available after July 1, and as it is urgent that we make every effort to get the student form, at least, ready to use in September, I am suggesting that we set up our first meeting either for

Friday and Saturday - July 6 - 7 or
Friday and Saturday - July 13 - 14.

The first meeting will be held at American River College in Sacramento.
Time 9:00 a.m.

Will you please return the attached sheet as soon as possible, so we can set the meeting date at the most convenient time for the participants?

Looking forward to working with you,

Sincerely,

(Mrs.) Lorine A. Aughinbaugh
Assistant Dean of Research

LAA/fm
enc.

EOPS Forms Development Workshop

Agenda

July 6 and 7, 1973

Friday - July 6 - 9 to 4 - ARC Library 2nd Floor

I. General Information

- A. Introductions
- B. Purpose of Project

To develop and pilot test EOPS forms to be used statewide in 1974-75.

Four forms

1. Individual student data form.
2. Transmittal form for group data by college.
3. Application - Recommend revisions
4. Year end report form.

(Perhaps 2 and 4 should be combined?)

- C. Review Time Schedule
- D. Review Responsibilities of Participants
- E. Payment Schedule
- F. Other

Coffee Break

II. Development of Student Data Form

- A. Overview of current practices at each college.

Is separate form used?

General purposes of form?

Data processed - all or in part?

Who is responsible for data collection and usage?

Feel system is adequate?

Lunch Break

- B. Using Delphi Technique, determine characteristics of form.
- C. Using Delphi Technique, determine student data items.

Saturday - July 7 - 9 to 3

- II. Continue: Student Data Form -
Reach agreement on essential and important items.

Coffee Break

III. Development of Transmittal Form

- A. What have been some of major problems on current form?
- B. Using Delphi Technique, determine questions data should answer.
- C. Get agreement on 15 basic questions.
- D. Can we answer these questions from data we have on student form?

Lunch Break

IV. Revision of Application

- A. Format
- B. Essential elements

Responsibilities of Participants

1. Attendance at workshops.
2. Put student data and transmittal forms to use during 1973-74. Prepare a written evaluation of usage.
3. Review and return all forms to director as scheduled.
4. Submit time sheets as scheduled.

Date _____

Name _____

Soc. Sec. No. _____

College _____

Project Budget No. _____

Consultant Fee _____

Travel _____

Mileage _____ at 10c _____

or _____

Air fare _____

Hotel _____

Meals _____

Other (explain) _____

Total _____

Attach receipts for hotel, air fare, etc.

Signed _____

Approval _____

Lorine Aughinbaugh
Project Director

Student Data Form Characteristics

List the important characteristics for the form itself.

List

Rating

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

EOPS FORMS DEVELOPMENT WORKSHOP

Data Items Needed - Student Form

Rate each item as E - Essential, I - Important, N - Nice to know

<u>Student</u>		<u>Office</u>	
<u>A. Identification</u>	<u>Rating</u>		<u>Rating</u>
1. Name	14		
2. Soc. Sec. No.	6		
3. Driver's Lic. No.	1		
4. Birthdate/age	10		
5. Birthplace	1		
6. U.S. Citizen	5		
7. Sex	15		
8. Race	11		
<u>B. Personal Info.</u>			
1. Present address (zip 3)	7	Census Tract	1
2. Telephone No.	4		
3. Marital status	8		
4. No. and ages of dependent children	5		
5. Veteran status/discharge date	4-1		
6. Religious Preference	2		
7. Student monthly income	11	Yearly income	1
8. Sources of income	7	Income verification	1
9. Spouse's income	2	Yearly income	1
10. Sources of spouse's income	1		
11. Mode of transportation	4		
12. Any physical handicaps	3	Verification	1
13. Greatest encouragement from	11		
14. Special hobbies	2		
15. Special skills	2		
16. Self Estimate	3		

		<u>Rating</u>		<u>Rating</u>
B. <u>Personal Info.</u>				
17. Most important event in life to date	1	_____		
C. <u>Family Info</u>				
1. Parent's address + zip	7	_____		
2. Parent's telephone	4	_____		
3. Father's monthly income	11	_____	Total Family income	1 _____
4. Source of income	7	_____		
5. Mother's monthly income	7	_____		
6. Source of income	7	_____		
7. No. of brothers and sisters living at home	7	_____	Possible EOPS student	1 _____
8. No. of other family members living at home	6	_____		
D. <u>Educational</u>				
1. High School	1	_____		
2. Date last attended	1	_____		
3. Highest grade completed	10	_____	GPA	4 _____
4. Diploma or GED certificate	1	_____		
5. College	4	_____		
6. Date last attended	4	_____		
7. Units completed	7	_____	GPA	4 _____
8. Reason for leaving	2	_____		
9. Highest Degree completed	4	_____		

<u>D. Educational</u>	<u>Rating</u>		<u>Rating</u>
10. Standardized Tests	4	_____	
CLEP			
ACT			
SAT			
Other			
11. Financial Aid Received (Type and amount)	1	_____	
<u>E. Each semester</u>			
1. College major	7	_____	
2. Career goal	4	_____	
3. Counselor	1	_____	
4. Units attempted	1	_____	
5. Units completed	1	_____	
6. GPA - current	1	_____	
7. GPA - cum	1	_____	
8. Degree granted	1	_____	
9. Certificate granted	1	_____	
10. Special services	10	_____	
a. Tutorial			
b. Counseling			
c. Financial Aid			
Grant-type			
Loan-type			
Work-type			
d. Other			
11. Student Evaluation of Services	2	_____	
12. Spec. Prob.	1	_____	
13. Special Awards	2	_____	
Honors	1	_____	
Contributions	1	_____	
14. Reason for Withdrawal	2	_____	
15. Date of Withdrawal	1	_____	
16. Estimate of Financial needs	1	_____	
			Applied for Received
			1 1

			Verified total
			1

July 7, 1973

#2 Student Data Form - Items to be included

List every item you feel should be included on form

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.
- 23.
- 24.
25. to 30. +

#3

Student Data Form - Item Rating

Arrange all items in following order

Essential

- | | |
|-----|-----|
| 1. | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | 14. |
| 5. | 15. |
| 6. | 16. |
| 7. | 17. |
| 8. | 18. |
| 9. | 19. |
| 10. | 20. |

Important

- | | |
|-----|-----|
| 1. | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | 14. |
| 5. | 15. |
| 6. | 16. |
| 7. | 17. |
| 8. | 18. |
| 9. | 19. |
| 10. | 20. |

#3

Nice to know

- | | |
|-----|-----|
| 1. | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | 14. |
| 5. | 15. |
| 6. | 16. |
| 7. | 17. |
| 8. | 18. |
| 9. | 19. |
| 10. | 20. |

Transmittal Form

#4

If you were a legislator, what ten questions would you feel the CCC EOPS staff should be able to answer about the statewide program?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 19 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION