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ABSTRACT

This study surveyed the extent of Special Educational Opportunity Programs (SEOP) for disadvantaged students among higher education institutions in Illinois, Indiana, Michigan, Ohio, and Wisconsin, in an initial attempt to establish baseline data on the nature and range of SEOP activities. From the results of a questionnaire administered to both two-year and four-year colleges, the general responses indicate that: (1) SEOP activities are more prevalent presently in four-year institutions; (2) there is a small trend toward increasing the number of SEOP projects; (3) in the past two years, program implementation has been concentrated at freshmen-sophomore levels; (4) traditional academic lines with supplementary counseling services have been followed; (5) student selection is based on regular admission criteria plus personal interviews; (6) student and institutional reaction to programs tends to be positive; and, (7) it is questionable whether the impact of SEOP projects can be sustained without outside financial aid to students. Recommendations made to the Office of Education, other Federal agencies, and colleges emphasized the need to continue and expand the level of studies on SEOP projects, and to begin establishing evaluative criteria that can benefit students, institutions, and educational agencies. [Not available in hard copy due to the marginal legibility of original document.] (Author)

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SURVEY AND ANALYSIS OF HIGHER EDUCATION
PROGRAMS FOR THE DISADVANTAGED STUDENT

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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March 1970

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ACKNOWLEDGMENTS

We extend our appreciation to the personnel in the higher education institutions in the states of Illinois, Indiana, Michigan, Ohio and Wisconsin whose cooperation made this survey possible. The results reported herein would not have been possible if it were not for their active interest. The value of this survey is based on their support and responsiveness.

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SUMMARY

This study surveyed the extent of Special Educational Opportunity Programs (SEOP) for disadvantaged students among the higher education institutions in five states -- Illinois, Indiana, Michigan, Ohio and Wisconsin. The study was an initial attempt to establish baseline data on the nature and range of SEOP activities in this particular region of the nation.

From mailings sent to 462 two-year and four-year institutions, 312 responses were received (68 percent return) which included 97 colleges WITH SEOP and 215 colleges WITHOUT programs. From the results obtained in the survey, the general responses indicate --

SEOP activities at present are more prevalent in well-established four-year institutions

There is a small trend toward increasing the number of SEOP projects

Programs have largely been implemented in the past two years with enrollment concentrated in the freshmen-sophomore levels

Operations tend to follow traditional academic lines with supplementary counseling services

Student selection is based on regular admission criteria plus personal interviews

Student and institutional reaction to programs tends to be positive

Questions remain as to whether SEOP activities take place in an articulated program or in a loosely-organized collection of regular curricula offerings

Without outside financial aid to students it is questionable as to whether the momentum of SEOP projects can be maintained

Recommendations were made to the U. S. Office of Education, other federal agencies, and the colleges, to continue and expand the level of studies on SEOP projects and to begin establishing evaluative criteria that can benefit students, institutions, and educational agencies. A continuing and critical need is to generate more information and channel it more effectively among the institutions and agencies concerned.

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I. INTRODUCTION

This survey has been an attempt to establish baseline data on the status and practices of the various types of special opportunity and developmental educational projects in higher education institutions. This survey was limited to the colleges and universities in the five states of Illinois, Indiana, Ohio, Michigan and Wisconsin. Concerted efforts were made to see that every junior college and four-year college or university received a copy of the survey materials.

The focus of the survey was on Special Educational Opportunity Programs which forms the acronym SEOP. For the purposes of this survey, the term SEOP was defined as a program operated by an institution that works with students from an economically and/or educationally disadvantaged background.

The purpose of this survey was not to evaluate existing programs nor draw any inferences about the quality of their SEOP operations. The main objective was basic information -- who had programs and how extensive were they? The effectiveness of such projects will have to be studied at some future date. The urgent need, at the time of this survey, was to establish some delineation as to the prevalence and framework of existing SEOP projects.

A review of the literature at the beginning and the end of this survey period has strengthened the premise that a basic survey was overdue. While the geographic area represented herein encompasses only five states of the nation, it does represent one of the major metropolitan regions of the country. The findings reported later should establish bases for other research programs to be carried on over a larger area, or the nation. More detail could then be covered than was possible at this time. The existing literature reveals a great deal of subjective and/or assumptive data. None to date has dealt with large numbers of higher education institutions. This survey covered 462 institutions, many of which are based in large urban areas.

The director of the ERIC Clearinghouse on the Disadvantaged, Dr. Edmund Gordon, has indicated that the present amount of research being done on SEOP programs in higher education is quite sparse. Our reviews of the research have indicated much that is fragmentary and unidimensional. Hopefully, the results herein will prove to be of value to a large array of higher education institutions and to agency personnel who are directly concerned with the guidance and development of SEOP projects. This report will not reduce many of the anxieties and frustrations confronting project directors or administrators planning to implement such programs. It will help reduce some of the confusion that has been rampant in the field. Answers have been generated here which will raise more questions. At least some of these can be met on a more substantive framework.

The affective tone will continue to prevail and condition the style of SEOP projects. This is as it should be, for we are dealing with individuals whose human potential now has an opportunity to be exercised and developed. Hopefully this can be raised to a standard that is satisfying to the individual and to the society in which he lives. We can be optimistic that this report might remove some of the clouds of confusion surrounding SEOP projects. This optimism can be realized if new bases for dialogues, consortia efforts, and interaction programs can be established. To do this is the responsibility of higher education institutions and appropriate federal, state and private agencies. No one in these times accomplishes much in isolation. Effective teamwork and application of knowledge can produce new levels of accomplishment.

II. METHODS

The survey materials were mailed to 462 institutions of higher education in the states of Illinois, Indiana, Michigan, Ohio and Wisconsin. A set of survey materials can be found in Appendix A. The material package included a covering letter, an instruction sheet, the survey instrument, plus an optical scanning answer sheet. Since such projects are known by a variety of names and project titles, the mailings were all addressed to the Dean of Students at the respective institutions.

Thirty days after the initial mailing, a followup letter was sent to all non-respondents. Since speed was essential in completing this survey and we had received 68 percent response, no further followup attempts were made.

Each answer sheet had been coded for a particular institution. After clerical screening to determine that the answer sheets were in good order and ready for machine processing, the material was given to the Measurement and Evaluation Division of the Office of Instructional Resources at the University of Illinois at Urbana-Champaign. Their statistical service program included a questionnaire analysis format which was employed to analyze the responses and develop the results data. The printout information encompass responses from all cooperating institutions in both categories -- with SEOP programs and without SEOP programs.

Data analysis and the completion of the report have remained within schedule in spite of processing lags and the obstacle of the year-end vacation period. This report will be available to interested institutions in time to be of use for 1970-71 academic planning.

The survey document was distributed in advance to a limited number of professionals who have expertise in this area for their reactions and editorial comments. The survey instrument was also reviewed with personnel of the Survey Research Laboratory at the University of Illinois.

The survey attained data directly from higher education institutions in five areas:

- (1) Institutional Information
- (2) SEOP Structure
- (3) SEOP Program
- (4) SEOP Faculty
- (5) SEOP Students
- (6) SEOP Financing
- (7) Evaluation

Most of the cooperating institutions have requested copies of the final report. The final report will also be available to any other higher education institution or educational agency that may have interest in the operation of SEOP projects. Selected professional

personnel and institutions noted for their work in this area will receive mailings of the final report. The report will go into the ERIC system and be sent to appropriate professional journals for use and quotation as deemed appropriate. One of the main disseminative efforts will be directed toward the appropriate federal and state agencies that are concerned with the operation, financing and progressive development of such special education opportunity programs.

It is expected that the results reported herein will be relevant to all higher education institutions planning, developing, or presently operating special programs for disadvantaged students. We expect, further, that these findings would have interest for educators in elementary and secondary education. Since the prime subjects of this study were the products of earlier educational efforts, one might hope that more direct attention might be paid to the better articulation and cohesive development of a variety of such special programs for all levels of education. Any and all efforts that can turn the application of talent from debilitating foci to productive ones provide stronger gains for the individual, the neighborhood, and the nation. Education can, in fact, then be an effective fulcrum for moving toward productive development of social interests.

III. RESULTS

The results will be discussed in the following manner:

- (1) general results
- (2) institutional information (with and without programs)
- (3) SEOP program data

The results will be graphically presented with figures of bar graph percentages for the responses to the individual survey items.

The results reported herein are based on a final adjusted N of 462 institutions. An adjustment was necessary because some of the institutions listed in various higher education directories did not qualify generally as either two-year or four-year academic institutions. Such omissions were handled this way because of the special nature of the schools, such as religious training orders or limited program types of commercial training establishments. The base N, therefore, represents the institutions that would have a rather general admissions policy and would have the potentiality of operating a SEOP project on their campus.

All of the results reported and discussed in this narrative and displayed in the figures are on the basis of percentages. This report is general for the region surveyed. No attempt will be made to compare one state with another nor particular types of institutions with one another.

A. General Results

In the five state area (Illinois, Indiana, Michigan, Ohio and Wisconsin), 462 higher education institutions were sent sets of survey materials. Replies were received from 312 institutions for a 68 percent return. Among the respondents were 97 institutions WITH programs (21 percent of total mailing) and 215 institutions WITHOUT programs (47 percent of total mailing).

Information on the institutions (Section I) responding to the survey is shown in Figures 1 through 6 (pp. 7-17). In looking at Figure 1, we note that the officers responding to the survey were primarily administrative. In only 15 percent of the cases did the program director respond to the survey in institutions with SEOP activities. The "other" category (item 6, questions 1 and 2) displayed a range of titles but these were still based, in most cases, in central administration.

In Figure 1 (question 3), we see that 16 percent of the institutions with programs were at the junior college level, while 73 percent were at a four-year level (sum of other categories). Respondents with no programs totaled 39 percent at the junior college level and 46 percent at the four-year level.

Figure 2 (p. 9) shows the range of enrollments. The majority of the respondents had campus enrollments of less than 5000. Thirty seven percent of the respondents with programs did have enrollments of 5000 and above. Only seven percent of the respondents without programs were in the 5000+ range of enrollment. Figure 2 also indicates (question 6) that the enrollment in all cases was predominantly white. In only a few cases did black or non-white enrollment account for much of the total enrollment at any institution.

The majority of the respondents were either on the semester plan or operated four quarter sessions a year, typical of most higher education institutions (Figure 3, p. 11).

Figure 3 also indicates details about years of operation and campus structure. The majority of the respondents, with or without programs, were accredited institutions (Figure 4, p. 13).

The responses to question 13 (Figure 4, p. 13) give a more detailed picture of the level of academic offerings. Most of the operating SEOP projects are found in the four-year institutions. The responses to the program foci in question 14 substantiate this (Figure 5, p. 15).

Figure 5 also denotes that responses to question 15 which indicate that most SEOP operations had been formally discussed before programs were implemented. Other responses in Figure 5 indicate that the momentum for beginning such programs has occurred largely in the past two years (from 1968 on).

We found then that 97 of the responding institutions were operating some form of SEOP activity. Two hundred and fifteen of the respondents were not operating any programs at this time. Question 17 is relevant to this (Figure 6, p. 17). Some 72 percent of the responding institutions without a SEOP project had no plans for conducting any type of feasibility study to implement any programs.

In summary we would note that the majority of SEOP activities have been undertaken within the past two years among the four-year institutions that have been operating for many years. The enrollment patterns are typical of higher education with approximately five percent being black. For the region covered by this survey, the majority of SEOP programs are found in institutions with less than 5000 enrollment.

FIGURE 1

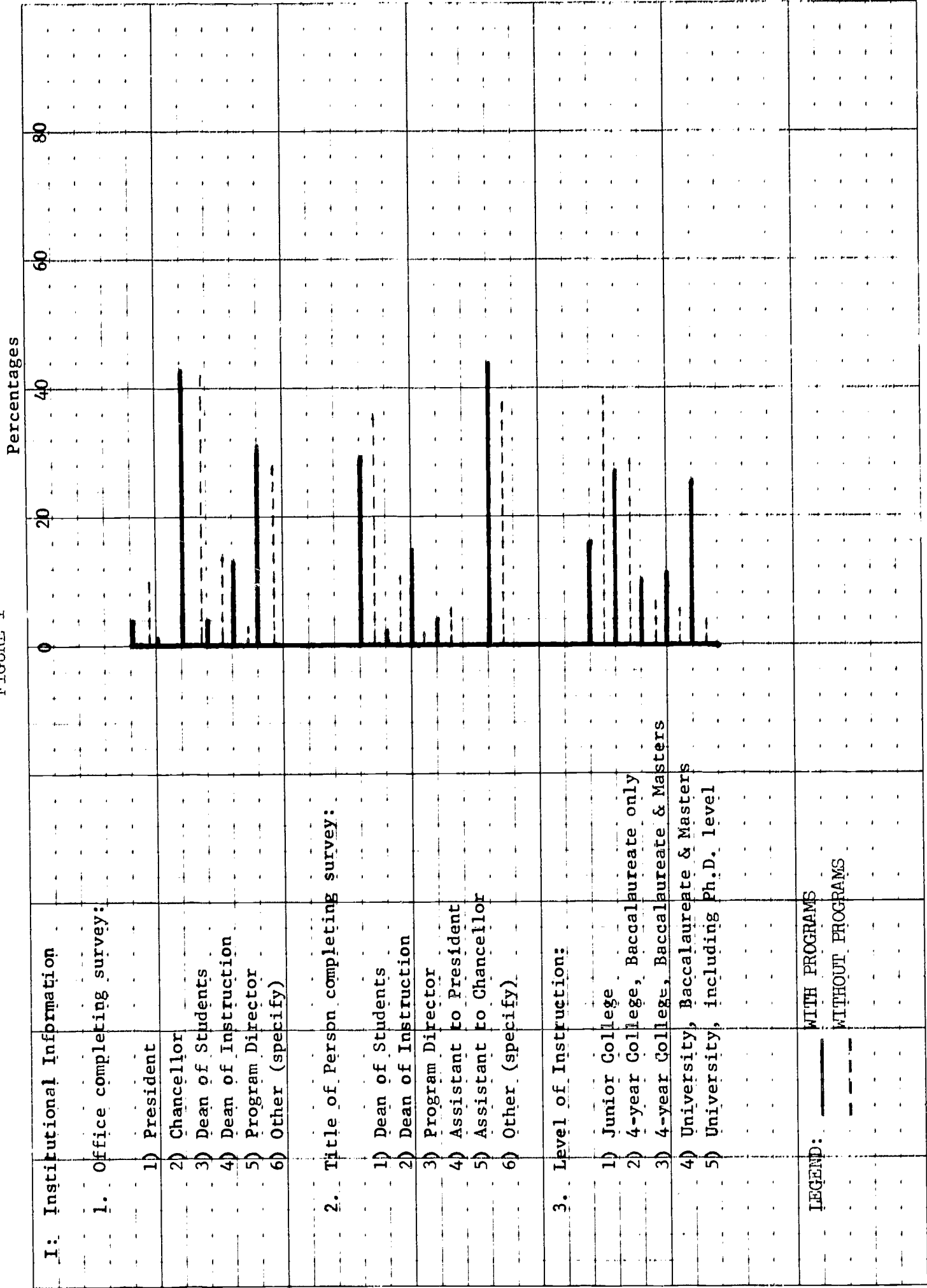


FIGURE 2

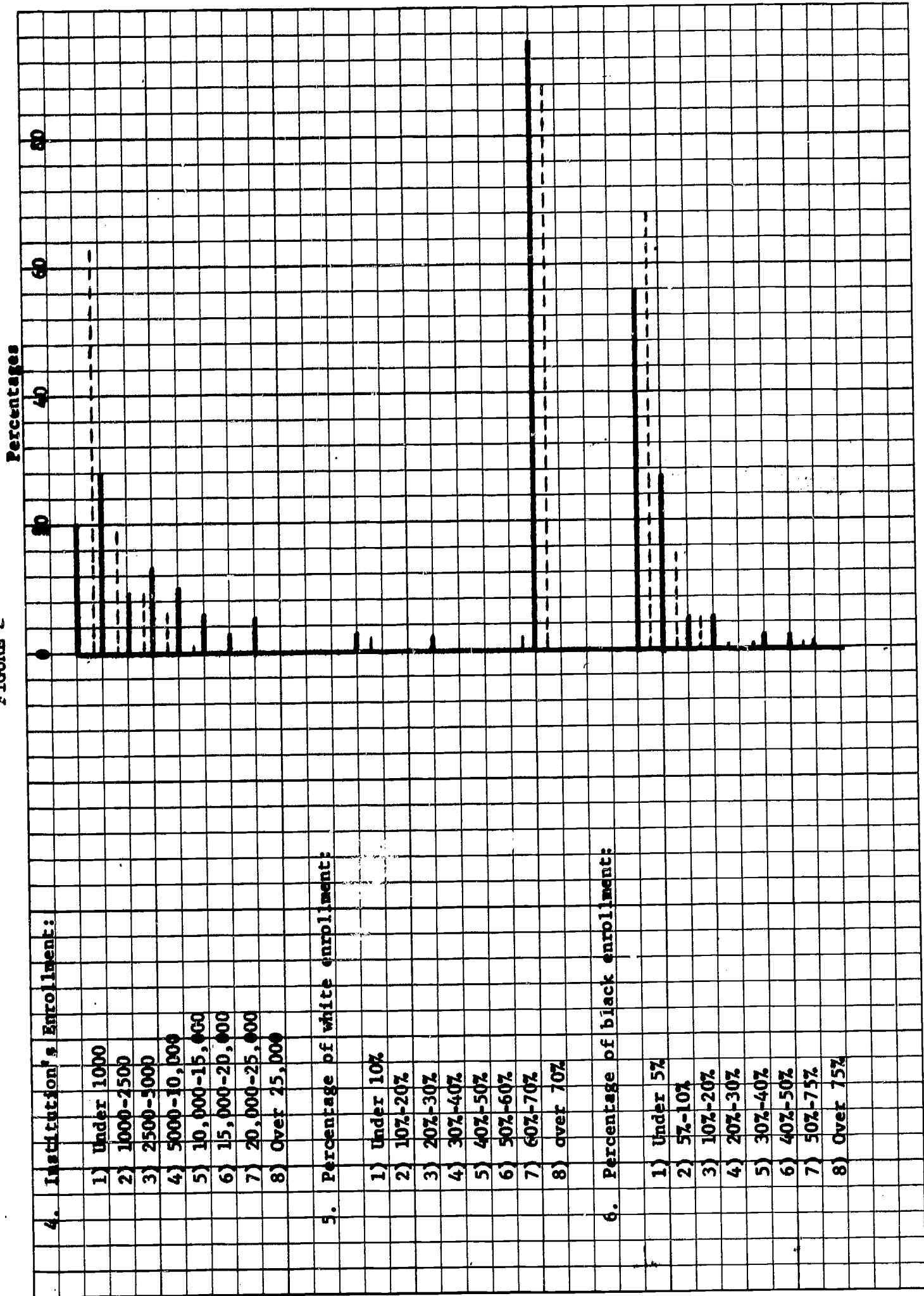


FIGURE 3

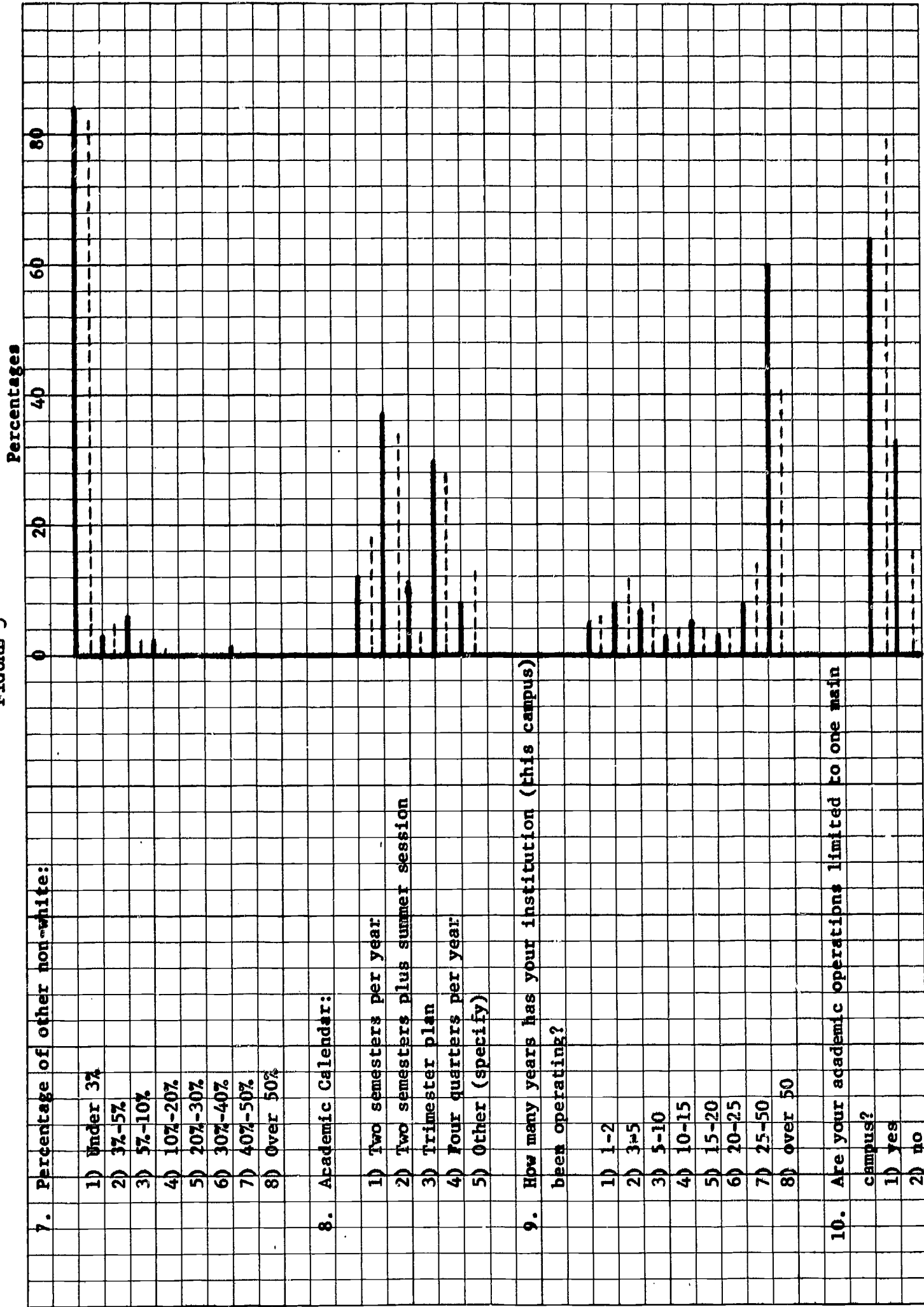


FIGURE 4

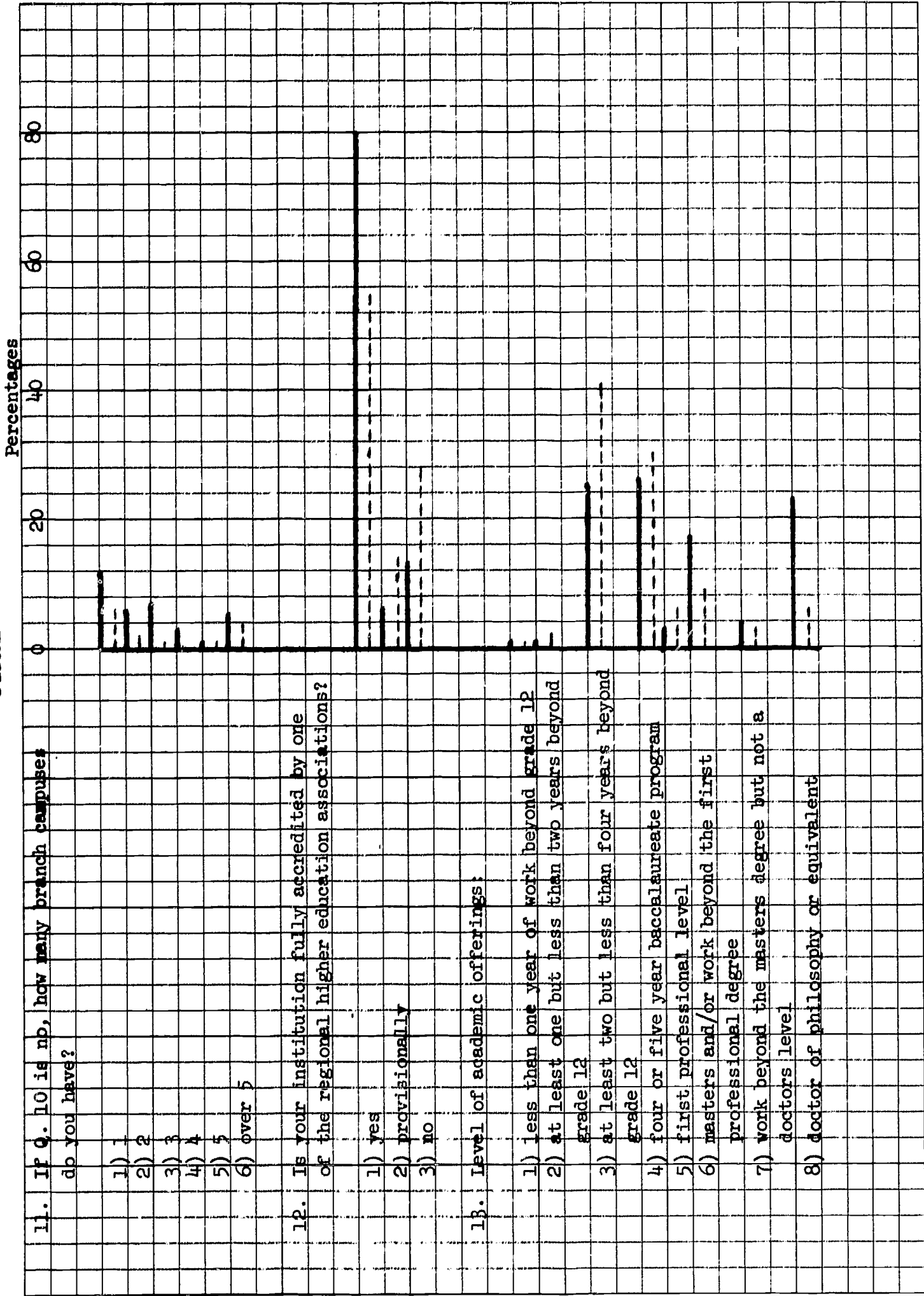


FIGURE 5

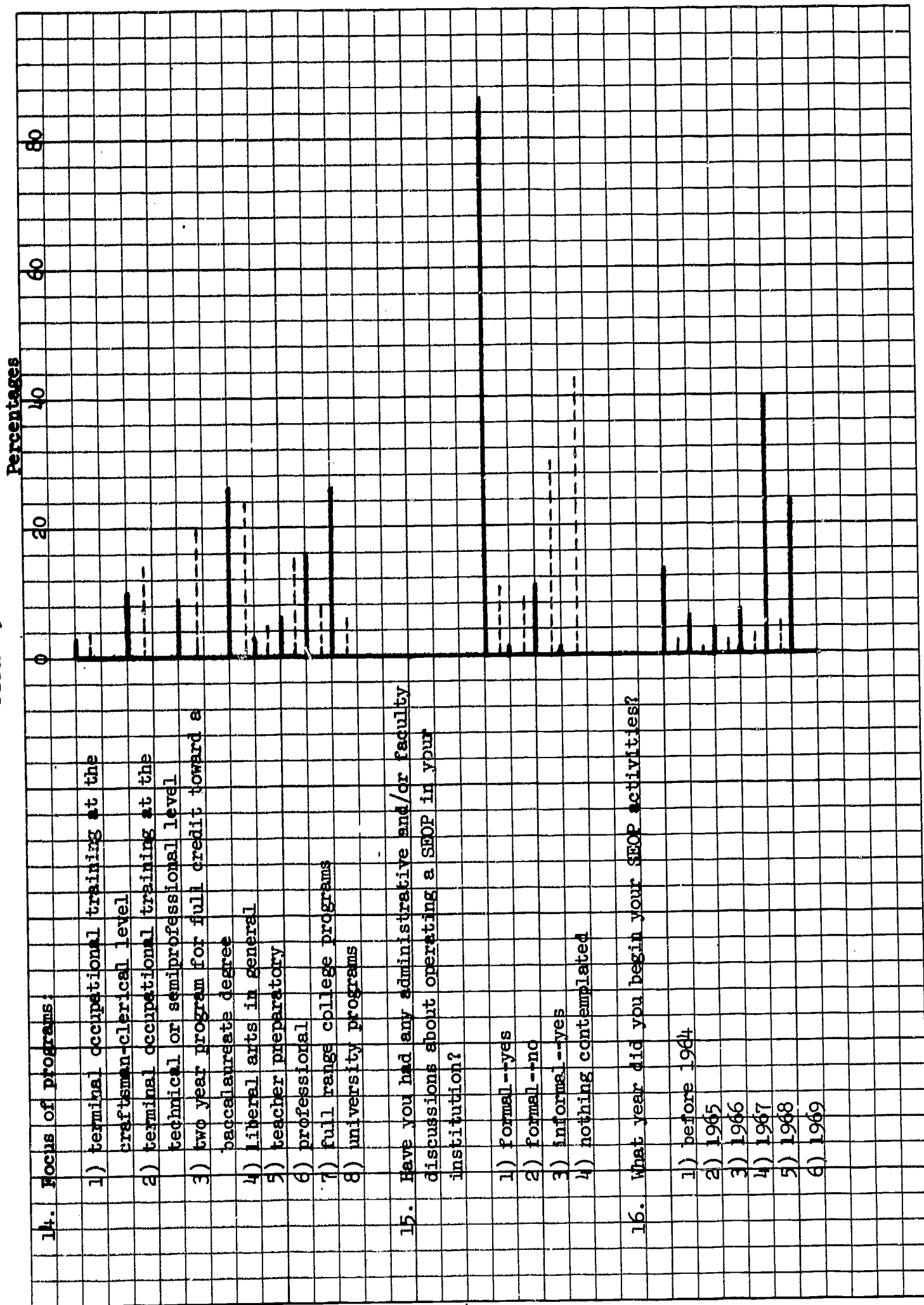
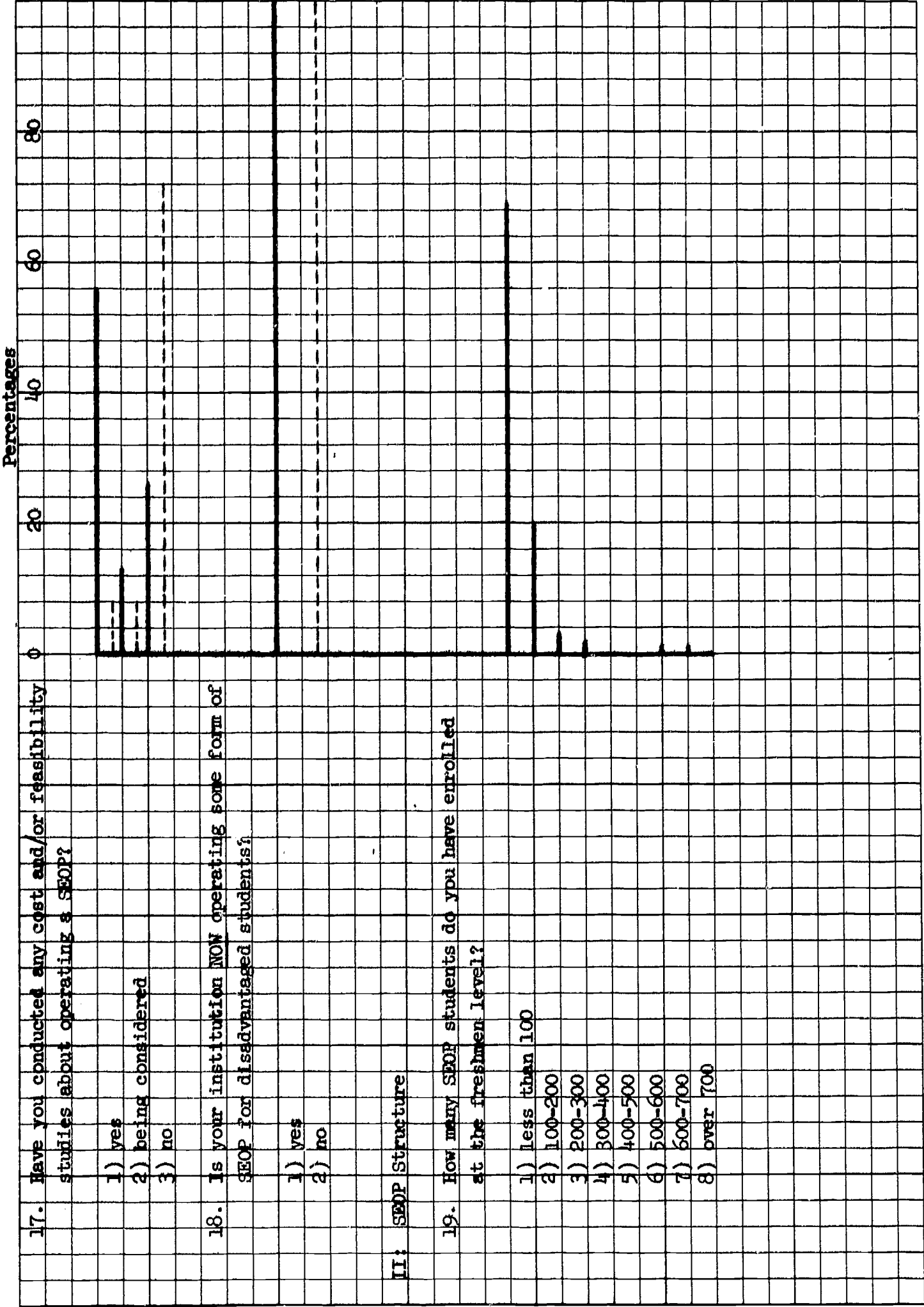


FIGURE 6



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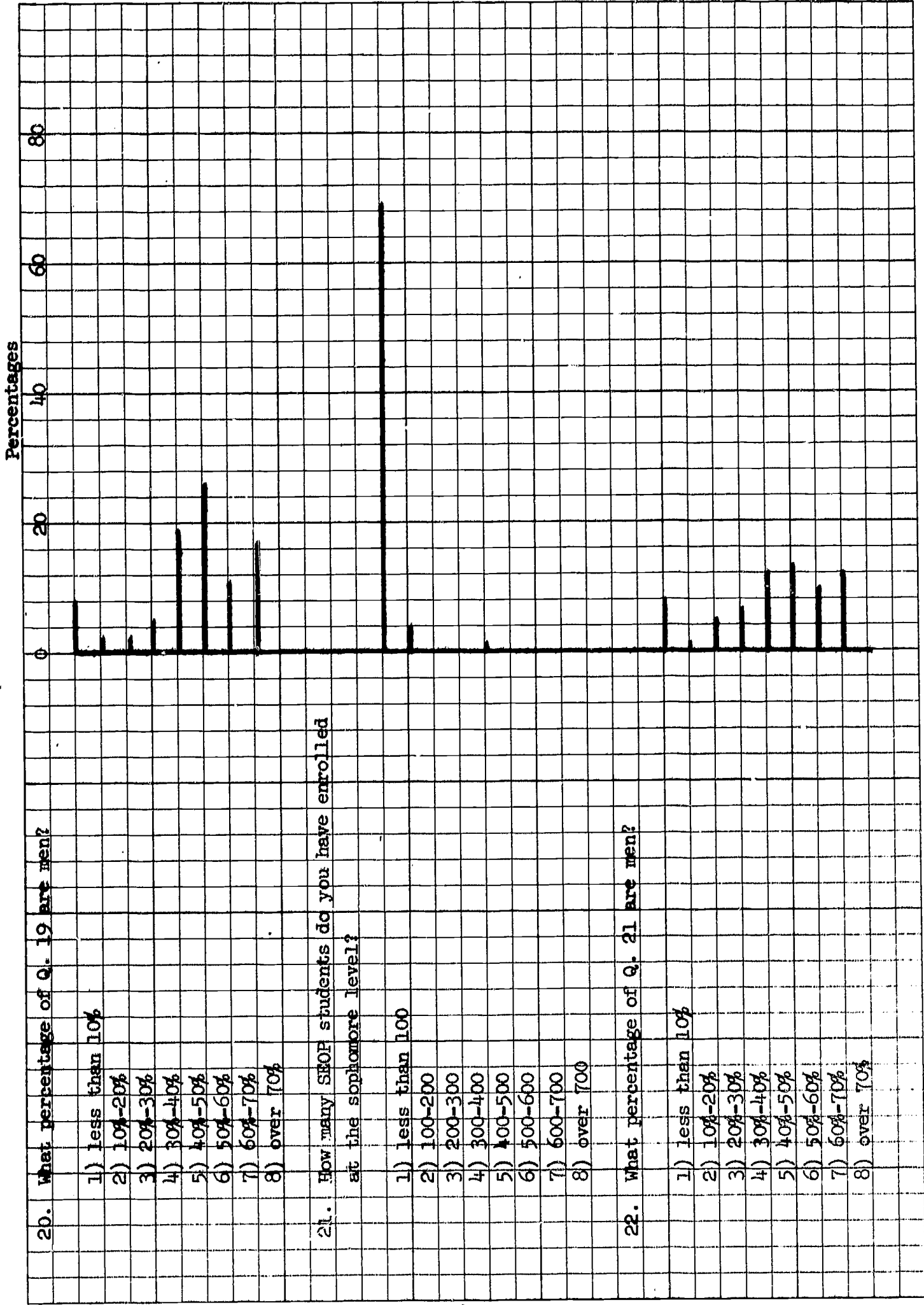
B. SEOP Structure (Section II)¹

As we look at Figures 7-9 (pp. 21-25) most program activities number less than 100 students at any year. The majority of students enrolled in these programs are men (questions 20, 22, 24 and 26). The enrollment patterns for men, however, are not that much different than would be found among higher education enrollments in general. The total undergraduate enrollment patterns approximate 60 percent male and 40 percent female in this nation's higher education institutions (Statistical Abstract, 1969). Most of the respondents note (Figure 9, p. 25) that their SEOP programs are growing.

In looking at the attrition percentages in Figure 9-12 (pp. 25-31), we see that most of the respondents estimated this to be somewhere around 10 percent or less. The attrition rates follow normal patterns with the majority of such students leaving at the end of the first academic term and slightly smaller percentage at the end of the first academic year. A relatively small percentage did not begin their second year in the SEOP program. One might summarize that these figures indicate a fairly healthy level of operations. The ability to maintain a low level of attrition is commendable.

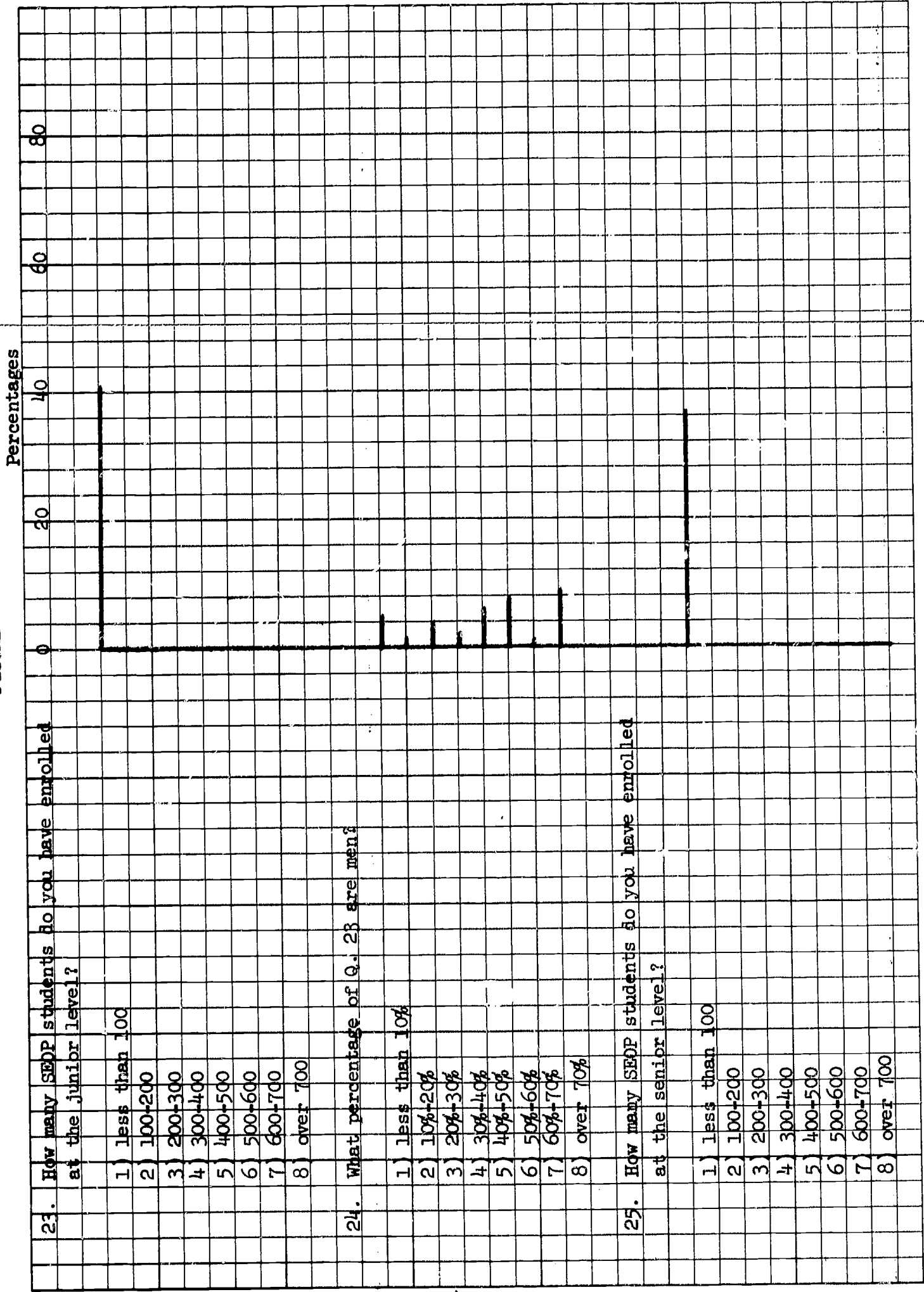
¹parentheses indicate survey sections

FIGURE 7



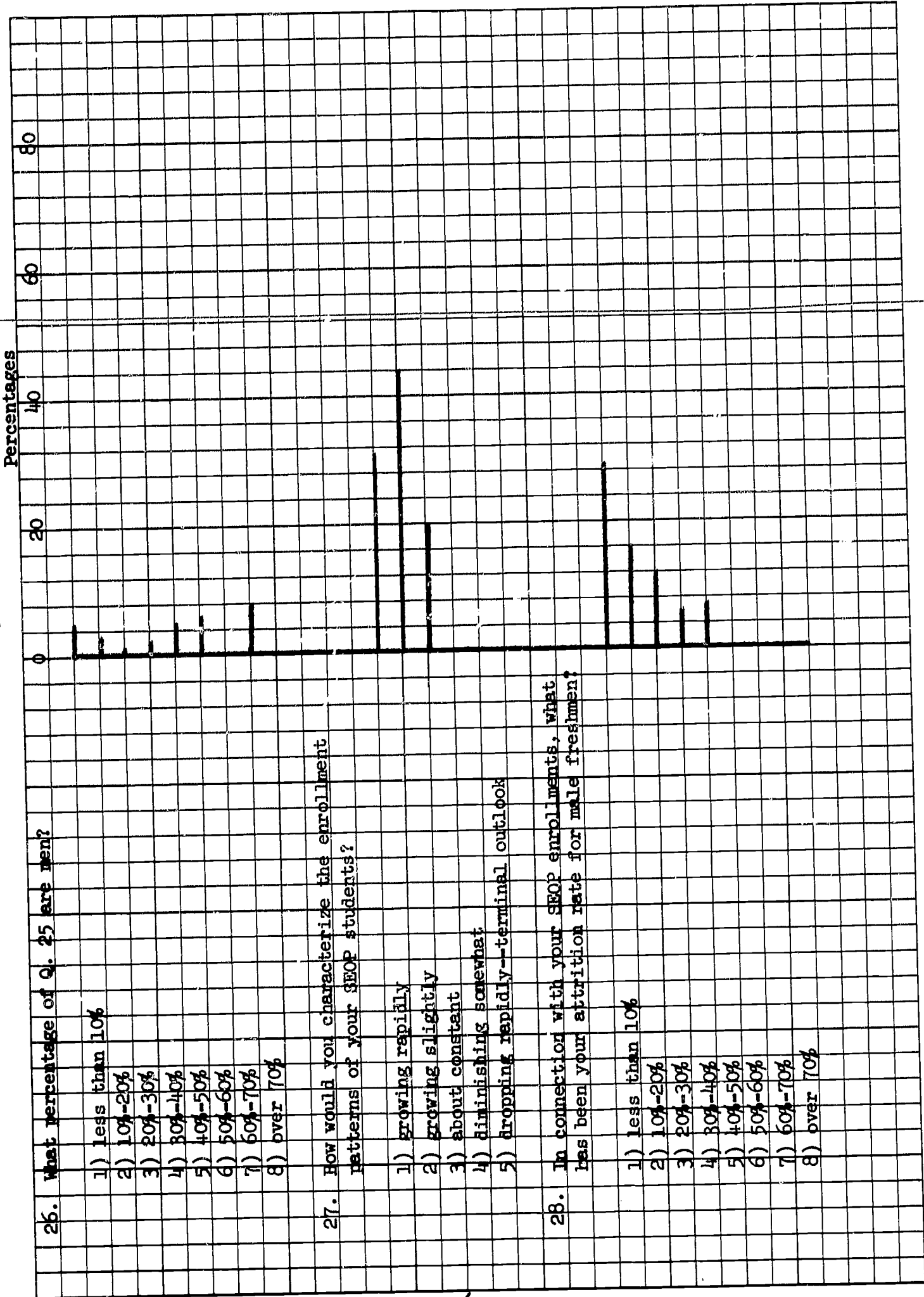
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FIGURE 8



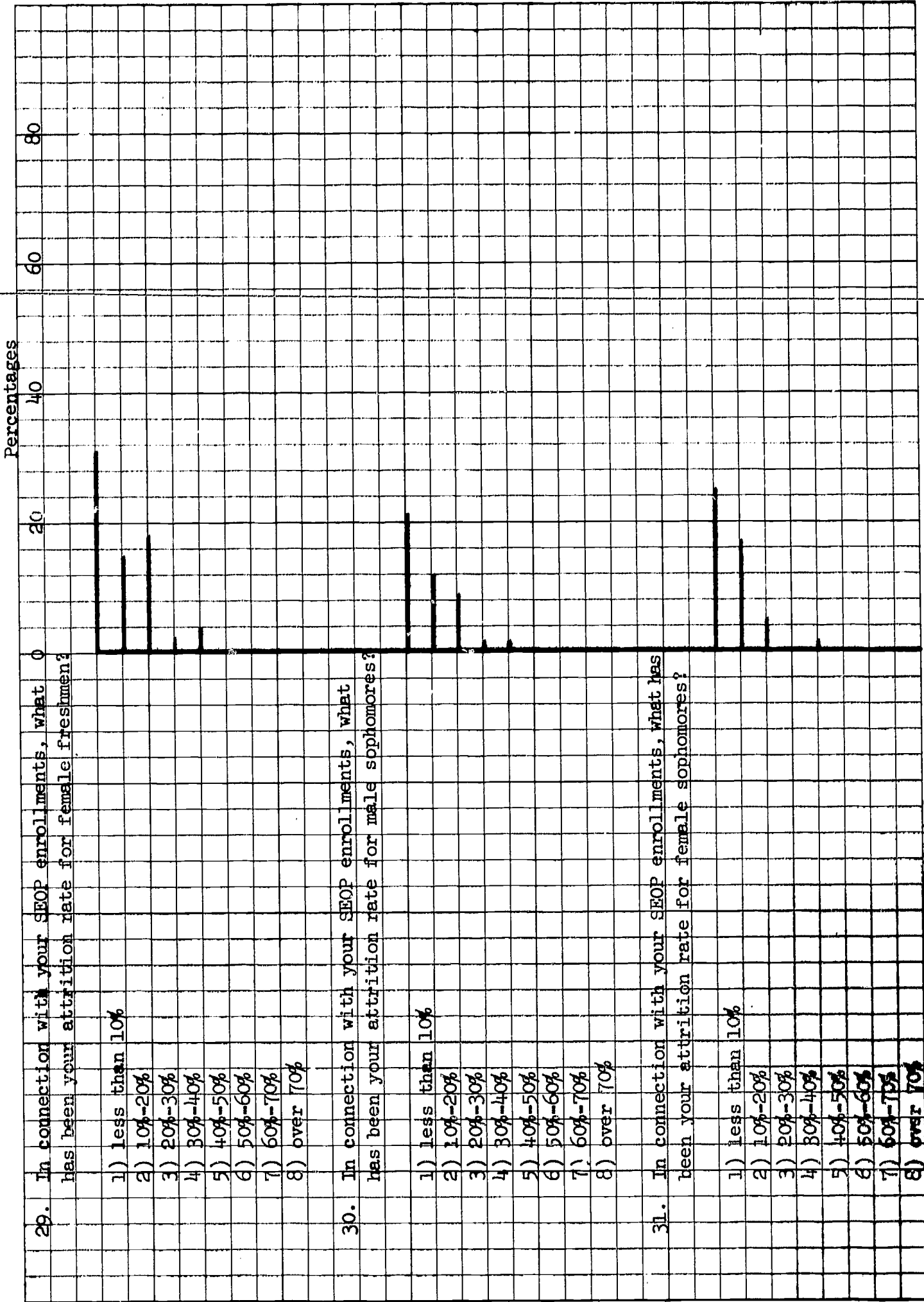
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FIGURE 9



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FIGURE 10



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FIGURE 11

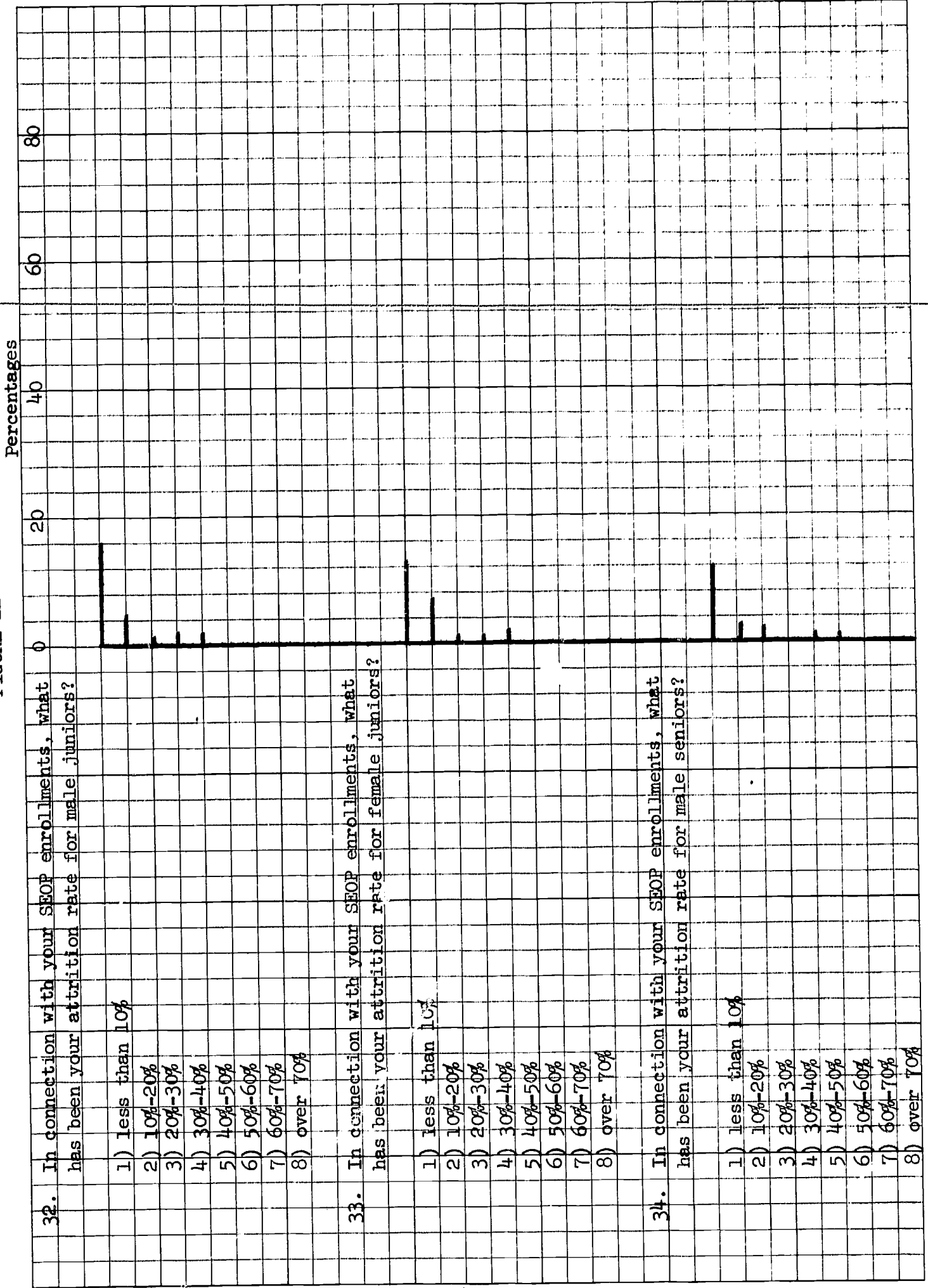
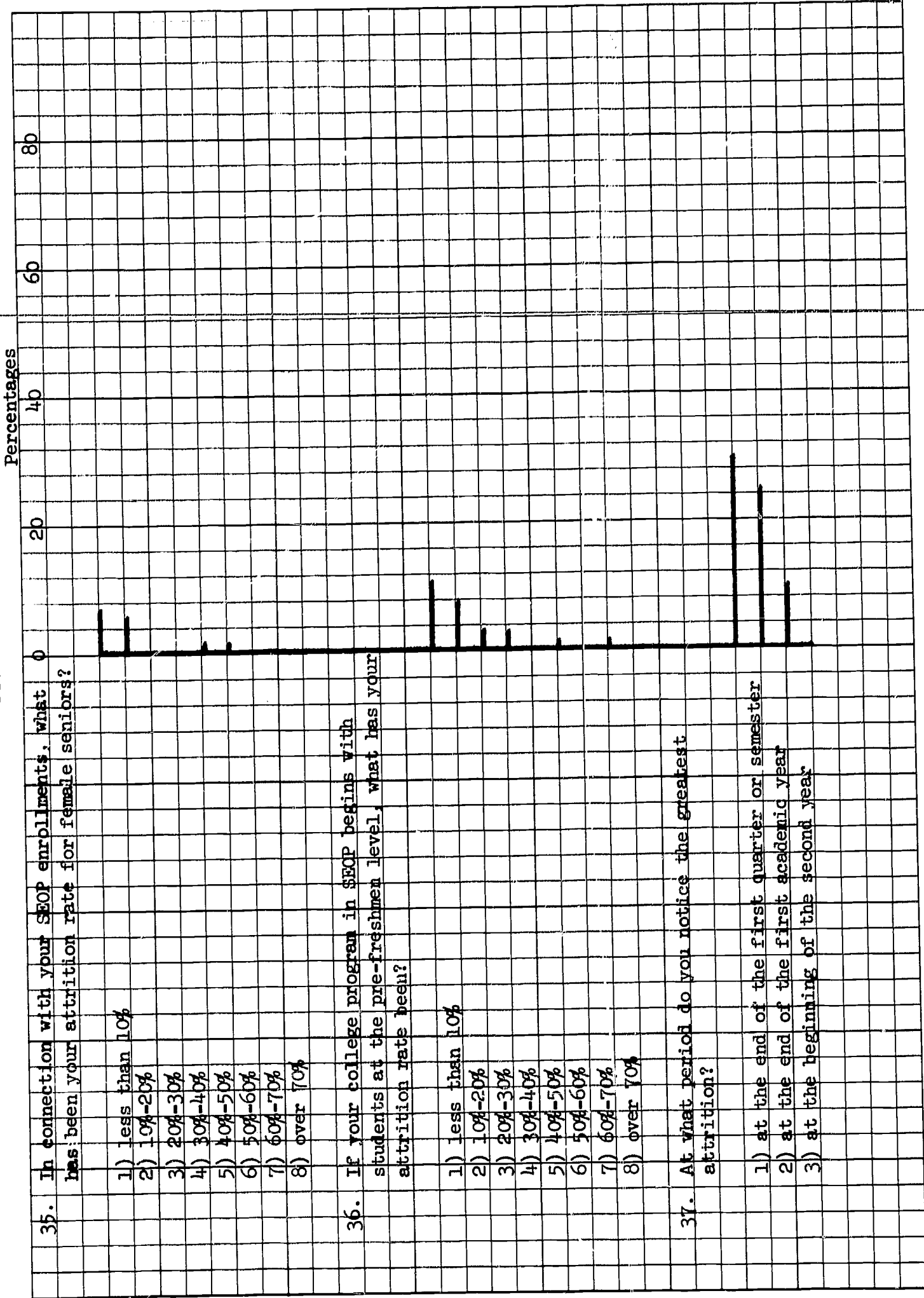


FIGURE 12



C. SEOP Program (Section III)

Figure 13 (p. 35) displays the range of academic program activities. The profile indicates the concentration of courses in the liberal arts and science areas. The highest concentration of course offerings were found in the following eight areas:

- biological sciences
- business and commerce
- education
- English and journalism
- mathematics
- physical sciences
- psychology
- social sciences

There was little concentration in the more professional areas such as architecture, health professions, law, fine arts, and so on. It is noteworthy, also, that the concentration of courses were those typically associated with four-year institutions. Questions 60 through 67, which basically dealt with two-year institutions, indicated only one area -- general curricula -- that received much participation by SEOP students.

In appraising Figures 14 and 15 (pp. 37-39), the foci is on four-year curricula programs wherein the students receive regular credit for typical classes (questions 68-76, pp. 37-39). In some cases, supplementary and counseling services are provided but basic academic offerings are much the same as the general college program. The prime effort seems to be in trying to assist these students in their academic pursuits so that they can be absorbed within the regular baccalaureate program. The main stress for the SEOP student remains on academic curricula much as it would for any other student in the institutions.

FIGURE 13

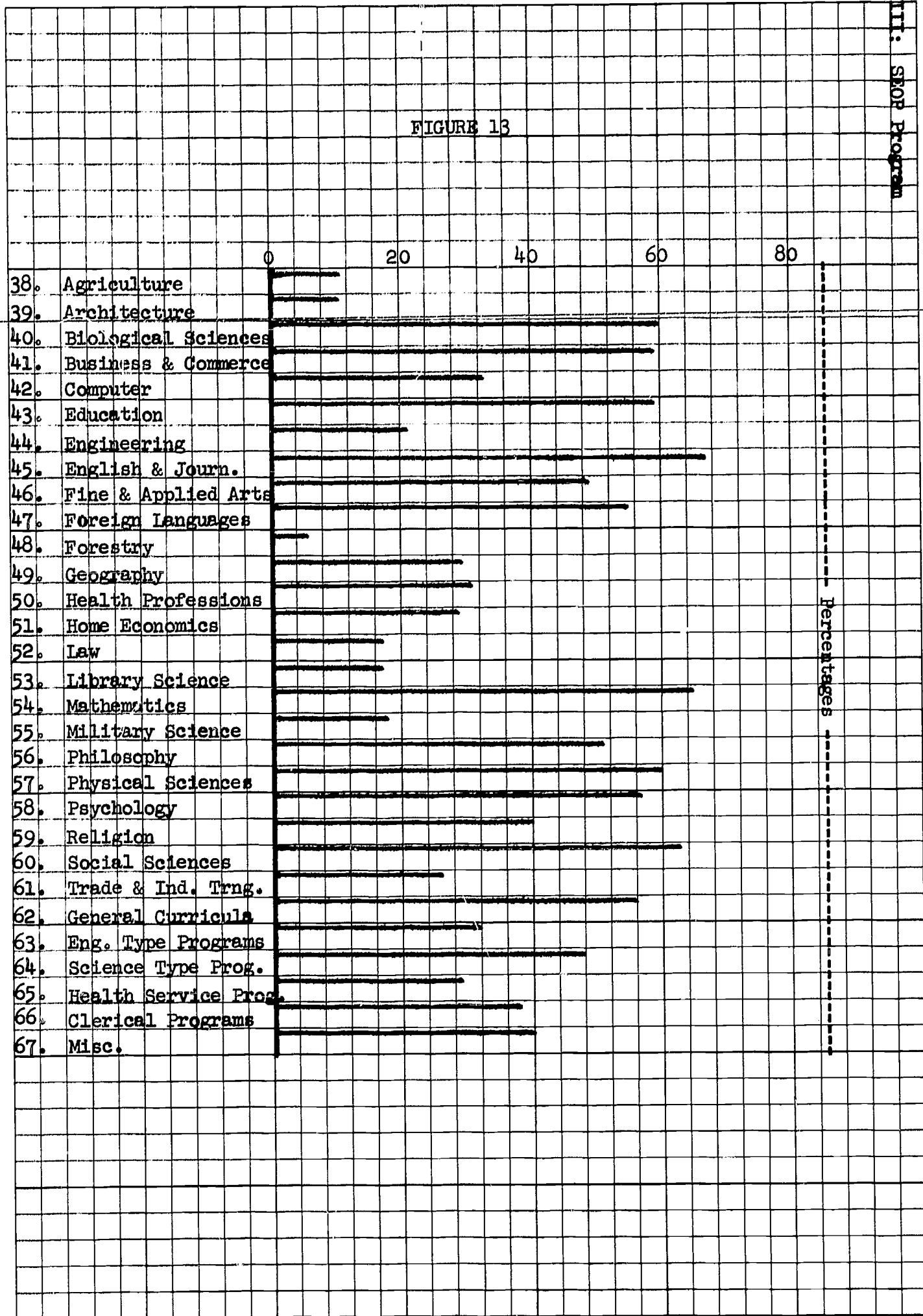


FIGURE 14

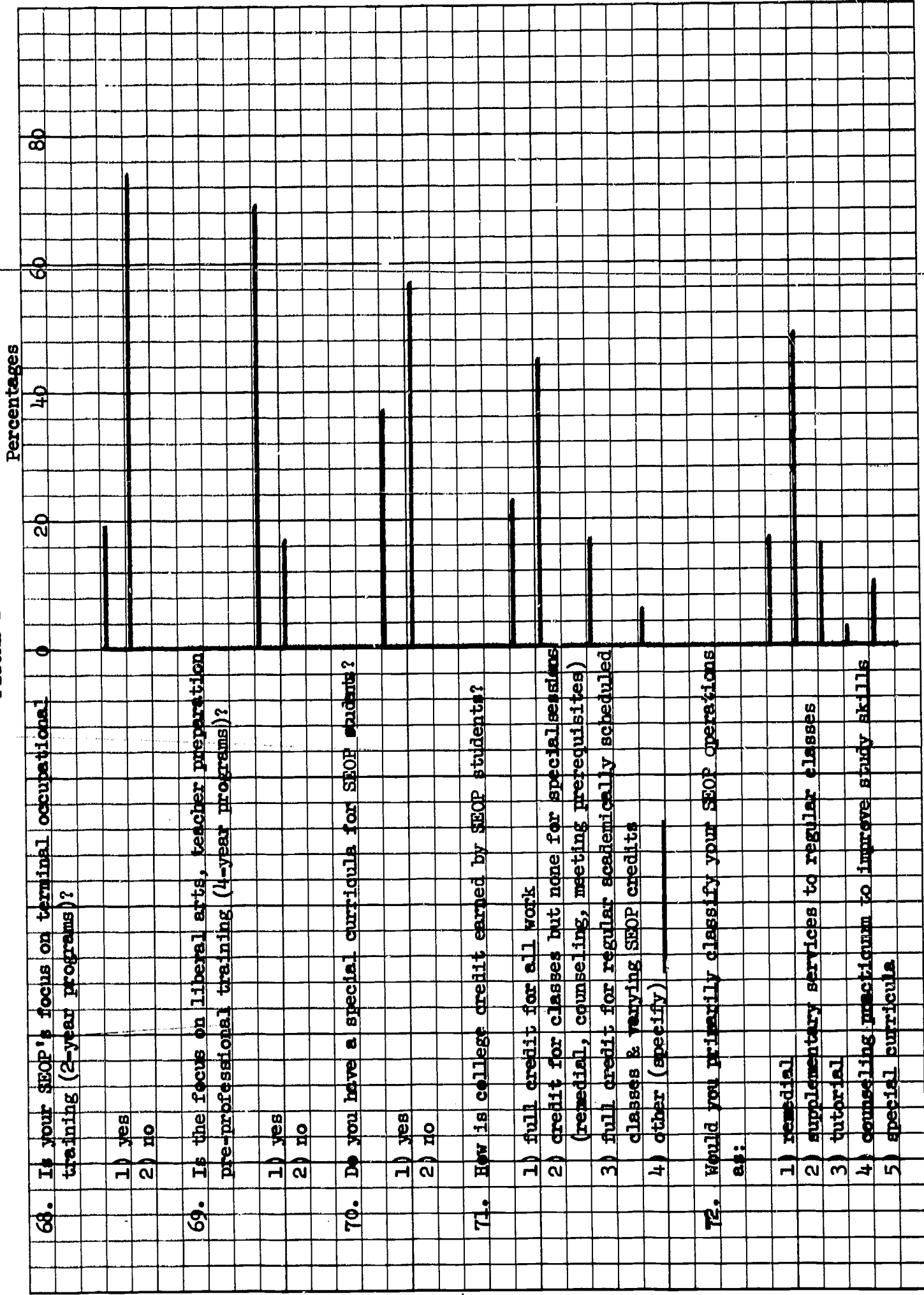
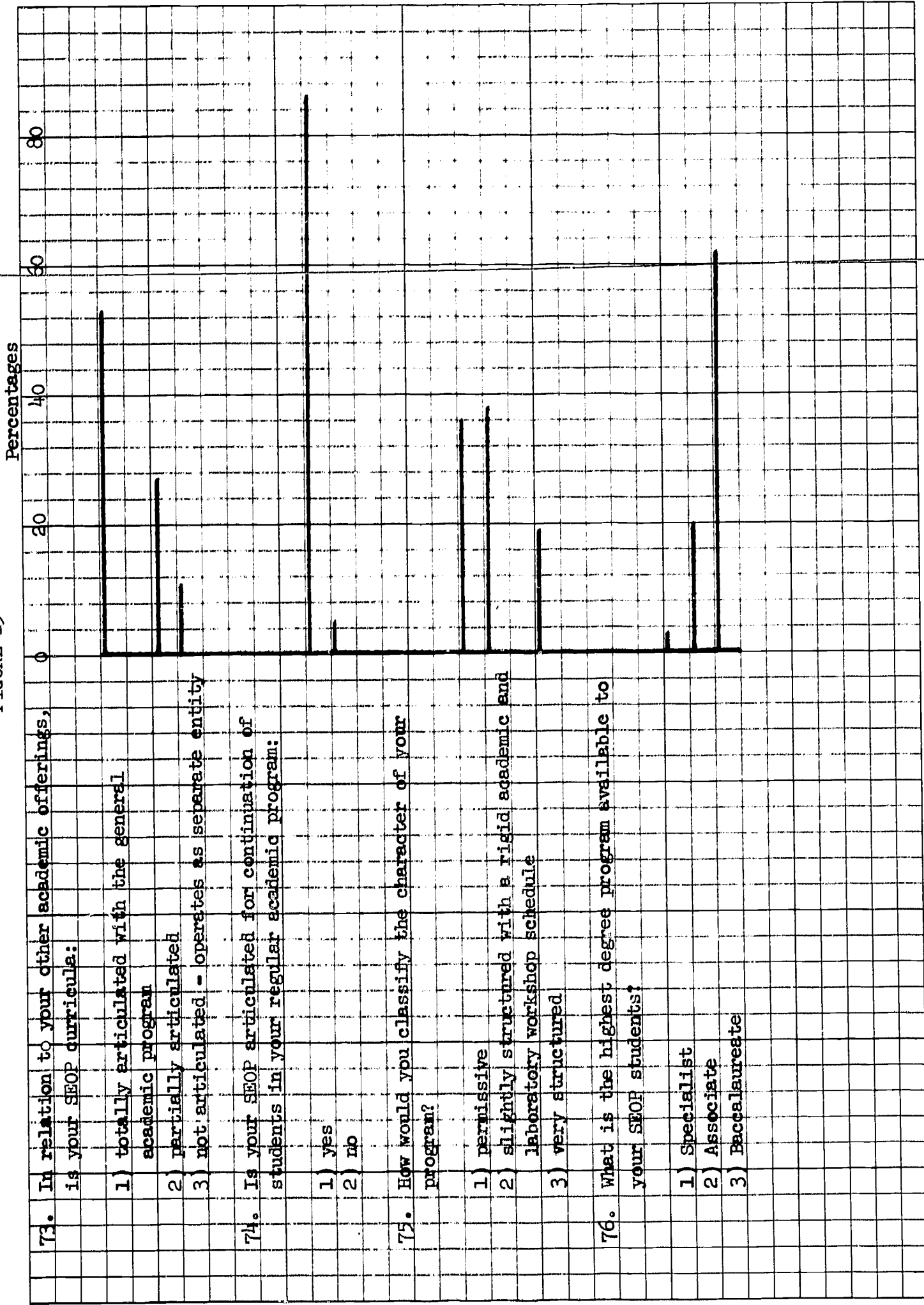


FIGURE 15



D. SEOP Faculty (Section IV)

The responses to this group of questions (Figures 16 and 17, pp. 43-45) would seem to indicate that SEOP operations are rather small. The majority of the respondents had a fulltime administrator for the program but had five or fewer fulltime members on the instructional staff (composed primarily of instructor rank personnel). In most cases the number of non-white faculty was less than five percent.

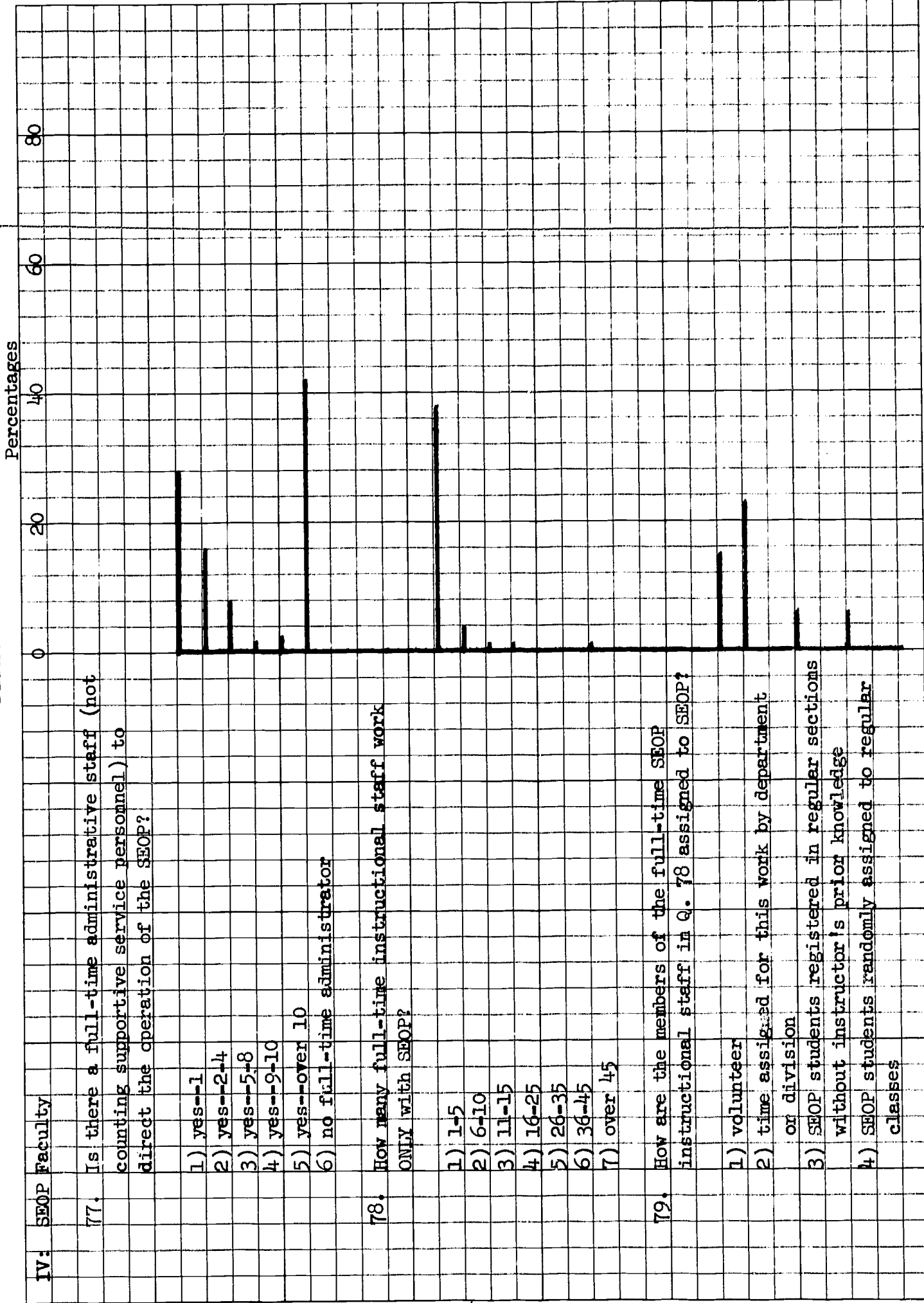
E. SEOP Students (Section V)

As can be seen in Figure 17 (p. 45), the largest percentage of SEOP enrolled students are black. When we relate question 82 to question 83, there is some indication that the percentage of black students over white students enrolled in SEOP projects are not widely disparate. The responses to questions 84 through 86 (pp. 47-49) are somewhat predictable in that the enrollment of other minority groups generally is less than five percent in our colleges.

Attention is given to the personal element in bringing students into SEOP projects. Interviews and recruitment activities were stressed in the selection of students for the programs (Figure 19, p. 49). It would seem that the test batteries include both achievement and personality measures. The generally negative responses to attempts to assess leadership potential and creative ability (Figure 20, p. 51) follow the historic patterns for college admissions. The distinguishing factor that comes to light in this section is the attention given to counseling and an indication that some effort is being made to help individuals overcome the adjustment difficulties that hit new students, both in and out of special programs.

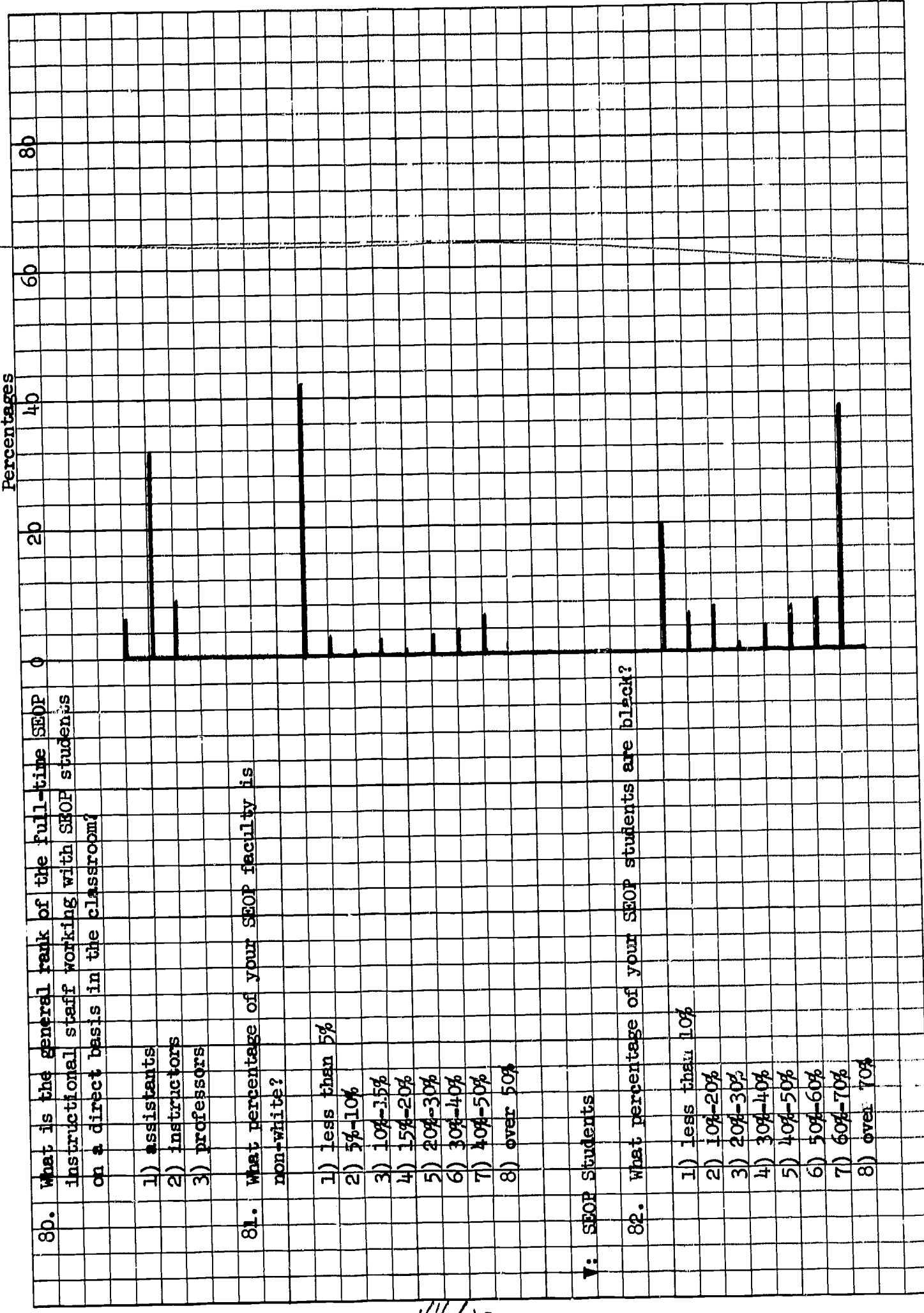
It is interesting to note the response to question 95 (Figure 21, p. 53) in that the majority of the program operations seem to stress recruiting the high risk students. This, of course, needs further clarification and definition by responding institutions as to what traits characterize a high risk student for their school. The complaint voiced most often by the students about program activities was the inability to cope with the academic demands. This would seem to correlate with the previous responses in that the academic offerings for SEOP students are in general pretty much the same as the academic programs for other students.

FIGURE 16



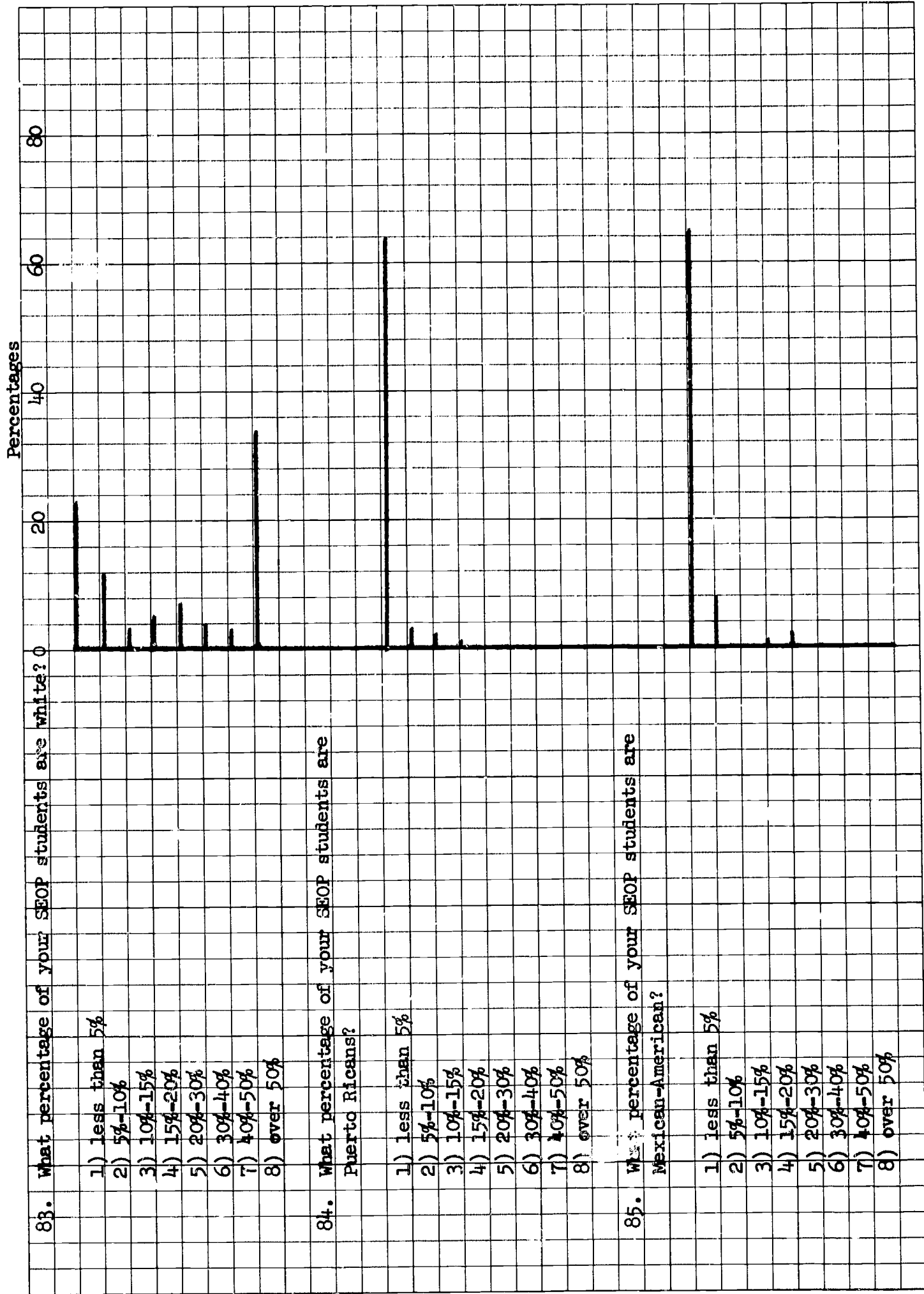
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FIGURE 17



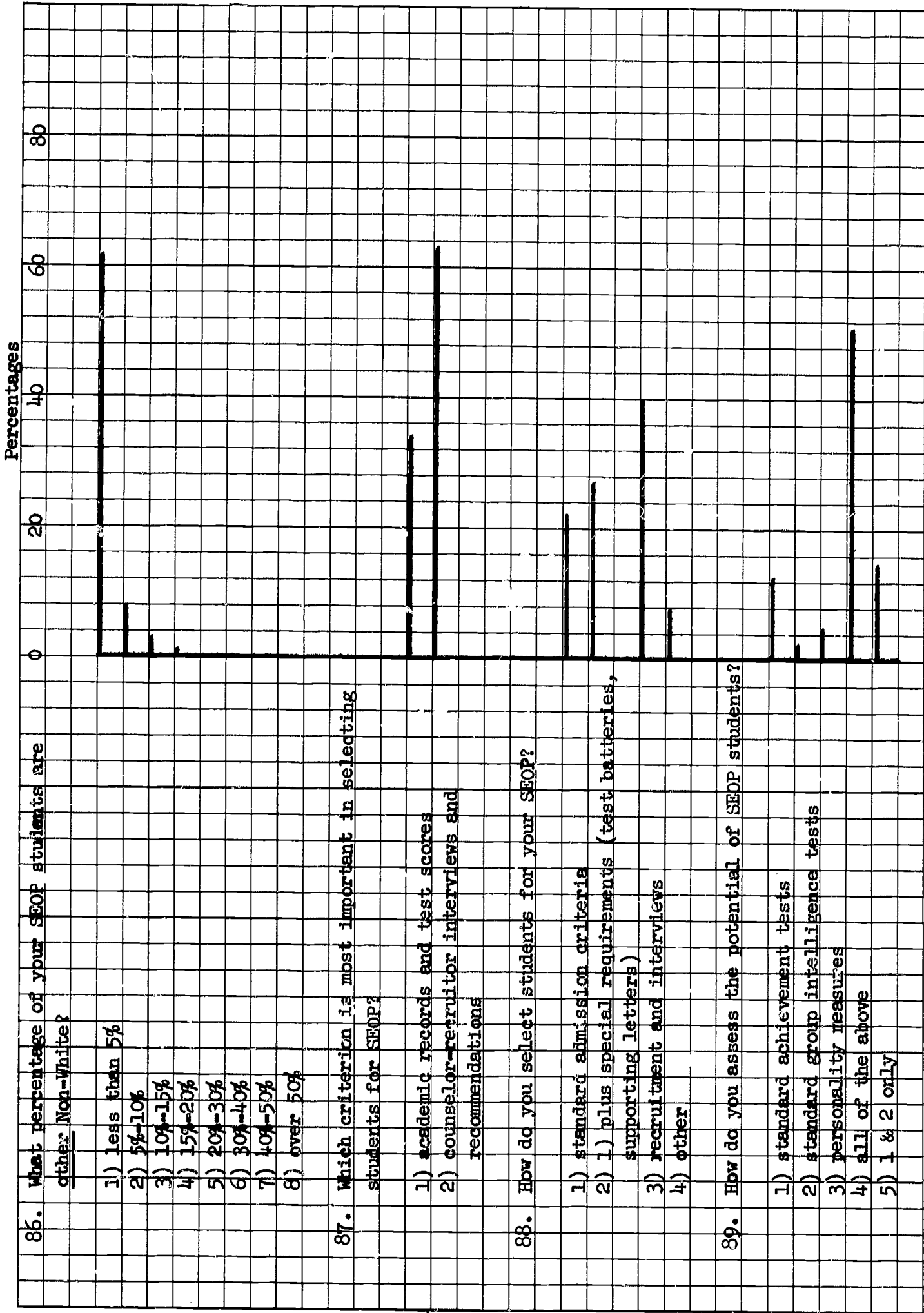
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FIGURE 18



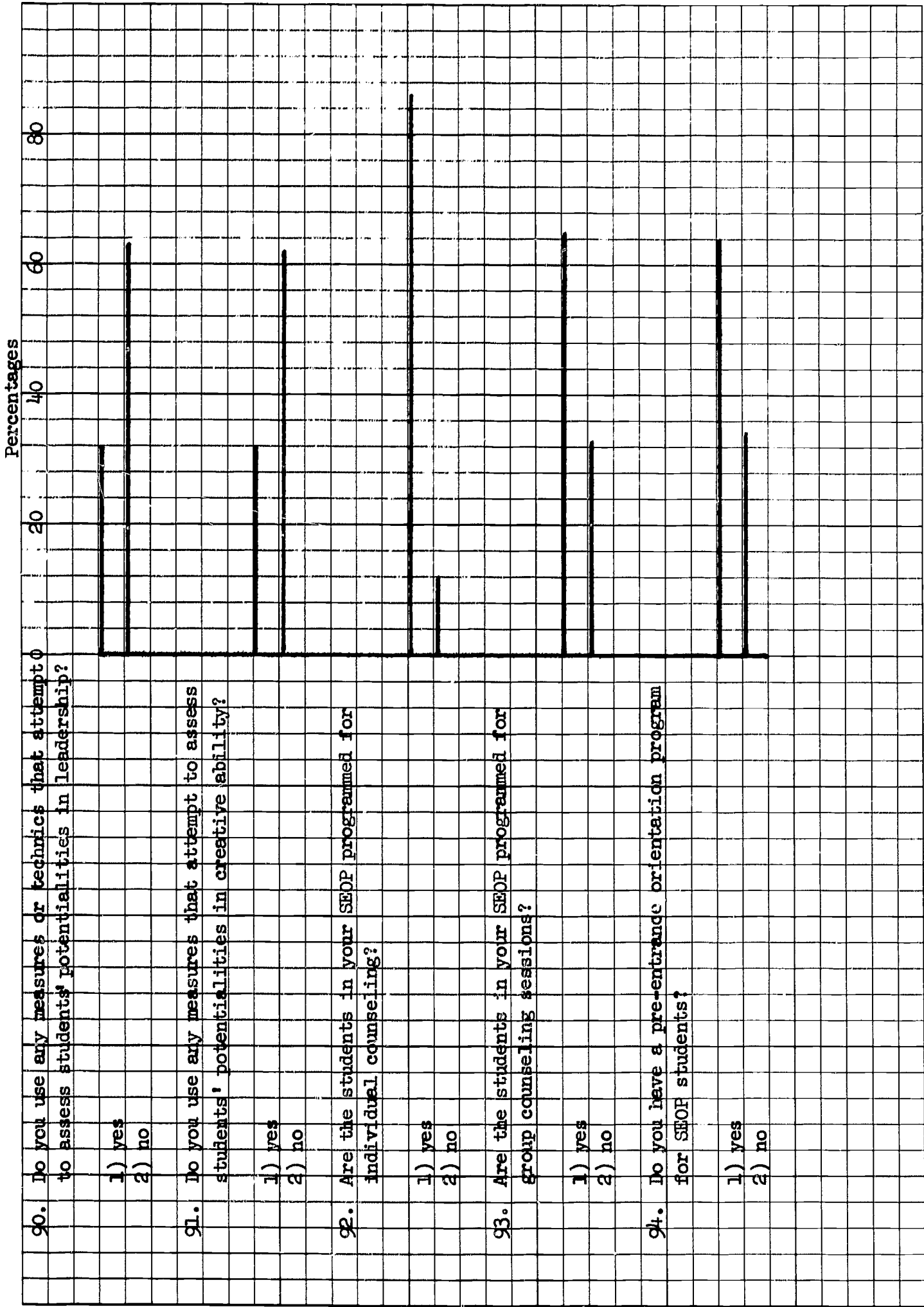
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FIGURE 19



48/49

FIGURE 20



50/51

FIGURE 21

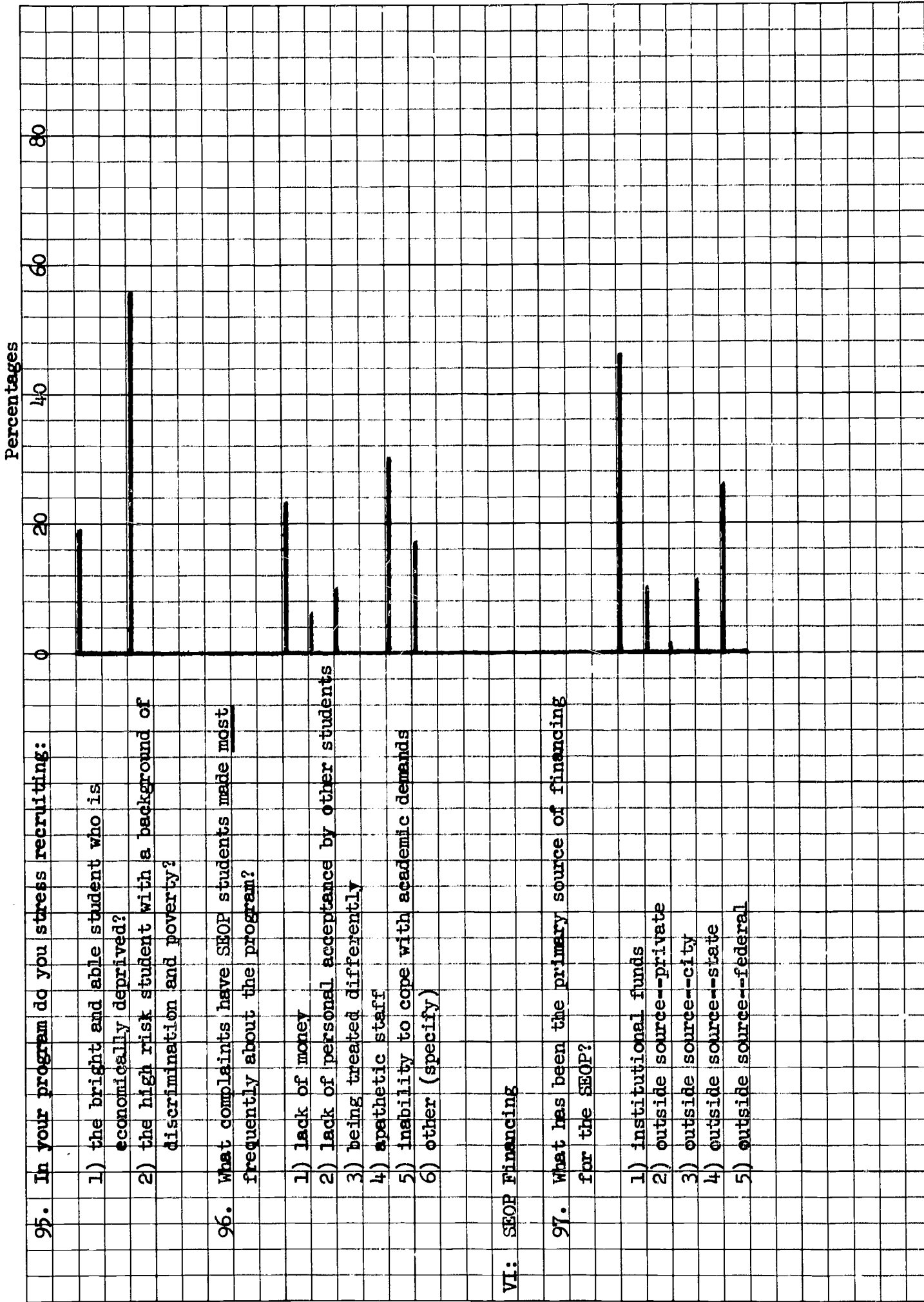
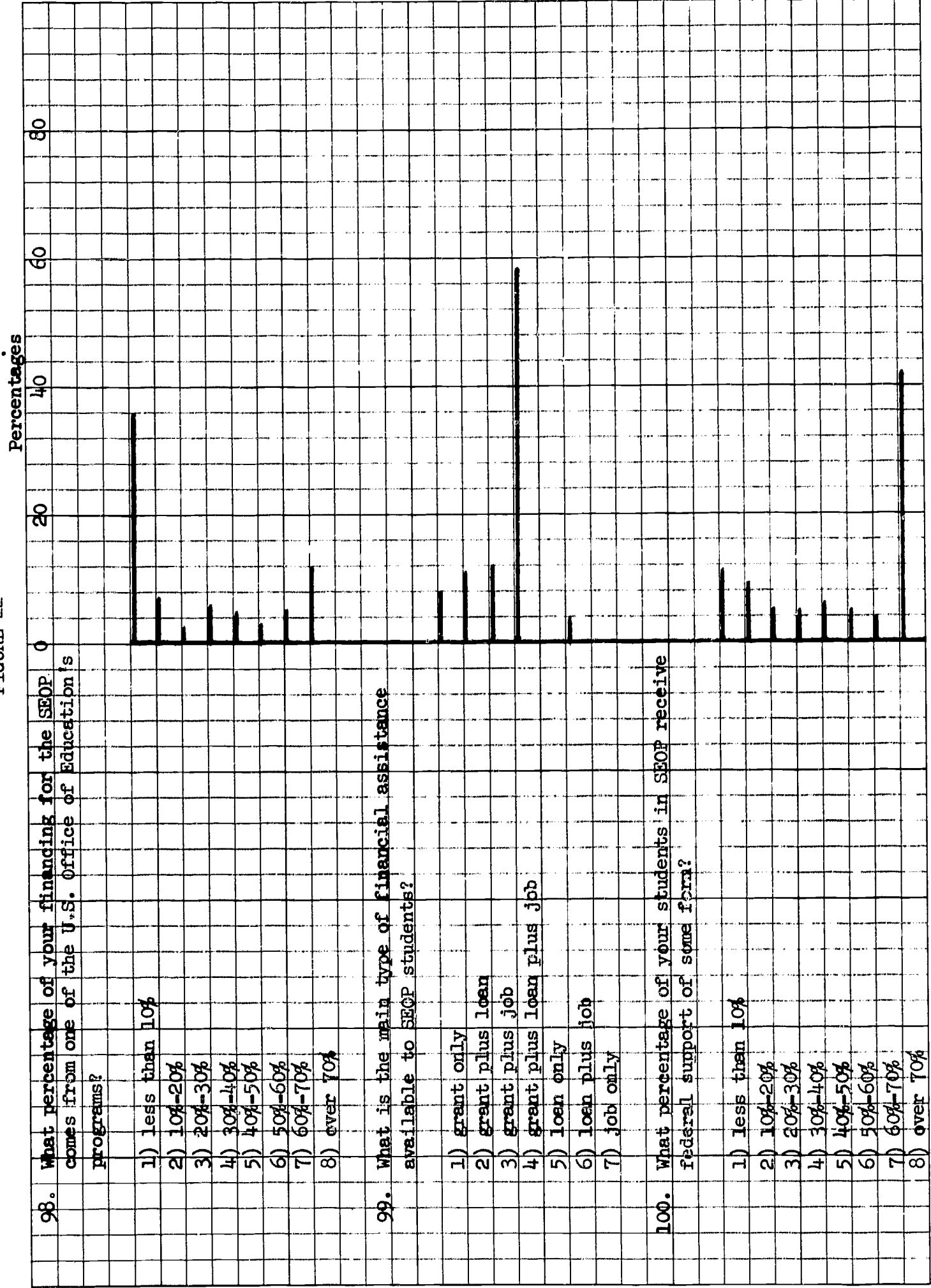
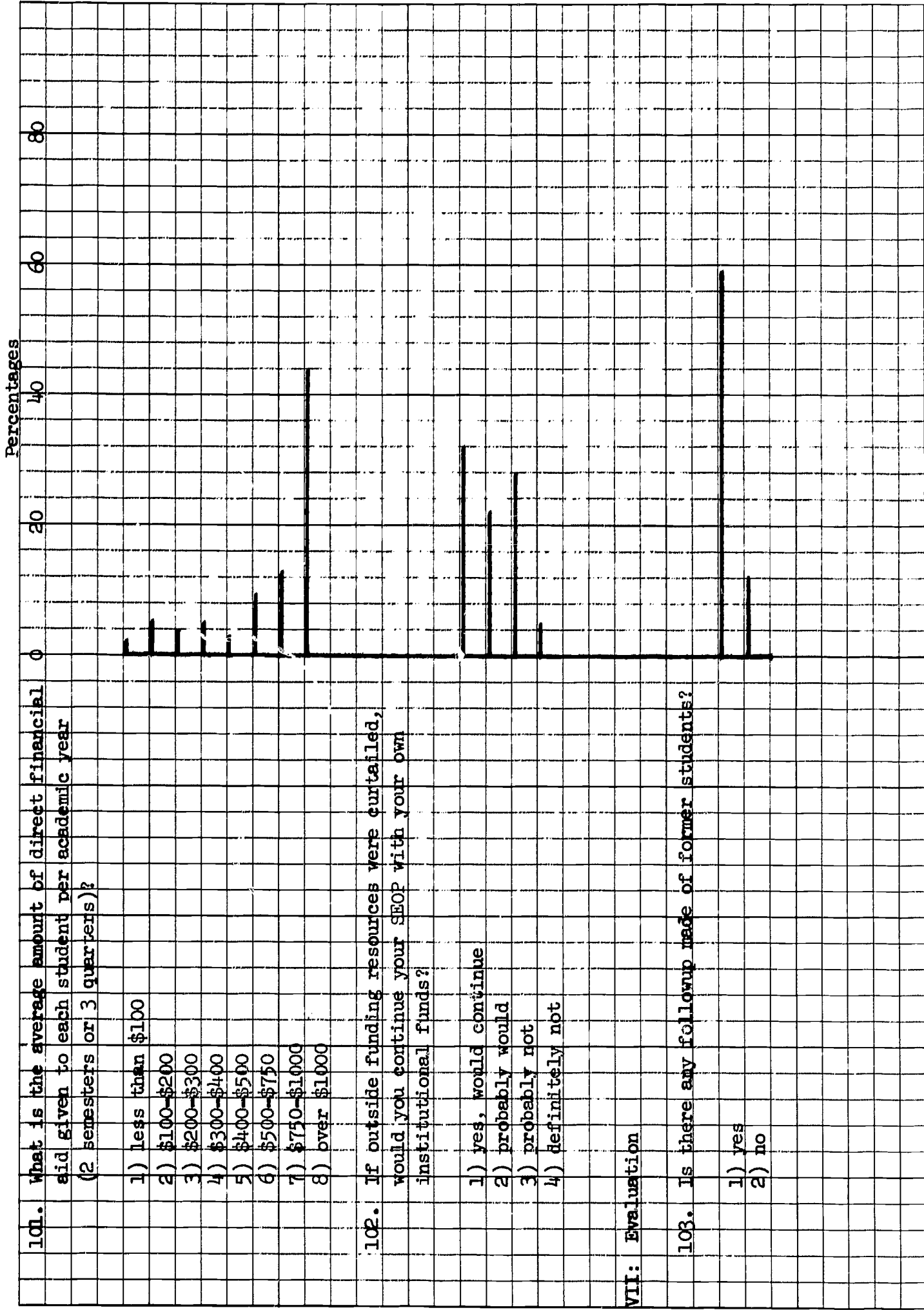


FIGURE 22



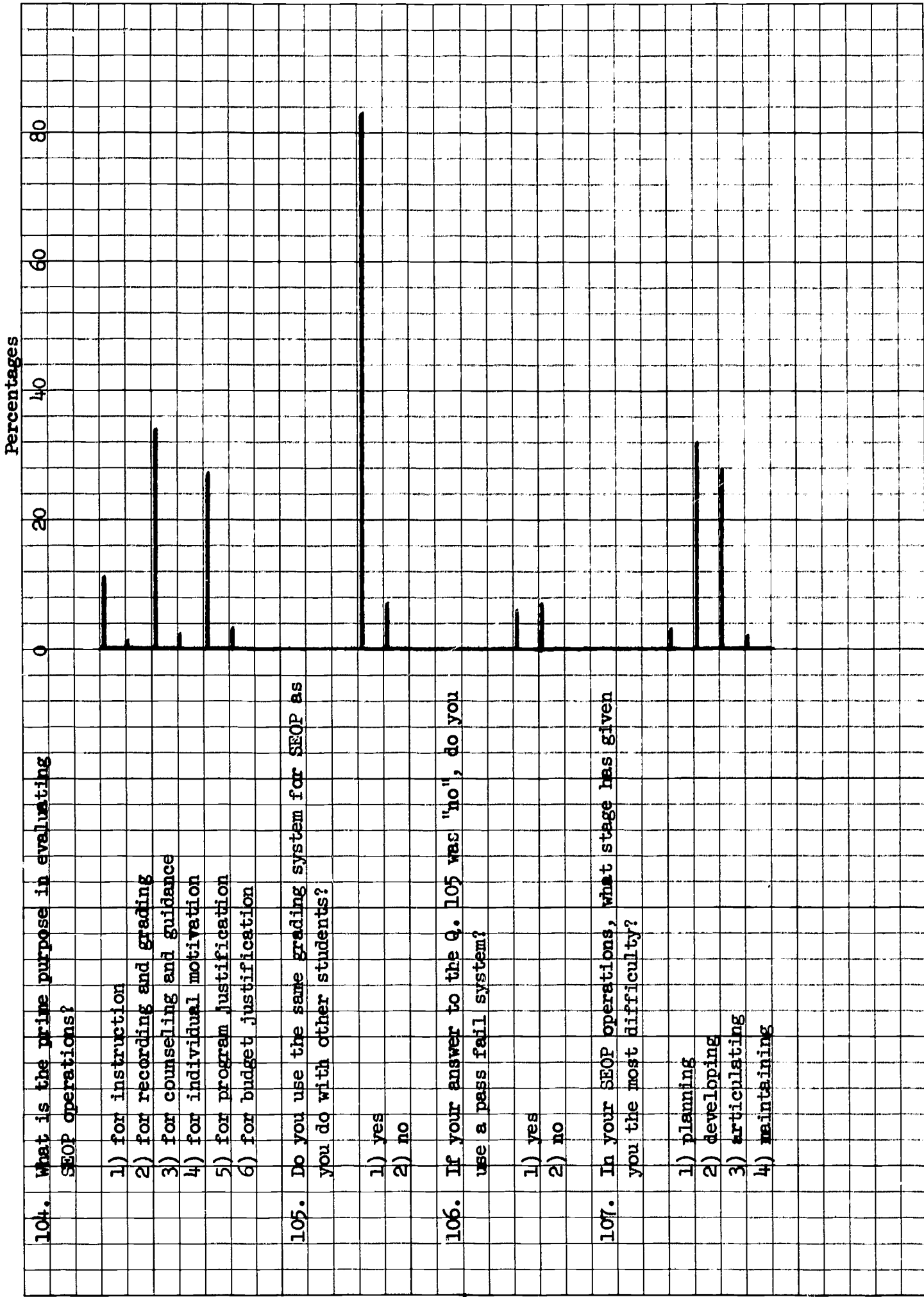
54/55

FIGURE 23



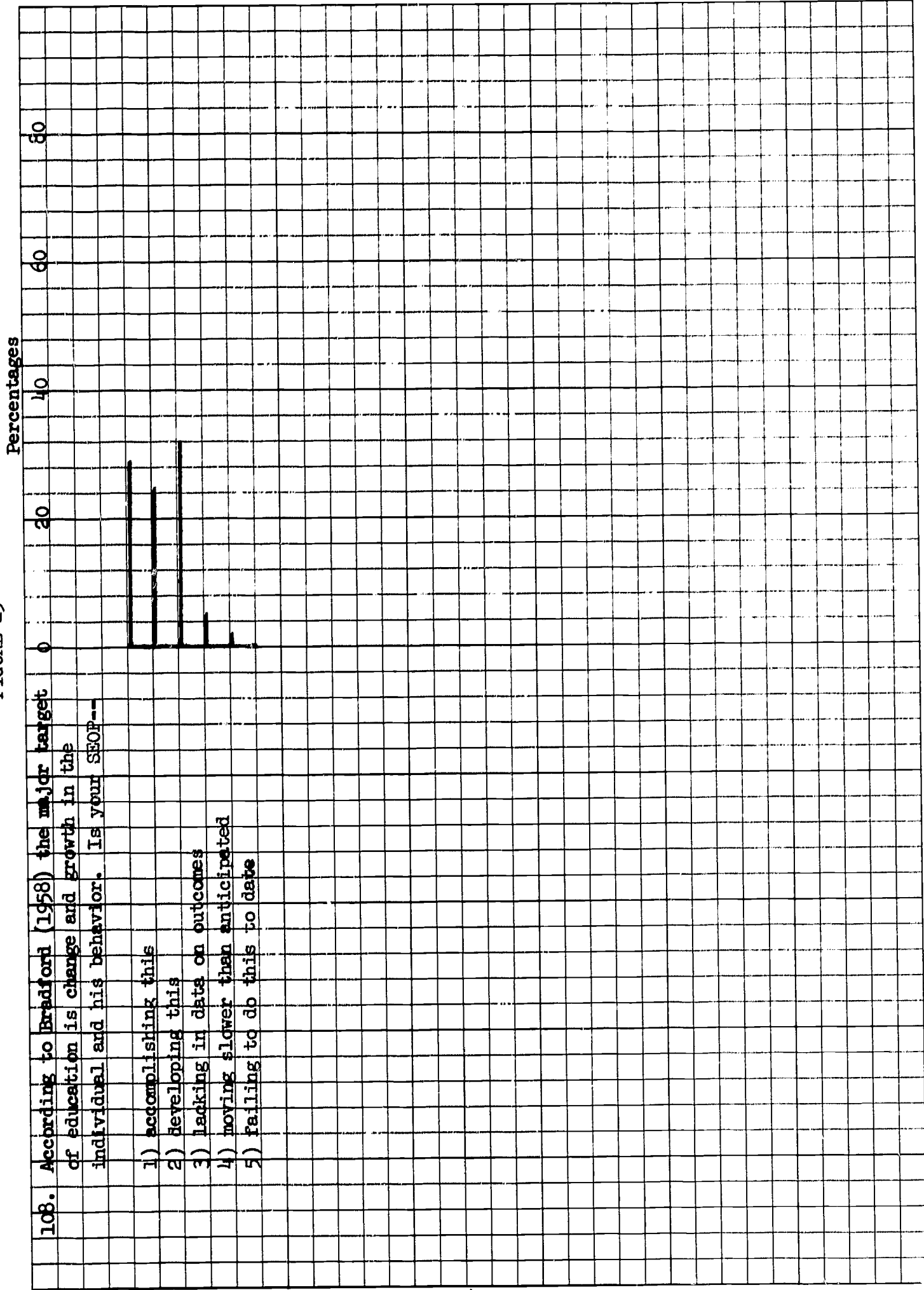
56/57

FIGURE 24



58/59

FIGURE 25



60/61

F. SEOP Financing (Sections VI)

It is interesting in Figure 21 (p. 53) to learn that the institutions with SEOP projects finance the academic phases with their own resources. When we look at the financial assistance to students, however, the majority of the financing comes from some form of outside funding, primarily federal (Figure 22, p. 55). The prevalent response to question 101 (Figure 23, p. 57) was that the average amount of direct aid per student was over \$1,000. It would seem that this category would need to be expanded to get a clearer picture as to the total amount of financial aid given individual students each academic year.

The majority of the institutions replying to this survey seem to be interested in the continuance of SEOP activities. They would make an effort to continue their projects even if outside resources were curtailed (Figure 23, p. 57). This indicates a form of institutional commitment to the program and to the needs of students.

G. Evaluation (Section VII)

Responses regarding evaluation of program are indicated in Figures 23-25 (p. 57-61). The majority of the respondents with programs who carry on some sort of followup program do so to evaluate their counseling activities and to establish program justification (Figure 24, p. 59). We note here, as has been done previously, that there is not a marked departure from general academic operations and that the grading system employed for students in SEOP is the same as for other students.

Developing and articulating the program seem to cause the most difficulty in these operations, at least for these respondents (Figure 24, p. 59).

The majority seem to feel that they are accomplishing and developing something worthwhile for the individual with the SEOP experience. It is noteworthy, however, that in many cases there is an inadequate data base (Figure 25, p. 61) on which to make judgments. Attempts at evaluation are being made but they need to be expanded in order to provide a better frame of reference about the dimensions and quality of SEOP activities.

IV. CONCLUSIONS

A. Institutions

One thing that must be kept in mind as this survey report is read is that the findings represent a partial picture of what is going on with SEOP activities in one part of the country (five states of the midwest). Of the 462 institutions contacted, 312 responded for a 68 percent return. How many SEOP projects might exist among the 150 nonrespondents is indeterminable within the framework of this survey.

Among the 312 respondents were 97 institutions WITH programs and 215 WITHOUT programs -- approximately two colleges without programs for every one with a program. At the junior college level the responses indicate there were about four institutions without programs for every one with a program. This result may be of some surprise, since one would think that the junior colleges might be in the forefront of expanding SEOP activities. The junior colleges are, after all, the most accessible to the public, and the admission requirements, in general, are not as stringent as the senior institutions. The junior college movement, however, has been having its greatest growth in this same period as the expansion of SEOP activities and it might be a little much to expect newly developing institutions to take on too many new things at once since their own institutional stability has not been established. If SEOP activities, and/or related programs, prove themselves, then we might expect more commitment from the junior colleges in the future to undertake SEOP projects. The junior colleges could provide a better range of activities from the academic to the vocational for the college age student to explore. He or she would then be in a better position to select career activities that were based on personal interests and aptitudes.

The preceding remarks regarding the newness of institutions is partially supported by the responses to the age of the colleges contacted. From those institutions with programs, 60 percent had been operating over 50 years. On the other hand, the institutions without programs indicated that 41 percent of them had been operating over 50 years. In general, of the total respondents, nearly 59 percent have been operating over 25 years with the majority of that group into 50+ years of operations. The newer colleges may be considered as:

not being well represented in this survey
not adequately known to be contacted
not able to get involved in new activities too quickly.

While a fairly good number of the respondents without programs were thinking about them (41 percent), only 16 percent had made any plans to conduct feasibility studies of any type. In the light of the current educational picture and fiscal uncertainties, this 16 percent figure is probably a more accurate appraisal of the expansion potentialities in these programs at the present time for this region. With established educational programs being cutback or curtailed in many lines of endeavor, it will be quite difficult for many institutions

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to find resources to implement new programs, SEOP or other types. The federal support level for such programs has also been diminishing which further decreases the incentive for colleges to undertake new programs of the SEOP type if they cannot provide an adequate amount of student financial aid.

One might conclude that the long term institutions with well-established programs for SEOP students might be able to hold their own, but it is unlikely that there will be much in the way of new programs and additional institutional involvement in the near future.

B. SEOP Structure

The enrollment patterns for SEOP students are concentrated in the freshmen years and steadily diminish along each advancing year. At the freshman level only 4 percent of the responding institutions indicated that the question on program enrollment was not applicable, but 59 percent indicated not applicable at the senior level. In reviewing the graphs and these statements one would conclude that the concentration of SEOP enrollments is at the freshmen level, a fact substantiated by the chronology of these programs--the majority have come into existence within the past two years. It will be quite difficult to come to any reliable conclusions about the operations of any SEOP projects until they have been in operation for more than four years and the time becomes appropriate to evaluate the products of the total program and the activities of these students in life-work situations.

In reviewing the sex distribution of students involved in SEOP activities, one finds that women are in the minority within such programs. Since this follows the general college enrollment patterns this response is not startling. It does raise some questions for future consideration as to project objectives, recruitment procedures and consideration of historic patterns of bias (overt and covert) toward women in general. For the black woman, this seems to be a greater barrier to overcome than almost anything else. Future studies would need to reflect on this problem.

The attrition levels seem to remain low with no real distinction as to sex. The low attrition rate is quite commendable but may be due to a variety of factors:

- strong individual achievement drive
- supplementary counseling and academic services that dispose of minor problems before they assume major proportions
- minimum amount of worry over finances
- academic scheduling at ability and interest levels
- individualized treatment to minimize adjustment problems.

These are but a few of the areas that keep attrition down and interest and persistence up. Much more investigation is needed to clarify the structural components that make for a good SEOP program and keep

problems of attrition at a minimal level. This expanded investigation is especially needed in the orientation and first-year stages of the program since the SEOP students also follow tradition in that most dropouts occur at the end of the first term or year. Recruitment and entrance interviews, with appropriate background data, need to become more sophisticated and reliable in order to help all institutions overcome the problem of new students coping and adjusting to the differing and varying pressures of the higher education environment. This transition from secondary school structure (move on the "bell") to the open schedules of colleges with classes meeting only two to three times per week is difficult for all students. Open time during the day and week becomes quite abundant and the ability to discipline oneself to make effective use of that time for class preparation is quite difficult for any and all students to master. Reliable information in this area can be most helpful to all faculty advisors and students, in or out of SEOP programs.

In summary, perhaps the real delineation of SEOP structure in our colleges will come when they have completed four or more years of program activities. Then we will have an opportunity for followup studies on graduates, to work with a variety of control and treatment groups, and to distinguish among a variety of selection criteria in relation to school and work success.

C. SEOP Program

Kirk (1962) has defined the exceptional student as one who "requires a modification of school practices, or special educational services, in order to develop to his maximum capacity." As we have reviewed the results of the program section of the survey one is reminded of historic traditions and "business-as-usual" activities. With the concentration of courses in LAS curricula and some activities in business and education curricula, how does one justify the "S" for special in SEOP? Most of the respondents indicated their foci were in four-year programs and that they did NOT have special curricula for SEOP students. The SEOP curricula was basically articulated with the general academic program. The only hint of "special" activities was in the fact that most institutions with programs characterized them as "supplementary services to regular classes." In followup studies, one would need to get at the real definition of "supplementary services," for these may run the gamut of limited recruitment and orientation to scheduled individual and group meetings on academic and personal problems.

Perplexity manifests itself, also, in the fact that little or no attention was given, according to the results obtained herein, to the health, professional and technical fields -- either preparatory, para-professional, or regular programs. This might merit consideration in the expansion of programs to extend the range of academic offerings and vocational opportunities to SEOP students. One could hope that there might be a better articulation of academic offerings in colleges with skills needed in the manpower market.

One can only conclude at this period in time that the "special" aspect of these SEOP programs is questionable until better information can be established on the impact of the program on the individual student and how much latent ability has been developed.

D. SEOP Faculty

The results on faculty assignments and associations with SEOP activities further substantiates the "parttime" nature of such projects. We're not implying lack of interest or commitment on the part of the institution or its staff. What is apparent is that the extent of ongoing programs may not be on a broad enough base to justify fulltime project directors and instructional staff that deal ONLY with SEOP activities. As we have noted before the number of students usually found in these programs is fairly small, hence would not justify commitment of many or any fulltime staff. In other cases, a committee arrangement may be more effective for a particular school for articulation and program development. In essence then, we don't have enough large scale activities to establish any guidelines as to what level and range of staff involvement is necessary to insure an effective program.

While this section on Faculty brings out that someone usually has the administrative responsibility to direct SEOP, Section I indicated only ten percent of the respondents with programs were completed by program directors. This may be due to an administrative decision as to who might be in a better position to look at the total program and have access to the requested information. In some cases the program director may not have had access to the more general information.

One other point needs to be made -- there does not seem to be any predilection on the part of institutions to see that only black faculty work with black students. From the responses generated here, one could infer that academic assignments are based on the usual academic considerations.

E. SEOP Students

One of the popular images of SEOP is that such programs are established for the black student. While we did find that the majority of students in the SEOP activities were black there were sufficient numbers of white students from an educationally or economically disadvantaged background to indicate that SEOP recruitment was directed to a variety of students. Other minority group representation was low as it generally is in the enrollment patterns of colleges. We may find on further investigation that SEOP enrollment figures may be tied directly to the number of students receiving student financial aids through educational opportunity grants, work-study programs, and/or student loans. These aids, largely federal in origin, may cover a wider gamut of students than aid recipients strictly considered as SEOP students.

Over 60 percent of the program respondents (Figure 19, p. 49) felt that interviews were the most important criterion in selecting students for SEOP. Even so, further responses indicated there was still a high degree of dependence on standard admission criteria. The question arises then as to whether the interviews were used to select students or to confirm assessments of admission documents. If the latter is true then the importance of interviews for selecting SEOP students may diminish to a "rubber-stamp" operation. On the other hand, if interviews are the most valuable selection technique, then their framework needs delineation and appropriate articulation with the objectives of the college's SEOP project.

The entrance testing program also follows general patterns with achievement, intelligence and personality measures being included in the battery. It is too early to expect any normative data to be established. One might wonder, nevertheless, how standard test results are being used as a selectivity factor if the program really deals with students from educationally deficient backgrounds. In this testing area, colleges may be overlooking potentially valuable data by not assessing leadership or creative ability potential. This may provide an important linkage for some students who have difficulty in coping with academic and college press. Opportunities for leadership activity may be potent forces for developing cohesive strength in the program. If the program is flexible enough in its structure for everyone to have a chance to do "his thing" and attain self-adequacy, then the whole SEOP project is strengthened. Fragmentation and diffusive efforts are minimized.

Fortunately the respondents seem to rely fairly heavily on individual and group counseling. This is a strong supportive technique for the program and the students. Ongoing problems usually can be identified quickly and eliminated before students drop out. Post facto problem identification is generally too late -- problems must be dealt with as they arise. Good pre-orientation programs are helpful and can alert the students as to the supplemental services available to them.

While the majority of the program respondents felt they were recruiting high-risk students, the evidence leaves mixed reactions. The basic difficulty is in the definition of "high-risk." For some educators this may mean a student from a minority group, or with economic problems, or who hasn't done well in the educational setting but does show some evidence of latent academic potential. This area of "high-risk" and its attendant meanings needs more study and better semantic structure.

The student complaints noted most often by SEOP projects have been academic and financial in origin. One must remember that these responses were the ones listed by project staff -- the reactions were not obtained directly from the students. True problem definition may be difficult to develop and would require a direct assessment of student reactions.

F. SEOP Financing

While "institutional funds" was given as the primary financial source by the respondents more than any other one, the summative responses to the other categories indicate an almost equal amount of dependency on some sort of outside financial resources. This surface reaction is borne out in the response to program dependency on federal funds -- more respondents indicated "less than ten percent" than any other category. In the cumulative responses to this question (Figure 22, p. 55), we note an increasing trend toward the federal sector. One must keep in mind, also, that much of the federal support calls for an indication of institutional commitment to such programs which may account for the strong reaction regarding college financial involvement in SEOP activities. When true costs are established, there may be even further evidence that the level of institutional resources involved in the program's operations is at an even higher level than presently known. This area of financing and commitment of resources is difficult to define until we have more evidence available and an adequate delineation as to what percentage of academic and physical resources are involved.

With the great dependency of students on federal funds to remain in college and SEOP projects, further federal cutbacks can have a very adverse effect on the growth and success of such activities. While the majority of the respondents did state they would attempt to continue programs with institutional funds, the realities of the situation may force a reappraisal of this stance. When funds are scarce, "special" projects seem to get limited attention anywhere.

One of the strong implications we derive from this study is that further documented investigation is needed in regard to cost/benefit ratios, direct/indirect academic costs, plus the levels of adequate support per individual student.

G. SEOP Evaluation

Evaluation of programs was not an objective of this survey. The few questions included on evaluation were to get some ideas as to what efforts program institutions might be making in this area. The newness of these projects makes followup studies somewhat vague. Formative evaluation is essential and there are good indicators that most programs are doing this to help in their counseling and to justify their program. Activities of this type can help generate more responsive operational structures and help the college attain, in part at least, its objectives for the SEOP project.

Difficulties in program operations are those usually associated with new projects -- getting activities on a progressive format and maintaining some degree of articulation. There is no real historical background to help in developing rationales for successful operations. One has to have the commitment to wade in, try, experiment, assess, and adjust operations to meet program and student needs. As more data

comes to light, all colleges will have better structural guides. While the "affective" tone of responses indicates that SEOP activities are doing fairly well, in general, the lack of reliable information to date will delay an adequate appraisal of the quality and impact of Special Educational Opportunity Programs.

V. RECOMMENDATIONS

The task of establishing a list of recommendations is an easy one for the outsider who will not have the responsibility for carrying them out. The more difficult job is to note weaknesses that can realistically be attended to by responsible professionals and agencies. On the positive side, we need to make as visible as possible the strengths of ongoing programs to minimize implementation and operational problems for other institutions. Educators have had a historic reluctance to compare notes with one another in a meaningful way. Rapid changes in education and society no longer permit this longterm evolutionary period. Every college that is attempting to progress and to meet the needs of their student should have viable information at hand. The following recommendations will be directed toward the agency that needs to consider their content and determine what action is appropriate.

1. The U. S. Office of Education should decide whether to replicate this survey for all higher education institutions in order to establish data as to the location and extent of SEOP projects on a national level.

2. Additional studies should be undertaken by universities and higher education agencies -- at the national or regional level -- that would provide detailed information from project directors, instructional staff, and, most importantly, SEOP students, regarding their reactions and assessment of ongoing programs.

3. Regional and national advisory panels should be established by the Office of Education to guide and counsel individual colleges, boards of higher education, and related agencies, on objectives and potential outcomes for SEOP.

4. An open channeled knowledge network on SEOP operations needs to be established as an adjunct to the ERIC Clearinghouse on the Disadvantaged to facilitate the retrieval and dissemination of information on SEOP.

5. Specific urban areas need to be studied in more detail in relation to their social needs that can be aided in a realistic way by meaningful SEOP operations. This would require attention to the interaction demands of the academic and vocational fields from the Office of Education, Department of Labor, and Housing and Urban Development.

6. Economic studies should be undertaken by the U. S. Office of Education and other appropriate federal agencies as to the cost/benefit potentialities of SEOP in relationship to welfare programs, job training projects, and other types of social development programs.

7. Evaluation studies by the National Center for Educational Research on the effectiveness and efficiency of various types of SEOP activities should be launched as quickly as possible in order to generate meaningful longterm data regarding program impact, both on the student and the institution.

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APPENDIX

Survey Materials

UNIVERSITY OF ILLINOIS COLLEGE OF EDUCATION

DEPARTMENT OF SPECIAL EDUCATION
210 EDUCATION BUILDING
URBANA, ILLINOIS 61801
AREA CODE 217 333-0260

DISSEMINATION PROJECT
OFFICE:
907 WEST NEVADA
URBANA, ILLINOIS 61801
AREA CODE 217 333-6147

Dear Colleague:

Enclosed are survey materials to investigate the status of special education opportunity programs (SEOP) available to disadvantaged students in higher education institutions. This survey, the first of its kind, is being sent to all higher education institutions in the states of Illinois, Indiana, Michigan, Ohio and Wisconsin.

This survey will provide the first set of base-line data on SEOP operations in a major population area of the country. Your cooperation is earnestly requested and needed!

Everyone is too busy. We hope, however, that you can see that this survey is completed as appropriate and returned to us by December 19th. We have to process data and file our report in January, 1970. If any of the materials are incomplete, please contact us immediately.

We appreciate your interest and cooperation. Thank you for taking the time to make this survey as complete and meaningful as possible. The data will remain confidential.

Sincerely yours,



Wilber D. Simmons, Ed.D.
Project Director

WDS:ce

Encs. 4



Answer 0 if the question doesn't apply to your institution

HIGHER EDUCATION SURVEY -- SEOP

Section I: Basic Information--Institution

1. Office completing survey:

- 1) President
- 2) Chancellor
- 3) Dean of Students
- 4) Dean of Instruction
- 5) Program Director
- 6) Other (specify) _____

2. Title of Person completing survey:

- 1) Dean of Students
- 2) Dean of Instruction
- 3) Program Director
- 4) Assistant to President
- 5) Assistant to Chancellor
- 6) Other (specify) _____

3. Level of Instruction:

- 1) Junior College
- 2) 4-year College, Baccalaureate only
- 3) 4-year College, Baccalaureate & Masters
- 4) University, Baccalaureate & Masters
- 5) University, including Ph.D. level

4. Institution's Enrollment:

- 1) Under 1000
- 2) 1000-2500
- 3) 2500-5000
- 4) 5000-10,000
- 5) 10,000-15,000
- 6) 15,000-20,000
- 7) 20,000-25,000
- 8) Over 25,000

5. Percentage of white enrollment:

- 1) Under 10%
- 2) 10%-20%
- 3) 20%-30%
- 4) 30%-40%
- 5) 40%-50%
- 6) 50%-60%
- 7) 60%-70%
- 8) over 70%

Answer 0 if the question doesn't apply to your institution

6. Percentage of black enrollment:

- 1) Under 5%
- 2) 5%-10%
- 3) 10%-20%
- 4) 20%-30%
- 5) 30%-40%
- 6) 40%-50%
- 7) 50%-75%
- 8) Over 75%

7. Percentage of other non-white:

- 1) Under 3%
- 2) 3%-5%
- 3) 5%-10%
- 4) 10%-20%
- 5) 20%-30%
- 6) 30%-40%
- 7) 40%-50%
- 8) Over 50%

8. Academic Calendar:

- 1) Two semesters per year
- 2) Two semesters plus summer session
- 3) Trimester plan
- 4) Four quarters per year
- 5) Other (specify) _____

9. How many years has your institution (this campus) been operating?

- 1) 1-2
- 2) 3-5
- 3) 5-10
- 4) 10-15
- 5) 15-20
- 6) 20-25
- 7) 25-50
- 8) over 50

10. Are your academic operations limited to one main campus?

- 1) yes
- 2) no

Answer 0 if the question doesn't apply to your institution

11. If Q. 10 is no, how many branch campuses do you have?
- 1) 1
 - 2) 2
 - 3) 3
 - 4) 4
 - 5) 5
 - 6) over 5
12. Is your institution fully accredited by one of the regional higher education associations?
- 1) yes
 - 2) provisionally
 - 3) no
13. Level of academic offerings:
- 1) less than one year of work beyond grade 12
 - 2) at least one but less than two years beyond grade 12
 - 3) at least two but less than four years beyond grade 12
 - 4) four or five year baccalaureate program
 - 5) first professional level
 - 6) masters and/or work beyond the first professional degree
 - 7) work beyond the masters degree but not a doctors level
 - 8) doctor of philosophy or equivalent
14. Focus of programs:
- 1) terminal occupational training at the craftsman-clerical level
 - 2) terminal occupational training at the technical or semiprofessional level
 - 3) two year program for full credit toward a baccalaureate degree
 - 4) liberal arts in general
 - 5) teacher preparatory
 - 6) professional
 - 7) full range college programs
 - 8) university programs

The term SEOP has achieved wide usage in higher education to categorize some type of Special Education Opportunity Program operated by an institution to work with students from an economically and/or educationally disadvantaged background. We'll use SEOP in this frame of reference.

Answer 0 if the question doesn't apply to your institution

15. Have you had any administrative and/or faculty discussions about operating a SEOP in your institution?
- 1) formal--yes
 - 2) formal--no
 - 3) informal--yes
 - 4) nothing contemplated (skip to Q. 17)
16. What year did you begin your SEOP activities?
- 1) before 1964
 - 2) 1965
 - 3) 1966
 - 4) 1967
 - 5) 1968
 - 6) 1969
17. Have you conducted any cost and/or feasibility studies about operating a SEOP?
- 1) yes
 - 2) being considered
 - 3) no
18. Is your institution NOW operating some form of SEOP for disadvantaged students?
- 1) yes
 - 2) no

IF YOUR ANSWER TO Q. 18 IS YES, COMPLETE THE SURVEY. IF NO, STOP HERE AND MAIL THE SURVEY MATERIALS IN THE ENCLOSED ENVELOPE.

THANK YOU FOR YOUR COOPERATION.

Section II: SEOP Structure

19. How many SEOP students do you have enrolled at the freshmen level?
- 1) less than 100
 - 2) 100-200
 - 3) 200-300
 - 4) 300-400
 - 5) 400-500
 - 6) 500-600
 - 7) 600-700
 - 8) over 700

Answer 0 if the question doesn't apply to your institution

20. What percentage of Q. 19 are men?

- 1) less than 10%
- 2) 10%-20%
- 3) 20%-30%
- 4) 30%-40%
- 5) 40%-50%
- 6) 50%-60%
- 7) 60%-70%
- 8) over 70%

21. How many SEOP students do you have enrolled at the sophomore level?

- 1) less than 100
- 2) 100-200
- 3) 200-300
- 4) 300-400
- 5) 400-500
- 6) 500-600
- 7) 600-700
- 8) over 700

22. What percentage of Q. 21 are men?

- 1) less than 10%
- 2) 10%-20%
- 3) 20%-30%
- 4) 30%-40%
- 5) 40%-50%
- 6) 50%-60%
- 7) 60%-70%
- 8) over 70%

23. How many SEOP students do you have enrolled at the junior level?

- 1) less than 100
- 2) 100-200
- 3) 200-300
- 4) 300-400
- 5) 400-500
- 6) 500-600
- 7) 600-700
- 8) over 700

Answer 0 if the question doesn't apply to your institution

24. What percentage of Q. 23 are men?

- 1) less than 10%
- 2) 10%-20%
- 3) 20%-30%
- 4) 30%-40%
- 5) 40%-50%
- 6) 50%-60%
- 7) 60%-70%
- 8) over 70%

25. How many SEOP students do you have enrolled at the senior level?

- 1) less than 100
- 2) 100-200
- 3) 200-300
- 4) 300-400
- 5) 400-500
- 6) 500-600
- 7) 600-700
- 8) over 700

26. What percentage of Q. 25 are men?

- 1) less than 10%
- 2) 10%-20%
- 3) 20%-30%
- 4) 30%-40%
- 5) 40%-50%
- 6) 50%-60%
- 7) 60%-70%
- 8) over 70%

27. How would you characterize the enrollment patterns of your SEOP students?

- 1) growing rapidly
- 2) growing slightly
- 3) about constant
- 4) diminishing somewhat
- 5) dropping rapidly--terminal outlook

Answer 0 if the question doesn't apply to your institution

28. In connection with your SEOP enrollments, what has been your attrition rate for male freshmen?

- 1) less than 10%
- 2) 10%-20%
- 3) 20%-30%
- 4) 30%-40%
- 5) 40%-50%
- 6) 50%-60%
- 7) 60%-70%
- 8) over 70%

29. In connection with your SEOP enrollments, what has been your attrition rate for female freshmen?

- 1) less than 10%
- 2) 10%-20%
- 3) 20%-30%
- 4) 30%-40%
- 5) 40%-50%
- 6) 50%-60%
- 7) 60%-70%
- 8) over 70%

30. In connection with your SEOP enrollments, what has been your attrition rate for male sophomores?

- 1) less than 10%
- 2) 10%-20%
- 3) 20%-30%
- 4) 30%-40%
- 5) 40%-50%
- 6) 50%-60%
- 7) 60%-70%
- 8) over 70%

31. In connection with your SEOP enrollments, what has been your attrition rate for female sophomores?

- 1) less than 10%
- 2) 10%-20%
- 3) 20%-30%
- 4) 30%-40%
- 5) 40%-50%
- 6) 50%-60%
- 7) 60%-70%
- 8) over 70%

Answer 0 if the question doesn't apply to your institution

32. In connection with your SEOP enrollments, what has been your attrition rate for male juniors?
- 1) less than 10%
 - 2) 10%-20%
 - 3) 20%-30%
 - 4) 30%-40%
 - 5) 40%-50%
 - 6) 50%-60%
 - 7) 60%-70%
 - 8) over 70%
33. In connection with your SEOP enrollments, what has been your attrition rate for female juniors?
- 1) less than 10%
 - 2) 10%-20%
 - 3) 20%-30%
 - 4) 30%-40%
 - 5) 40%-50%
 - 6) 50%-60%
 - 7) 60%-70%
 - 8) over 70%
34. In connection with your SLOP enrollments, what has been your attrition rate for male seniors?
- 1) less than 10%
 - 2) 10%-20%
 - 3) 20%-30%
 - 4) 30%-40%
 - 5) 40%-50%
 - 6) 50%-60%
 - 7) 60%-70%
 - 8) over 70%
35. In connection with your SEOP enrollments, what has been your attrition rate for female seniors?
- 1) less than 10%
 - 2) 10%-20%
 - 3) 20%-30%
 - 4) 30%-40%
 - 5) 40%-50%
 - 6) 50%-60%
 - 7) 60%-70%
 - 8) over 70%

Answer 0 if the question doesn't apply to your institution

36. If your college program in SEOP begins with students at the pre-freshmen level, what has your attrition rate been?

- 1) less than 10%
- 2) 10%-20%
- 3) 20%-30%
- 4) 30%-40%
- 5) 40%-50%
- 6) 50%-60%
- 7) 60%-70%
- 8) over 70%

37. At what period do you notice the greatest attrition?

- 1) at the end of the first quarter or semester
- 2) at the end of the first academic year
- 3) at the beginning of the second year

Section III: SEOP Program

In questions 38 thru 67 answer 1 = yes if SEOP programs are available and
2 = no if programs are not available in
the following fields:

38. Agriculture
39. Architecture
40. Biological Sciences
41. Business and Commerce
42. Computer
43. Education
44. Engineering
45. English & Journalism
46. Fine and Applied Arts
47. Foreign Languages
48. Forestry
49. Geography
50. Health Professions
51. Home Economics
52. Law
53. Library Science
54. Mathematics
55. Military Science
56. Philosophy
57. Physical Sciences
58. Psychology
59. Religion
60. Social Sciences
61. Trade and Industrial Training
62. General Curricula
63. Engineering Related Programs
64. Science Related Programs
65. Health Service Programs
66. Clerical Programs
67. Misc.

Answer 0 if the question doesn't apply to your institution

68. Is your SEOP's focus on terminal occupational training (2-year programs)?
- 1) yes
 - 2) no
69. Is the focus on liberal arts, teacher preparation, pre-professional training (4-year programs)?
- 1) yes
 - 2) no
70. Do you have a special curricula for SEOP students?
- 1) yes
 - 2) no
71. How is college credit earned by students in SEOP?
- 1) full credit for all work
 - 2) credit for classes but none for special sessions (remedial, counseling, meeting prerequisites)
 - 3) full credit for regular academically scheduled classes and varying credits for special program work
 - 4) other (specify) _____

72. Would you primarily classify your SEOP operations as:
- 1) remedial
 - 2) supplementary services to regular classes
 - 3) tutorial
 - 4) counseling practicum to improve study skills
 - 5) special curricula
73. In relation to your other academic offerings, is your SEOP curricula:
- 1) totally articulated with the general academic program
 - 2) partially articulated
 - 3) not articulated - operates as separate entity
74. Is your SEOP articulated for continuation of students in your regular academic program:
- 1) yes
 - 2) no

Answer 0 if the question doesn't apply to your institution

75. How would you classify the character of your program?
- 1) permissive
 - 2) slightly structured with a rigid academic and laboratory workshop schedule
 - 3) very structured
76. What is the highest degree program available to your SEOP students?
- 1) Specialist
 - 2) Associate
 - 3) Baccalaureate

Section IV: SEOP Faculty

77. Is there a full-time administrative staff (not counting supportive service personnel) to direct the operation of the SEOP?
- 1) yes--1
 - 2) yes--2-4
 - 3) yes--5-8
 - 4) yes--9-10
 - 5) yes--over 10
 - 6) no full-time administrator
78. How many full-time instructional staff work ONLY with SEOP?
- 1) 1-5
 - 2) 6-10
 - 3) 11-15
 - 4) 16-25
 - 5) 26-35
 - 6) 36-45
 - 7) over 45
79. How are the members of the full-time SEOP instructional staff in Q. 78 assigned to SEOP?
- 1) volunteer
 - 2) time assigned for this work by department or division
 - 3) SEOP students registered in regular sections without instructor's prior knowledge
 - 4) SEOP students randomly assigned to regular classes

Answer 0 if the question doesn't apply to your institution

80. What is the general rank of the full-time SEOP instructional staff working with SEOP students on a direct basis in the classroom?

- 1) assistants
- 2) instructors
- 3) professors

81. What percentage of your SEOP faculty is non-white?

- 1) less than 5%
- 2) 5%-10%
- 3) 10%-15%
- 4) 15%-20%
- 5) 20%-30%
- 6) 30%-40%
- 7) 40%-50%
- 8) over 50%

Section V: SEOP Students

82. What percentage of your SEOP students are black?

- 1) less than 10%
- 2) 10%-20%
- 3) 20%-30%
- 4) 30%-40%
- 5) 40%-50%
- 6) 50%-60%
- 7) 60%-70%
- 8) over 70%

83. What percentage of your SEOP students are white?

- 1) less than 5%
- 2) 5%-10%
- 3) 10%-15%
- 4) 15%-20%
- 5) 20%-30%
- 6) 30%-40%
- 7) 40%-50%
- 8) over 50%

84. What percentage of your SEOP students are Puerto Ricans?

- 1) less than 5%
- 2) 5%-10%
- 3) 10%-15%
- 4) 15%-20%
- 5) 20%-30%
- 6) 30%-40%
- 7) 40%-50%
- 8) over 50%

Answer 0 if the question doesn't apply to your institution

85. What percentage of your SEOP students are Mexican-American?

- 1) less than 5%
- 2) 5%-10%
- 3) 10%-15%
- 4) 15%-20%
- 5) 20%-30%
- 6) 30%-40%
- 7) 40%-50%
- 8) over 50%

86. What percentage of your SEOP students are other Non-White?

- 1) less than 5%
- 2) 5%-10%
- 3) 10%-15%
- 4) 15%-20%
- 5) 20%-30%
- 6) 30%-40%
- 7) 40%-50%
- 8) over 50%

87. Which criterion is most important in selecting students for SEOP?

- 1) academic records and test scores
- 2) counselor-recruitor interviews and recommendations

88. How do you select students for your SEOP?

- 1) standard admission criteria
- 2) 1) plus special requirements (test batteries, supporting letters)
- 3) recruitment and interviews
- 4) other (please mail us criteria with the survey-- will be treated as confidential)

89. How do you assess the potential of SEOP students?

- 1) standard achievement tests
- 2) standard group intelligence tests
- 3) personality measures
- 4) all of the above
- 5) 1 & 2 only

90. Do you use any measures or technics that attempt to assess students potentialities in leadership?

- 1) yes
- 2) no

Answer 0 if the question doesn't apply to your institution

91. Do you use any measures that attempt to assess students' potentialities in creative ability?
- 1) yes
 - 2) no
92. Are the students in your SEOP programmed for individual counseling?
- 1) yes
 - 2) no
93. Are the students in your SEOP programmed for group counseling sessions?
- 1) yes
 - 2) no
94. Do you have a pre-entrance orientation program for SEOP students?
- 1) yes
 - 2) no
95. In your program do you stress recruiting:
- 1) the bright and able student who is economically deprived?
 - 2) the high risk student with a background of discrimination and poverty?
96. What complaints have SEOP students made most frequently about the program?
- 1) lack of money
 - 2) lack of personal acceptance by other students
 - 3) being treated differently
 - 4) apathetic staff
 - 5) inability to cope with academic demands
 - 6) other (specify) _____

Section VI: SEOP Financing

97. What has been the primary source of financing for the SEOP?
- 1) institutional funds
 - 2) outside source--private
 - 3) outside source--city
 - 4) outside source--state
 - 5) outside source--federal

Answer 0 if the question doesn't apply to your institution

98. What percentage of your financing for the SEOP comes from one of the U.S. Office of Education's programs?
- 1) less than 10%
 - 2) 10%-20%
 - 3) 20%-30%
 - 4) 30%-40%
 - 5) 40%-50%
 - 6) 50%-60%
 - 7) 60%-70%
 - 8) over 70%
99. What is the main type of financial assistance available to SEOP students?
- 1) grant only
 - 2) grant plus loan
 - 3) grant plus job
 - 4) grant plus loan plus job
 - 5) loan only
 - 6) loan plus job
 - 7) job only
100. What percentage of your students in SEOP receive federal support of some form?
- 1) less than 10%
 - 2) 10%-20%
 - 3) 20%-30%
 - 4) 30%-40%
 - 5) 40%-50%
 - 6) 50%-60%
 - 7) 60%-70%
 - 8) over 70%
101. What is the average amount of direct financial aid given to each student per academic year (2 semesters or 3 quarters)?
- 1) less than \$100
 - 2) \$100-\$200
 - 3) \$200-\$300
 - 4) \$300-\$400
 - 5) \$400-\$500
 - 6) \$500-\$750
 - 7) \$750-\$1000
 - 8) over \$1000
102. If outside funding resources were curtailed, would you continue your SEOP with your own institutional funds?
- 1) yes, would continue
 - 2) probably would
 - 3) probably not
 - 4) definitely not

Answer 0 if the question doesn't apply to you: institution

Section VII: Evaluation

103. Is there any followup made of former students?
- 1) yes
 - 2) no
104. What is the prime purpose in evaluating SEOP operations?
- 1) for instruction
 - 2) for recording and grading
 - 3) for counseling and guidance
 - 4) for individual motivation
 - 5) for program justification
 - 6) for budget justification
105. Do you use the same grading system for SEOP as you do with other students?
- 1) yes (skip to Q. 107)
 - 2) no
106. If your answer to the Q. 105 was "no", do you use a pass fail system?
- 1) yes
 - 2) no
107. In your SEOP operations, what stage has given you the most difficulty?
- 1) planning
 - 2) developing
 - 3) articulating
 - 4) maintaining
108. According to Bradford (1958) the major target of education is change and growth in the individual and his behavior. Is your SEOP--
- 1) accomplishing this
 - 2) developing this
 - 3) lacking in data on outcomes
 - 4) moving slower than anticipated
 - 5) failing to do this to date

Dissemination Project
University of Illinois
Urbana-Champaign Campus

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SEOP SURVEY GUIDELINES
ANSWER FOR YOUR CAMPUS ONLY

The term SEOP has achieved wide usage in higher education to categorize some type of Special Education Opportunity Program operated by an institution to work with students from an economically and/or educationally disadvantaged background. We'll use SEOP in this frame of reference.

1. Answer sheet: please put your responses to the survey questions on the special answer sheet, using a #2 pencil to mark the appropriate response.
2. Marking answers: please be sure that the survey questions and the response item numbers are matching. Mark answers at the appropriate place by solidly darkening the vertical bracket ↓.
3. Mark 0 for any question that does not apply to YOUR campus.
4. If a question is appropriate for an "Other" response, mark that number on the answer sheet, AND, supply the information directly on the survey form.
5. TOP OF ANSWER SHEET:
 - a. Name of Institution: On the front in the top blank, put institution name; in rows 11-18 (upper left corner-- front and back) then fill in the first 8 letters of the name of your institution--one letter for each row of 11-18:

Example

| WISCONSIN | |
|-----------|-----------------------------|
| | ABCDEFGHIJKLMN OPQRSTUVWXYZ |
| 11 | W |
| 12 | i |
| 13 | s |
| 14 | c |
| 15 | o |
| 16 | n |
| 17 | s |
| 18 | i |

5. b. Special Codes (right center - front and back)

A. State --

- mark 1) Illinois
2) Indiana
3) Michigan
4) Ohio
5) Wisconsin

B. Type of Institution --

- mark 1) Public - state
2) Public - city
3) Private - nonsectarian
4) Private - sectarian

C: Campus

- mark 1) residential
2) commuter
3) both

D: (On back of answer sheet)

Does the majority of your campus student enrollment originate from:

- 1) within your state
2) out of state

E: From what types of population areas do the majority of your students come?

- 1) urban
2) rural

F: Would you like a copy of this final report?

- 1) yes
2) no

Other sections on top of answer sheet remain blank.

ANSWER QUESTIONS FOR YOUR CAMPUS ONLY

6. Please return survey form and answer sheet only in the enclosed postage prepaid envelope.
7. All inquires or requests for additional materials should be directed to: Wilber D. Simmons, Ed.D., Director, Dissemination Project.

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January 5, 1970

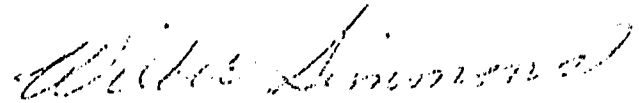
Dear Colleague:

You recently received a survey from us pertaining to Special Educational Opportunity Programs (SEOP) in higher education institutions. We are now tabulating the data and writing the drafts on the report.

At the present time we have not received a response from your campus. There is still time to include your information which will be of considerable value to this survey. The results should provide informative data on SEOP for all higher education institutions. If you have not received the materials, please contact us. We will send a set immediately.

Your timely cooperation will be appreciated. I am looking forward to hearing from your office soon.

Sincerely yours,



Wilber D. Simmons, Ed.D.
Project Director

WDS/ce